

DEPARTMENT OF COUNSELING PSYCHOLOGY

UNIVERSITY OF MADRAS

Diploma Course in

LEARNING DISABILITIES (LD)

COURSE DESCRIPTION:

This Diploma course will help the students to understand and identify the core deficits of children with Learning Disabilities and learn to implement the appropriate interventional strategies for remediation.

GOAL:

- Understanding & Identifying the core deficits in Learning Disabilities
- Informal assessments of students with Learning Disabilities
- Interventional strategies in working with students with Learning Disabilities

Eligibility for Admission:

Graduates from any UG and PG Discipline.

Stakeholders: Psychological counsellors, Special Educators and Parents of Children with Learning Disabilities.

Duration of the Course:

Two Semesters (Part Time)

Attendance:

A candidate shall be permitted to appear for the examination only if he/she secures not less than 75% of attendance in each subject paper or as prescribed by the Syndicate from time to time.

Course of Study:

The course of study for the diploma course on “Learning Disabilities” shall consist of 3 Theory papers, one Practical and one case study.

Conduct of Examination:

The examinations shall be conducted and the answer papers shall be valued by the concerned Subject and experienced teachers of the University Department / College / Institute of Correspondence Education / Central / State Government Special Education Institutions itself that offers the course. The valued answer scripts along with the Mark Lists duly certified by the Head of the University Department concerned / Principal of the respective college, Director of the Institute of Correspondence Education shall be forwarded to then Controller of Examinations for scrutiny and declaring the results and issuing the Statements of Marks from the University.

Scheme Of Examination:

The examination will be held at the end of the course. The duration of the examination, the title of the Paper and other details are given below.

Paper	Title of the Paper	Scheme of Examination			Credit
		Hours	Max. Marks	Min. Marks	
Paper I	Fundamentals of Psychology	1 Hour	100	40	4
Paper II	Introduction to Learning Disabilities	1 Hour	100	40	4
Paper III	Intervention & Strategies for working with children with Learning Disabilities.	1 Hour	100	40	4
Practical	Case study	1 Hour	100	40	2
	Practicum and Viva Voce	1 Hour	100	40	4

Passing Minimum:

The passing minimum for a paper shall be 40 out of a maximum of 100 marks.

Classification of Successful Candidates:

The candidates who secure 75% and above in the first appearance, shall be deemed to have passed in First Class with Distinction. Candidates who have secured 60 % marks and above shall be deemed to have passed in the First Class, 50-59 % marks shall be deemed to have passed in the Second Class and 40-49 % marks shall be deemed to have passed in the Third Class.

Those candidates who have passed in the first appearance alone are eligible for ranking.

Fee

The fee structure for the Self Supportive Diploma in Learning Disability per student is as below.

S.No	Nature of Fees	Amount
1	Tuition fee (Per Semester)	5000
2	Registration Fee (At Entry)	120
3	Library fee(Per Semester)	100
4	Special Fee(Per Semester)	100
5	Cultural & Youth Festival Fee (At entry)	35
6	Development of Infrastructural Facilities Fund (at entry)	35
7	Laboratory Fee / Computer Laboratory Fee*(Per Semester)	3000
8	Caution Deposit at entry (refundable)	700
9	Processing Fee	0
10	Eligibility Fee*	0
11	Matriculation fee*	50
12	Internet Fee	200
13	ID - Smart Card	100
	Total	9,440

*Wherever Applicable

Diploma Course

In

LEARNING DISABILITIES (LD)

Paper – I – Fundamentals of Psychology

Unit 1: Introduction to Psychology

- 1.1 Nature, concept and definition.
- 1.2 Psychology- as a Science, Specialities within Psychology, Psychology and Other Disciplines.
- 1.3 Perspectives in Psychology: Psychodynamic, Behavioural, Humanistic, Bio-psychological, Evolutionary, Socio-cultural, Cognitive.

