

Programme Project Report (PPR)
for
Distance Learning Programme under School of Distance Education

Post Graduate Diploma In Management of Learning Disability (PGDMLD)

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Academic support by
Institute of Research in Learning Disability (IRLD)
School of Behavioral Sciences
Mahatma Gandhi University
Kottayam, Kerala

**PG DIPLOMA IN MANAGEMENT OF LEARNING DISABILITY
(PGDMLD)**

(Distance Learning Programme – Diploma Programme)

Programme Project Report

Mahatma Gandhi University started the School of Distance Education in 1989 with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, thousands of students have availed themselves of this opportunity for higher education to a great extent throughout Kerala. Many students outside the State have also benefited from this. But after the new directions of the UGC in 2014, the University had stopped all the Off-Campus Centres of the School of Distance Education both inside and outside the State.

Now it is the new endeavour of the School to revamp its functioning by offering different types of Diploma and Certificate programmes very relevant to contemporary society, in addition to the conventional Graduate and Post Graduate programmes. This is being done with the academic and infrastructural support of the eminent Schools and Interdisciplinary Interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Post Graduate Diploma Programme has been designed by the School of Behavioural Sciences and is to be conducted by the School of Distance Education with the academic support of the School.

School of Behavioural Sciences established in 1988 under Mahatma Gandhi University has a variety of unique higher education programmes aimed at developing human resources in the field of disability rehabilitation and mental health for the upliftment of the weaker sections of the society. In India, we have many National Institutes instituted for the care of each of the disabilities. School of Behavioural Sciences is one of the first University departments in India that started academic programmes in this field and addressed the problems and issues in all disabilities under a single roof with a holistic nature in the 1980's itself. Academic programmes offered by the School are interdisciplinary in nature. Research is undertaken by potential scholars in the various aspects of Disability Rehabilitation, Psychology, Special Education, Mental Health, Behavioural Medicine and Rehabilitation Nursing. The School intends to develop rehabilitation professionals and researchers in different areas namely Rehabilitation Psychology, Special Education, Behavioural Medicine, Rehabilitation

Nursing, and Guidance Counselling. The School conducts community extension programmes at three levels- School (regular and special schools), college and community. The School has a Vocational Rehabilitation Centre for the adults with intellectual disability.

a) Programme's Mission & Objective

The field of Learning Disability (LD) is a challenging, rewarding, and sometimes frustrating endeavor. It is a reality that there are a number of learners who have difficulty in processing information that is presented to them auditorily, or visually. Some cannot learn efficiently when their auditory, visual and tactual kinesthetic process is not synchronized to operate as functional unit when attempting to learn or perform a task. In order to address the academic issues of Learning Disability especially in the identification and management. We need learned and trained persons.

Post Graduate Diploma in Learning Disability is to develop an insight and understanding on the theoretical foundations of Learning Disability as well as competencies of effective Assessment and management. Following are the specific objectives of the programme.

On completion of the programme the students will develop:

- Understanding on the nature and importance of various disabilities.
- Skill to identify children with Learning Disabilities and assess their academics.
- Understanding the management of Children with Learning Disabilities theoretically and practically.
- Understanding on the importance of Rehabilitation of individuals with Learning Disabilities and develop skill for educational rehabilitation

b) Relevance of the program with HEI's Mission and Goals:

Since Learning Disability included as one of the category from disability in the Right to Person with Disability Act 2016. Later awareness and understanding among the public and the parents has become essential to ensure the right of Person with Learning Disability. Moreover in our country there is lack of sufficient institutions which runs the educational programmes for the management of Learning Disability. We need professionals in the field to educate in rehabilitate person with disabilities. Especially person with learning disability. And it is understood that no universities in Kerala provide educational facilities in distant mode those who are rarely needs of training and education, but engaged in various jobs, and livelihood activities to meet the above purpose the academic programme-post graduate diploma in management of learning disability has been designed. This will be very beneficial to all interested candidates having under graduation in any subjects and those who are willing to contribute the educational rehabilitation of individual with learning disability. So university decided to provide an opportunity to join in the distance programme of PG Diploma in Management of Learning Disability.

