



College of Physicians and Surgeons of Mumbai

Syllabus for CPS-PG-Course

DLDNP-DIPLOMA IN LEARNING DISABILITY AND NEURO

DEVELOPMENTAL PAEDIATRICS

College of Physicians and Surgeons of Mumbai

CPS House, Dr. E. Borges Marg, Parel, Mumbai – 400012.

**DLDP-DIPLOMA IN LEARNING DISABILITY AND NEURO DEVELOPMENTAL
PAEDIATRICS**

COURSE DESCRIPTION

Eligibility Criteria for Candidates:

i. A candidate should possess MBBS degree/ equivalent degree as per provisions of Indian Medical Council Act.

&

ii. Candidates having a recognized 3 years degree Qualification (MD/MS/DNB) in Paediatrics speciality

or 2 years Diploma Qualification in Paediatrics speciality

Duration of the Course : 2 years

SYLLABUS

SECTION I. GOALS AND OBJECTIVES

At the end of the course the candidate shall have the knowledge of Basics of Learning Disability

Needs of Special Children

Innovative methods of teaching(Remediation) and therapy

SECTION II COURSE CONTENT

Introduction / foundation of education

Definition of Education

Objectives & Goals of Education

Definition of Special Education

Integrated Education

li. Types of handicaps

Physical

Sensory – Vision & Hearing Deficits

Orthopedics – Cerebral Palsy, Poliomyelitis, Muscular Dystrophy, Hemiplegia, Spina Bifida.

Intelluctual Disability

Mild b. Moderate c. Severe d. Profound 3.Emotional

Anxiety, Jealousy, School phobias, conduct disorders, ODD, depression, anxiety disorders

Slow Learners

Learning Disability

ADD / ADHD /Autism

Human development

Concepts & Principles of growth and development

Developmental Milestones

Aspects of Development

Physical & Motor Development

Cognitive Development

Language Development

Social & Emotional Development

Personality Development

Educational psychology

Meaning, Definition, Scope & Purpose of Educational Psychology.

Psychological Processes.

Learning i) Conditioning ii) Reinforcement iii) Trial & Error

Motivation – Maslow Theory

Methods and Tools

Observation

Interview

Questionnaire

Checklist

Testing /assessment

Psychological Testing

What is Psychological Assessment?

Different Types of Tests

Wechsler's Intelligence Scale for Children (WISC)

Bender Gestalt Test

Astonindex

Standard Progressive Matrices (SPM)&

Colour Progressive Matrices (CPM)

Understanding the test report and imparting information to parents

Educational assessment

Formal Tests

Woodcock Johnson Test –Achievement and Cognitive

Wide Range Achievement Test(WRAT)

Diagnostics Test for Learning Disability(DTLD)

Diagnostic Test for Reading Disability(DTRD)

Informal Test

Curriculum – Based Test (CBT)

Behavior Checklist

Test for auditory and visual perceptual problems 4.Developmental tool for assessment (BSID)

5.AmielTison for f/u of high risk neonates.

Assessment of ADD/ADHD and comprehensive management.

Assessing other behavioural problems (breath holding spells, temper tantrums, enuresis, encopresis, food disorders, sleep and conduct disorders)

Mood disorders

Understanding the test report and imparting information to parents.

Remedial education

Meaning need & scope of Remedial Education

Different methods of Remediation

Reading

Writing &Spelling

Phonics

Maths

Different Games for Remedial

Management

Individual Education Program(IEP)

Task Analysis

Less on Plan

Curriculum Planning

Counselling

Understanding of Counseling & Guidance

Importance of Counseling & Guidance

Techniques of Counseling & Guidance

SECTION III. TEACHING METHODS & ACTIVITIES

Practice teaching

Visits to different institutions

Remedial kit

Role Play

Presentations

Action research

Organization & Scheduling of course

SECTION V. EVALUATION SCHEME

Evaluation of the candidates will depend on the following criteria;

Presentations

Assignments

Case Study

Internal Assessment

General Behaviour

One Research Project by Candidate Final Exams

Eligibility – Attendance : Minimum is 90%

Satisfactory internal assessment and research completion

Future Directions

To continue this course every year for the next few years and to simultaneously widen its curriculum.

SECTION VI RECOMMENDED BOOKS 1. Education of the Slow Learner By Vijay Pratap Singh

2. Learning Disabilities in India willing the mind to learn Edited By Pratibha Karanth & Joe Rozario.

Children & Learning Difficulties By Onita Nakra

Learning About Learning Disability Edited By Bernice Y. L. Wong Academic Press-San Diego, London, New York.

The Secret Life of the Dyslexic Child By Robert Frank with Kathryn Linigston

The Gift of Dyslexia By Ronald D. Davis

What To Do About Your Brain Injured Child By Glenn Doman

Helping The Child With Learning Difficulties From SANGATH–A Society for Child Development & Family Guidance,Goa.

Nelson Textbook of Pediatrics, Swaiman's Textbook of Pediatrics Neurology.

Case Presentation & management of cases in outdoor patients. Daily clinical exam with faculty members of the dept.

Clinics, Seminars, panel discussions, case conferences.

Integrated discussions with allied faculties- ENT, Ophtal, Psychiatry, Psychology, OT, Speech therapy

Journal clubs

Clinical & Research Work.

CURRICULUM FOR THE DIPLOMA IN LEARNING DISABILITY AND NEURO DEVELOPMENTAL PEDIATRICS

COMPONENTS OF THE CURRICULUM

Foundation of Education

Human Development

Types of Handicaps

Educational psychology

Remediation

Counseling

Assessment /Testing

DLDNP-DIPLOMA IN LEARNING DISABILITY AND NEURODEVELOPMENTAL PEDIATRICS**Examination Pattern****Theory Examination:**

PAPER I	PAPER II	PAPER III
ANATOMY PHYSIOLOGY	THERAPEUTICS	APPLIED SCIENCES & RECENT ADVANCES
Section I	Section I	Section I
Q.1. 10 Marks	Q.1. 10 Marks	Q.1. 10 Marks
Q.2. 10 Marks	Q.2. 10 Marks	Q.2. 10 Marks
Q.3. 10 Marks	Q.3. 10 Marks	Q.3. 10 Marks
Q.4. 10 Marks	Q.4. 10 Marks	Q.4. 10 Marks
Q.5. 10 Marks	Q.5. 10 Marks	Q.5. 10 Marks
Total 50 Marks	Total 50 Marks	Total 50 Marks
Section II	Section II	Section II
Q.6. 10 Marks	Q.6. 10 Marks	Q.6. 10 Marks
Q.7. 10 Marks	Q.7. 10 Marks	Q.7. 10 Marks
Q.8. 10 Marks	Q.8. 10 Marks	Q.8. 10 Marks
Q.9. 10 Marks	Q.9. 10 Marks	Q.9. 10 Marks
Q.10. 10 Marks	Q.10. 10 Marks	Q.10. 10 Marks
Total 50 Marks	Total 50 Marks	Total 50 Marks
Section I + II = 100 Marks	Section I + II = 100 Marks	Section I + II = 100 Marks
Total Theory = 300 Marks, Passing = 150 (i.e. 50%) Marks in aggregate		

Practical Examination:		Marks
Paper - IV	Clinical Practical	100
Paper - V	Oral & Viva	100
Paper - VI	Case	100
Total Marks	(Aggregate marks for passing is 50% out of total.)	300