

CURRICULUM

OF

SPECIAL EDUCATION

(4-Year)

BS/BEEd

(Revised 2011)



HIGHER EDUCATION COMMISSION
ISLAMABAD, PAKISTAN

CURRICULUM DIVISION, HEC

Dr. Syed Sohail H. Naqvi	Executive Director
Prof. Dr. Altaf Ali G. Shaikh	Member (Acad)
Mr. Muhammad Javed Khan	Adviser (Academics)
Mr. Malik Arshad Mahmood	Director (Curri)
Dr. M. Tahir Ali Shah	Deputy Director (Curri)
Mr. Abdul Fatah Bhatti	Assistant Director (Curri)

Composed by: Mr. Zulfiqar Ali, HEC, Islamabad

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PREFACE

The curriculum of subject is described as a throbbing pulse of a nation. By viewing curriculum one can judge the stage of development and its pace of socio-economic development of a nation. With the advent of new technology, the world has turned into a global village. In view of tremendous research taking place world over new ideas and information pours in like of a stream of fresh water, making it imperative to update the curricula after regular intervals, for introducing latest development and innovation in the relevant field of knowledge.

In exercise of the powers conferred under Section 3, Sub-Section 2 (ii) of Act of Parliament No. X of 1976 titled “**Supervision of Curricula and Textbooks and Maintenance of Standard of Education**” the erstwhile University Grants Commission was designated as competent authority to develop review and revise curricula beyond Class-XII. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission under its Ordinance of 2002 Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the HEC undertakes revamping and refurbishing of curricula after regular intervals in a democratic manner involving universities/DAIs, research and development institutions and local Chamber of Commerce and Industry. The intellectual inputs by expatriate Pakistanis working in universities and R&D institutions of technically advanced countries are also invited to contribute and their views are incorporated where considered appropriate by the National Curriculum Revision Committee (NCRC).