c) Nature of prospective target group of learners:

This programme is open to all those who are interested in developing knowledge and understanding in the identification and management of Learning Disabilities. Candidates who have passed Graduation in any subject are eligible for admission to the Post Graduate Diploma in Learning Disability

d) Appropriateness of Programme to be conducted in open and distance learning mode to acquire specific skill and competence:

The course gives emphasis to both theory and practical aspects. After completion of the course the students can perform as a remedial instructor and as a rehabilitation worker in the field of education. The programme is designing such a way that the candidate with required qualification can obtain the knowledge understanding and skills in the identification, assessment, and management of learning disabilities. The study material and the practical activities are designed and arranged appropriately by considering the distant learners.

e) Instructional Design

The School with its rich experience of the past 29 years and with its multidisciplinary resources including faculty members and research students developed a curriculum and syllabi of the programme. The proposal was presented by the programme coordinator in the Faculty Council meeting and the Council approved the same and recommended to the University for Further Actions.

It is a one year programme with 32 credits and 192 hours of contact classes. Each credit is assumed as equivalent to 30 hours of students study comprising of learning activities such as reading, comprehending the print material, using of multimedia, attending counseling sessions and writing assignment responses. Thus a 4 credit course involves 120 hours of study.

Structure and Framework of the Programme

Course Duration: 1 year							
SEMESTER 1							
Sl. No.	Course Code	Title	Instructional hours	Credit	Marks		
					Internal	External	Total
1	SBDEPGD1701	Introduction to disability and Special Education	12	4	20	80	100
2	SBDEPGD1702	Institutional Visit/project	12	4	20	80	100
3	SBDEPGD1703	Identification and assessment of Learning Disability	12	4	20	80	100
4	SBDEPGD1704	Practical -Assessment of LD	60	4	20	80	100

Total			96	16	80	320	400
SEMESTER 2							
5	SBEDPGD1705	Management techniques of learning disability	12	4	20	80	100
6	SBEDPGD1706	Practical -Management of LD	60	4	20	80	100
7	SBEDPGD1707	Principles of Rehabilitation	12	4	20	80	100
8	SBEDPGD1708	Case Study/project	12	4	20	80	100
Total			96	16	80	320	400
Grand Total			192	32	160	640	800

**SBE in the course code stands for the School of Behavioral Sciences, DE stands for Distance Education, PGD stands for Post Graduate Diploma, 17 stands for the year 2017 in which the curriculum is developed, and the last two digits of the code indicates the numerical order of course in the programme.*

f) Procedure for Admission, Curriculum Transaction and Evaluation

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. Graduation is the minimum eligibility for the admission. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book Review/Debate/Seminar/Presentation of case study for each course. Assignments/Book Review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

'P' grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Certificate programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

GPA =

$$\frac{\text{Total credit points earned by the student from all the required courses of the programme}}{\text{Total credits of all courses required in the programme}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

Equivalent Percentage = (GPA obtained) X 10

(g) Requirement of the laboratory support and Library Resources:

All infrastructural support of the Centre will be extended to the learners as per the requirement.

Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-Shodh Sindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, ProQuest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135

E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books	Books added during the last three years
	School of Behavioural Sciences	1464	202

g) Cost estimates of the programme and the provisions

Budget estimate (for 100 students)

Sl.no	Item	Amount(Rs.in Lakhs)
1.	Manpower	4
2	Study Material	2
3	Practicals	1.5
4	Internal assessment	.5
5	End semester examination	1
	Total	9

Total Programme fee: Rs.9000/-

h) Quality Assurance Mechanism and Expected Programme Outcomes

The quality of the programme will be ensured through strict monitoring by an executive committee including the Coordinator of the programme, the subject experts, Head of the School of Distance Education, and the head of IRLD. The Coordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analyzed to draw conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

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SYLLABUS
PG DIPLOMA IN MANAGEMENT OF LEARNING DISABILITY
(PGDMLD)

SBEDEPGD1701

INTRODUCTION TO DISABILITIES AND SPECIAL EDUCATION

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. Locomotors, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deaf blindness

Course Content

Unit 1: Blindness and Low Vision

- 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

- 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

- 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

Practical 1- Field Visit (SBEDEPGD1702)

- 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. Mustafa and Jibin(2016)Inclusive education:thought and practices,IPH Publishes.New Delhi
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. mustafa and aiswarya .(2017)Learing Disabilities;psychological and educational perspectives,IPH Publishers.New Delhi
6. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
7. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
8. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.

9. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
10. mustafa Muhamad(2017)Education of differently abled(2016)and exclusive tendency in Inclusive Education,SBeS MG University,Kottayam
11. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
12. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
13. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
14. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
15. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
16. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
17. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
18. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
19. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
20. Sivarajan and Mustafa(2017)Creating inclusive classrooms,Calicut University,cc publication.Thenhippalm
21. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
22. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

SBEDEPGD1703

IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH LEARNING DISABILITIES

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

- 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

- 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

- 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

- 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

- 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

Practical 2 –Assessment of LD (SBEDEPGD1704)

- 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

References:

1. Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. `Columbus. Ohio-Charles
2. Mustafa and Jibin (2016)Inclusive education: thought and practices, IPH Publishes, New Delhi
3. Bender, W. N.,(199`5)Identification and Teaching Strategies Learning Disabilities, Characteristics, identification and coaching categories New York: Allyn bacon
4. Lerner, J. W(198`5). Learning Disabilities. Boston: Houghton Mifflin
5. Lindsay, G. (Ed.) (1984). Screening for children with Special Needs. London: Groom
6. Mustafa and Aiswarya. (2017)Learing Disabilities; Psychological and educational perspectives, IPH Publishers, New Delhi
7. Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
8. Mustafa Muhamad (2017)Education of differently abled (2016)and exclusive tendency in Inclusive Education, SBeS MG University, Kottayam
9. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition,
10. Taylor, B and others (1988) Reading Difficulties: Instruction and Assessment, Random House, New York.
11. Venkateswanshu, D.,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications:
12. Sivarajan and Mustafa(2017)Creating inclusive classrooms, Calicut University, CC publication, Thenhippalam

SBEDEPGD1705 MANAGEMENT TECHNIQUES OF LEARNING DISABILITIES

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:

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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

- 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

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

Unit 5 : Management of children with LD

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

Practical 3-Management of LD(SBEDEPGD1706)

• Conduct of Camps for remedial program for LD and for community awareness programme after internship 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.
6. 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.
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10. Lerner J. W. and Kliner. F (2005) Learning Disabilities and Related Disorder
11. Characteristics and Teaching Strategies, New York Houghton Mifflin Company, 10th Edition,
12. Mustafa and Jibin (2016) Inclusive Education: thought and Practices, IPH Publishes. New Delhi
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17. Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications, New Delhi:
18. Pandey J, Thapa Komilla. (2008) "Perspectives on learning disabilities in India: Current practices and prospects" Sage Publications, New Delhi.
19. Reddy G.L. and Rama R. (2000) Education of children with special needs New Delhi – Discovery Pub.
20. Reddy L. G., Rama R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers.

21. Reid. K (1988) Teaching the Learning Disabled, Allyn and Bacon, Boston,.
22. Langone, J (1990) Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
23. Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin
24. Smith, D.D. (1981) Teaching the Learning disabled Child. Eaglewood. Cliffs: N.J. Prentice Hall.
25. Strichart, S.S. (1993) Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon Boston
26. Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
27. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition,
28. Taylor, B and others (1988) Reading Difficulties : Instruction and Assessment, Random House, New York,
29. Venkateswanshu, D .,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications
30. Sivarajan and Mustafa(2017)Creating inclusive classrooms, Calicut University, CC publication, Thenhippalm
31. Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
32. Mustafa and Aiswarya .(2017) Learning Disabilities; psychological and educational perspectives, IPH Publishers, New Delhi

SBEDEPGD1707

PRINCIPLES OF REHABILITATION

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

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

Unit 2: Causes and associated conditions of LD

- 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

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

Unit 4: Vocational Rehabilitation

- 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

- 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

Practical 4-Case study(SBEDEPGD1708)

Case study from an Institution included

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

Reference books

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