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UNIVERSITY OF MYSORE



Estd. 1916

VISHWAVIDYANILAYA KARYA SOUDHA  
CRAWFORD HALL, POST BOX NO. 406  
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No.AC.2(S)/384/14-15

Dated: 10-06-2015

**NOTIFICATION**

**Sub:** Revised and restructure the curriculum of the M.Phil course in Learning disabilities.  
**Ref:** 1. Proceedings of Faculty of Science & Technology Meeting held on 02-02-2015.  
2. Proceedings of the Meeting of Academic Council held on 27-03-2015.

The Board of Studies in **Psychology (PG)** at its meeting held on 29-11-2014 has resolved to restructure the curriculum of M.Phil in Learning Disabilities course from the academic year 2015-16.

The Faculty of Science and Technology and the Academic Council at their meetings held on 02-02-2015 and 27-03-2015 respectively have approved the above proposals and the same is notified.

The copy of restructured curriculum of M.Phil in Learning Disabilities course is annexed.

**DRAFT APPROVED BY THE REGISTRAR**

To

1. The Registrar (Evaluation), University of Mysore, Mysore.
2. The Chairperson, BOS/DOS in Psychology, MGM
3. The Dean, Faculty of Science & Technology, DOS in Earth Science, MGM.
4. The Director, College Development Council, UOM, Mysore.
5. The Coordinator, Online & Outreach programme, Parakalamatta, MGM.
6. The Deputy/Assistant Registrar (Evaluation), University of Mysore, Mysore.
7. The Supdt, A.B., Academic Section / PMEB, UOM., Mysore.
8. The P.A. to the Vice-Chancellor/Registrar/Registrar( Evaluation), UOM., Mysore.
9. The Case Worker, AC.7, Academic Section, University of Mysore, Mysore.
10. The Section Guard File(Supdt.AC.2), A.B., A.C., UOM.
11. The Schedule File.

*[Handwritten Signature]*  
16/6  
REGISTRAR  
12/06/15  
12/6

## Appendix-1

**Ref: No. AC6/533/2011-12 Dated 20-06-2014 reg. Regulations governing the M Phil degree course 2014.**

With respect to the above cited reference regarding the regulations governing the M Phil degree courses in the University, the M Phil course in Learning disability (LD) run in our department is restructured as below.

**M. Phil. in Learning Disabilities  
(DOS in psychology, University of Mysore, Manasagangotri, Mysore)**

### ***Preamble:***

M Phil in LD is an interdisciplinary course started in DOS in Psychology under UGC Innovative program from 2005-06 academic year. After the end of scheme in 2010, as per the commitment to the UGC, the University has been running the course under fully self-financing course with the admission open at national level.

Learning Disability is an interdisciplinary area in which professionals from various disciplines such as psychology, education/special education, speech and hearing sciences, neurology, cognitive science, human development etc are engaged. The course is restructured keeping in view of the fact that **LD is not a cognate subject at PG level anywhere and it is an interdisciplinary practice oriented professional subject.**

### **Eligibility for admission:**

*M. Phil. in Learning Disability is a unique interdisciplinary course initiated under UGC innovative program. Candidates who have passed their post graduate degree examinations with at least 55% (50% in case of SC/St/Cat-1 candidates) of marks or equivalent grades in the following subjects are eligible to apply:*

*M A/M Sc in Psychology/Speech and Hearing/ Speech Pathology and Speech Science/ Audiology/Special Education/Human Development/Counselling/Clinical Psychology/ Disability studies and Reliability sciences/Cognitive Science/ Cognitive Neuroscience/ Rehabilitation Psychology/Clinical Linguistics/Special Education/any PG degree approved by RCI, or M Ed.*

### **Course papers and credits:**

#### **FIRST SEMESTER**

## Paper 1: Learning Disability: Methods in assessment, diagnosis and remediation

Semester	Lecture (L)	Tutorial (T)	Practical (P)	Total credits
First	4	1	0	5

**Unit 1:** Introduction to Learning Disability (LD); Prevalence, Definition, Characteristics and types of LD; Screening methods for LD and dyslexia; Identification and diagnosis of Learning disabilities- dyscalculia, dyslexia, dysgraphia.

**Unit 2:** Assessment of cognitive (attention and memory including working memory) and linguistic (reading, spelling, fluency) functions in LD; Assessment of phonological awareness (PA) and Rapid automatized naming (RAN); Assessment of behavioral and emotional problems.

**Unit 3:** Remedial approaches including inclusive approach; Principles of remedial teaching; Individualized Education plans (IEP); National Institute of Open School (NIOS) approach; Use of technology in remedial teaching; Specific remedial guidelines for dyslexia, dysgraphia, and dyscalculia.

**Unit 4:** Use of software in data collection, experimentation (DMDX, E-Prime etc) and data analysis including SPSS; Interpretation of data; Reporting the research in APA style.

## Paper 2: Dyslexia, Reading and Brain

Semester	Lecture (L)	Tutorial (T)	Practical (P)	Total credits
First	4	1	0	5

**Unit 1. Reading:** Orality and literacy; Components of reading (decoding, comprehension, speed, and fluency); Reading acquisition models; Skilled reading: Dual Route model, Connectionistic models, DRC; Psycholinguistic grain size theory.

**Unit 2. Phonological awareness and Orthography:** Concept and assessment of Phonological awareness; Phonological awareness and reading; Orthography and reading; RAN and reading; Concept of Akshara and reading in Indian context.

**Unit 3. Dyslexia:** Concept and definition of Dyslexia; Issues related to Diagnosis and Assessment of; Types of dyslexia; Speech perception and dyslexia; Temporal deficit hypothesis of dyslexia; Visuo-perceptual aspects of dyslexia: Eye movements and reading.