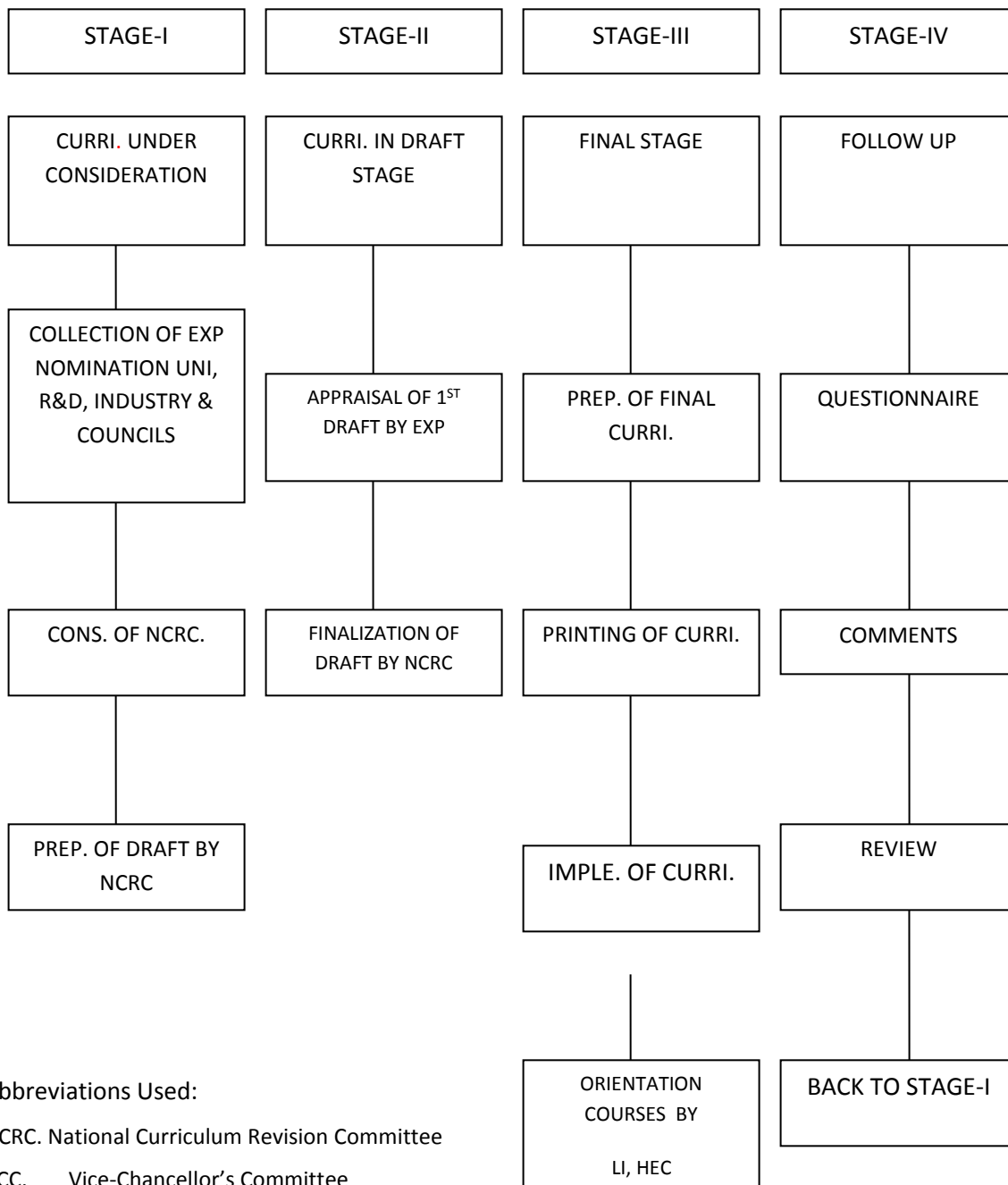
To bring international compatibility to qualifications held from Pakistani universities/DAIs for promotion of students mobility and job seekers around the globe, a Committee comprising of Conveners of the National Curriculum Revision Committee of HEC met in 2009 and developed a unified template for standardized 4-year/8-semester BS degree programmes. This unified template was aimed to inculcate broader base of knowledge in the subjects like English, Sociology, Philosophy, Economics etc. in addition to major discipline of study. The Bachelor (BS) degree course requires to be completed in 4-year/8-semester, and shall require qualifying of 130-140 credit hours of which 77% of the curriculum will constitute discipline specific and remaining 23% will comprise compulsory and general courses.

In line with above, NCRC comprising senior university faculty and experts from various stakeholders and the respective accreditation councils has finalized the curriculum for BS/BEd 4-year in Special Education. The same is being recommended for adoption by the universities/DAIs channelizing through relevant statutory bodies of the universities.

MUHAMMAD JAVED KHAN
Adviser (Academics)

June, 2011

CURRICULUM DEVELOPMENT



Abbreviations Used:

- NCRC. National Curriculum Revision Committee
- VCC. Vice-Chancellor’s Committee
- EXP. Experts
- COL. Colleges
- UNI. Universities
- PREP Preparation
- REC. Recommendations
- LI Learning Innovation
- R&D Research & Development Organization
- HEC Higher Education Commission

INTRODUCTION

National Curriculum Revision Committee (NCRC) final meeting on Special Education was held from June 22-24, 2011 at Higher Education Commission, Regional Centre, Karachi, Following attended the meeting:-

SR.NO	NAME & DESIGNATION	Participants
1	Dr. Shagufta Shahzadi, Professor, Department of Special Education, University of Karachi, Karachi	Convener
2	Ms. Tanzila Nabeel, Associate Professor Department of Special Education, Allama Iqbal Open University, Islamabad	Secretary
3	Dr. Nasir ud Din, Professor Department of Special Education, University of the Punjab, Lahore	Member
4	Dr. Asma Masood, Assistant Professor, Department of Special Education, Federal Urdu University Arts Science and Technology Abdul Haw Campus, Baba-e-Urdu Road, Karachi.	Member
5	Dr. M. Mehmood Hussain Awan, Ex-Convener NCRC Special Education, Visiting Professor, Allama Iqbal Open University, Islamabad.	Member
6	Dr. Mustafa Kamal Usmani, Incharge/Head of ENT, Speech Therapy & Audiology Department, National Institute for Handicapped, St. No. 9, G-8/2, Islamabad.	Member
7	Ms. Nasrat Tahir, Principal, National Institute of Special Education, Plot No.74, H-8/4, Islamabad	Member
8	Dr. Abdul Hameed, Chairman, Department of Special Education,	Member