Unit 2: Memory and Forgetting

- 2.1 Memory: Stages in Memory, Human Memory – the Modal Model of Memory, Sensory Memory, Short - Term Memory, Long- Term Memory, Memory in Natural Context, Biological Bases of Memory, Modifying our Memory Capabilities, Drugs and Memory, Mnemonics, Culture and Memory.
- 2.2 Forgetting: Theories of Forgetting- Retrieval Failure, Decay Theory, Interference Theory, Motivated Forgetting, Reconstruction Theory, Memory Disorders.

Unit 3: Thinking

- 3.1 (a) Basic Elements of Thought: Concepts, Prepositions, Images
- 3.1 (b) Concepts: Types of Concepts, Concept Formation,
- 3.1 (c) Reasoning: Types, Decision Making, Problem Solving,
- 3.1 (d) Creative Thinking: Nature and Characteristics, Artificial Intelligence
- 3.2 Language: Nature and Development of Language, Universal Feature of Human Language- Linguistic Structure, Designing and Using in Daily Life, Understanding Language, Language and Thought, Biological Foundations of Language, Language in Other Species
- 3.3 Intelligence: Nature and Definition, Views Regarding Intelligence, Theories of Intelligence, Measurement of Intelligence, Intelligence Tests, Distribution of Intelligence, Levels of Intelligence- Classification of Mental Retardation , Biological Bases of Intelligence

Unit 4: Learning, Motivation and Emotion

- 4.1 Learning -(a) Nature, Definition (b) Classical Conditioning: Principles, Applications (c) Operant Conditioning: Principles, Applications, Schedules of Reinforcement (d) Other Forms of Learning: Instrumental Learning, Cognitive Learning, Observational Learning, Skill Learning, Transfer of Learning, Biological Factors in Learning.

4.2 Motivation: Basic Concepts, Indicators of Motivation, Biogenic and Sociogenic Motives, Theories of Motivation, Intrinsic - Extrinsic Frame, Frustration and Conflict

4.3 Emotion- Components of Emotion, Characteristics of Emotion, Functions of Emotion, Physiology of Emotion, Expression and Control of Emotions, Theories of Emotion, Measurement of Emotion, Polygraph, Emotion and Cognition, Emotional World of Men and Women, Culture and Emotion

Unit 5: Personality

5.1 Definition, Nature, Approaches - psychoanalytic - Neo - Freudian - Jung, Adler, Sullivan, Karen Horney, Humanistic Approaches, Trait Approaches, Behavioural Approaches, Social - Learning Approaches, Assessment of Personality

Paper – II –Introduction to Learning Disabilities

Unit 1: Introduction to Learning Disabilities

1.4 Nature, concept and definition.

1.5 Prevalence and characteristics.

Unit 2: Types and Causes of LD

2.1 Types of LD and associated conditions

2.2 Neurological aspects and causes

Unit 3: Developmental aspects

3.1 Child development

3.2 Processing

Unit 4: Cognitive processes in learning.

4.1 Attention and perception

4.2 Memory

4.3 Language

4.4 Thinking

4.5 Meta cognition

Unit 5: Intelligence

5.1 Intelligence

5.2 Multiple Intelligence (MI)

5.3 Learning Styles

Paper – II - Intervention & Strategies for working with children with Learning Disabilities

Unit 1: Multi-Sensory teaching strategies.

1.1 Reading

1.2 Writing

1.3 Spelling

1.4 Comprehension.

1.6 Math

Unit 2: Case Study

2.1 Case study

2.2 Lesson Plan

Unit 3: Assessment

3.1 Introduction

3.2 Informal assessments

Unit 4: Building self-esteem

4.1 Building self – esteem for students

4.2 Building Self –Esteem for teachers.

Unit 5: Inclusion

5.1 Inclusion – Goals and challenges

5.2 Mediated Learning Experience

5.3 Government Aids and Policies for Children with Special needs.

Homework: Worksheets, Assignments, Case studies, Mind map.

References

Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.

Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.

Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.

Kapur M. (2011). Counselling Children with Psychological Problems. India. India Binding House, Pearson.

Nakra, O. (1996). Children and learning difficulties. Allied Publishers. Chicago

Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.