**Unit 4. Neurobiology of Dyslexia:** Genetics of dyslexia; Brain and dyslexia: Cerebral laterality; Planumtemporale; Phonological deficit hypothesis; Cerebellar deficit hypothesis; Magnocellular deficit hypothesis.

### Paper 3: Skill Development for Corrective Measures

Semester	Lecture (L)	Tutorial (T)	Practical (P)	Total credits
First	0	1	4	5

In order to provide hands-on experience in diagnosis, assessment and remedial teaching for children with LD, students are sent to special centers/institutes of LD and schools with resource room for screening and assessment of LD on regular basis (at least for **eight hours** per week on average). During their visits to such centers/schools, students need to maintain a record of activities they indulge in and the same should be submitted in a Report form along with any teaching aids or modules prepared by them. The Report submitted should consist the following.

1. Academic/cognitive and any related assessment carried out; IEP plans; and teaching aids/worksheets used in remedial teaching.
2. Case study on one person with LD with detailed assessment/profile/response to intervention along with recommendations.

### Second Semester

#### II Semester: Dissertation work and Dissertation viva-voce

Semester	Lecture (L)	Tutorial (T)	Practical (P)	Total credits
Second	0	1	9	9 +1 =10

### *Reference books*

1. Bernice Y.L. Wong (1996). The ABCs of Learning Disabilities. N.Y.: Academic Press.
2. Nickola W. Nelson (1998). Childhood Language Disorders in Context: Infancy through Adolescence. London: Allyn and Bacon.
3. Charles Hulme and R. Malatesha Joshi (1998). Reading and Spelling: Development and Disorders. London: Lawrence Erlbaum Associates.
4. Prathibha Karanth (2003). Cross-Linguistic Study of Acquired Reading Disorders: Implications for Reading Models, Disorders, Acquisition, and Teaching. N.Y.: Kluwer Academic Publishers.
5. Prathibha Karanth and Joe Rozario (2003). Learning Disabilities in India. New Delhi: Sage Publications.
6. Purushottama G. patel (2004), Reading Acquisition in India: Models of Learning and Dyslexia. New Delhi: Sage Publications
7. Gowramma (2005). Development of Remedial Instruction Programme for Children with Dyscalculia in Primary School. Mysore: Chetana Book House.

8. J.P.Das (1998). Dyslexia & Reading Difficulties.Mumbai:The Maharashtra Dyslexia Association

9. Alan. A. Beaton (2004). Dyslexia, Reading and the Brain. Sussex: Psychology Press.

### **Scheme of Assessment and Examination**

The general scheme is as per the University guidelines. For papers 1and 2, C1 and C2 marks will be based on seminar/assignment/test performance. The question paper pattern of C3 examination will follow the theory examination paper pattern of M. Sc. Psychology.

For paper 3, C1 and C2 marks will be based on their report on visit to a special school/center for children with LD (other than the one used for regular visit)/ Case study presentation. The report submitted by the students will be valued for semester-end C3 examination.

Dissertation guidance work will be divided by the faculty involved in teaching the M.Phil. course (since this is an interdisciplinary course).

Grading and other matters will follow the University guidelines.

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## **PANEL OF EXAMINERS FOR M.PHIL IN LEARNING DISABILITY- 2015-2016**

(Prepared by the Board of Studies in Psychology (PG))

### **INTERNAL**

1. Dr. Prakash, P., Professor, DOS in Psychology, Manasagangotri, Mysore-6
2. Dr. Jyoti S Madgaonkar, Professor, DOS in Psychology, Manasagangotri, Mysore-6
3. Dr. Sampath Kumar, Asst. Professor, DOS in Psychology, Manasagangotri, Mysore-6

### **EXTERNAL**

1. Dr. N.P. Nataraj, Professor & Director, J.S.S. Institute of Speech & Hearing, Nanjangud Road, Mysore.
2. Dr. S. Venkatesan, Professor, Dept of Clinical Psychology, All India Institute of Speech & Hearing, Mysore-6
3. Dr. Goswamy, Lecturer, Dept. of Speech Pathology, All India Institute of Speech & Hearing, Mysore-6
4. Dr. Pushpavathi, Lecturer, Dept. of Speech Pathology, All India Institute of Speech & Hearing, Mysore-6
5. Dr. Shyamala, K.C. Professor, Dept. of Speech Pathology, All India Institute of Speech & Hearing, Mysore-6
6. Dr. Prema, K.S. Reader, Dept. of Speech-Language Sciences, All India Institute of Speech & Hearing, Mysore-6
7. Dr. Gouramma, Lecturer, Dept. of Special Education, RIE, Bhubaneswar.
8. Dr. Manjula, M.Y. Reader, P.G. Dept. of Psychology, SDM College, Ujire, D.K. Pin:574240.
9. Dr. Prathiba Karanth, Professor, Chandrashekhar Institute of Speech & Hearing, Hennur Road, Bangalore.
10. Dr. Suresh, P., Professor & Director, Institute for Communicative and Cognitive Neurosciences (ICCONS), Kavalappara, Shoranur, Kerala.
11. Dr. Sam Manickam, Department of Psychiatry, JSS Hospital, Mysore.
12. Dr. K.B. Kumar, Dean, Faculty of Psychology, Sweekaar Academy of Rehabilitation Sciences, Secunderabad-3, A.P
13. Dr. Vasanta, D Professor, C.A.S. in Linguistics, Osmania University, Hyderabad, A.P.
14. Dr. Keshava Kumar, Asst. Professor, Dept. of Mental Health and Social Psychology, NIMHANS, Bangalore, - 560029.