	University of Management & Technology C-II Johar Town, Lahore.	
9	Dr. M. Aamir Hashmi, Assistant Professor IER Punjab University, Lahore	Member
10	Mr. Muhammad Ehsan, Lecturer, Department of Special Education, University of Science & Technology Bannu.	Member
11	Mr. Muhamad Aslam Kamboh, Assistant Professor, Department of Curriculum Developments Special Education, Faculty of Education, University of Sindh, Hyderabad	Member

Mr. Muhammad Javed Khan, Adviser (Academics), HEC Islamabad welcomed the participants and briefed about the obligations of the Higher Education Commission for review, revision and development of curricula. He informed the participants that the objective of the meeting is to review/revise and develop 4-year BS curriculum in Special Education following semester system of examination.

Prof. Dr. Altaf Ali G. Shaikh, (Acad), HEC joined the meeting in mid-day and informed the members that Government is striving hard to enhance the quality of education in public as well as in private sector Universities/Institutions by developing curriculum and making it more compatible with international standards, job oriented and in line with the needs of the society.

Prof. Dr. Shagufta Shahzadi, University of Karachi, Karachi acted as the convener and Ms. Tanzila Nabeel, Allama Iqbal Open University, Islamabad as Secretary of the NCRC respectively.

Dr. M. Tahir Ali Shah, Deputy Director (Curriculum) briefed the committee members about standard template for development of curricula for 4-year BS degree programme.

He explained the committee regarding credit hours requirements, foundation and major and elective subject courses. He further informed that compulsory courses, i.e: English, Mathematics, Islamyat, Pakistan, Studies and Introduction to Information and Communication Technology have already been developed by the respective NCRCs of the HEC.

After three days detailed deliberations the National Curriculum Revision Committee developed the draft curriculum for 4 year BS/B.Ed degree program in Special Education.

SCHEME OF STUDIES FOR BS 4-YEAR PROGRAMME IN SPECIAL EDUCATION

FIRST YEAR: FIRST SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
1.	PAPER-I	INTRODUCTION TO SPECIAL EDUCATION	311	03

SECOND SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
2.	PAPER-I	HUMAN GROWTH AND DEVELOPMENT	312	03

THIRD SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
3.	PAPER-I	INTRODUCTION TO EXCEPTIONALITIES	411	03
4.	PAPER II	TEACHING STRATEGIES IN SPECIAL EDUCATION	421	03

FOURTH SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
5.	PAPER-I	EDUCATIONAL PSYCHOLOGY	412	03
6.	PAPER II	TEACHING OF READING AND WRITING (Theory & Practical)	422	03

FIFTH SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
7.	PAPER-I	VISUAL HANDICAP; AN INTRODUCTION	511	03
8.	PAPER II	HEARING IMPAIRMENT; AN INTRODUCTION	521	03
9.	PAPER III	MENTAL RETARDATION; AN INTRODUCTION	531	03
10.	PAPER IV	PHYSICAL HANDICAP; AN INTRODUCTION	541	03
11.	PAPER V	LEARNING DISABILITY; AN INTRODUCTION	551	03

SIXTH SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
12.	PAPER-I	LOW INCIDENCE EXCEPTIONALITIES	512	03
13.	PAPER II	ADAPTING CURRICULUM AND INSTRUCTIONS	522	03
14.	PAPER III	ASSESSMENT IN SPECIAL EDUCATION	532	03
15.	PAPER IV	PLANNING AND IMPLEMENTATION OF IEP.	542	03
16.	PAPER V	PRACTICUM; Observational Visit / Teaching	552	03

SEVEN SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
17.	PAPER-I	FOUNDATIONS OF COUNSELING, GUIDANCE AND THERAPY	611	03
18.	Paper II	MANAGEMENT AND ADMINISTRATION OF SPECIAL EDUCATION	621	03
19.	PAPER III	COLLABORATION BETWEEN FAMILY, SCHOOL & COMMUNITY	631	03
20.	PAPER IV	EARLY INTERVENTION AND FAMILY SUPPORT PROGRAMME	641	03
21.	PAPER V	CLINICAL PRACTICE /PRACTICUM	651	03

EIGHT SEMESTER:

S. No.	Paper	Course Title	Course Code	Credit Hours
22.	PAPER-I	LEGAL ISSUES IN SPECIAL EDUCATION	612	03
23.	PAPER II	INCLUSIVE EDUCATION	622	03
24.	PAPER III	EDUCATIONAL RESEARCH	632	03
25.	PAPER IV	PRACTICAL TEACHING I(Disability Specific)	642	03
26.	PAPER V	PRACTICAL TEACHING II(Disability Specific)	652	03

**DETAIL OF COURSES FOR BS
4-YEAR PROGRAMME IN SPECIAL EDUCATION**

First Semester

311- INTRODUCTION TO SPECIAL EDUCATION **Cr. Hrs: 03**

OBJECTIVES:

1. To develop knowledge of basic concepts in Special Education.
2. To develop knowledge about special children's categories and special needs.
3. To identify historical roots of Special Education.

COURSE CONTENTS:

Unit 1: Basic Concepts in Special Education

- 1.1 Concepts and Definition
 Disease, Disorder, Abnormal,
 At-Risk, Impairment, Disability, Handicap
 Children, Special Education, Special Educational Needs
- 1.2 Categories of Special Children
- 1.3 Perspectives on Disabilities
 - Psycho-medical Perspective
 - Physiological Psychology
 - Biological Basis of Psychopathology
 - Social Perspective
 - Teacher Development Perspective

Unit 2: Origins of Special Education (Historical Perspective)

- 2.1 People and Ideas
- 2.2 Growth of the Discipline
- 2.3 Professional and Parent Organizations
- 2.4 Legislation (USA, Japan, UK, India and Pakistan).

Unit 3: Special Education System

- 3.1 Screening
- 3.2 Identification
- 3.3 Assessment
- 3.4 Placement
- 3.5 Educational Planning
- 3.6 Referral
- 3.7 Resource sharing
- 3.8 Transitional planning
- 3.9 Parent education

Unit 4: Current Trends and Issues

- 4.1 Integration / segregation
- 4.2 Inclusive Education
- 4.3 Early Intervention
- 4.4 Transition from School to Work
- 4.5 Labeling and classification
- 4.6 Assessment and Placement

Unit 5: Service Delivery Model

- 5.1. Individualized Family Support Programme (IFSP)
- 5.2. Individualized Education Programme (IEP)
- 5.3. Individualized Transitional Plan (ITP)
- 5.4. Community Based Rehabilitation
- 5.5. A Continuum of Services
 - Regular Classroom
 - Special Education Teacher
 - Itinerant Teacher
 - Resource Teacher
 - Diagnostic Prescriptive Centre
 - Hospital or Homebound Instruction
 - Self-Contained Class
 - Special Day School
 - Residential School
 - Home based Programme

Recommended Books:

1. Hallahan (1991). *Exceptional Children (4th Ed.)*. Columbus: Merrill Pub. Co.
2. Mitchell, D (1999). *Early Intervention Studies for young children with special needs*. London: Chapman and Hall.
3. Smith (1998). *Introduction to Special Education (3rd Ed.)* Boston: Allyn & Bacon.
4. Ysseldyke (1991). *Critical Issues in Special Education*. Boston: Houghton Mifflin.

Second Semester

312- HUMAN GROWTH AND DEVELOPMENT

Cr. Hr.03

OBJECTIVES:

1. To define biological and environmental processes of development.
2. To describe important characteristics of child development theories.
3. To describe various developmental stages and trends of development.

COURSE CONTENTS:

Unit 1: Child Development: an Introduction

- 1.1 Methods of Studying Children
- 1.2 Theories of Child Development
- 1.3 Themes in the Study of Child Development
- 1.4 Biology and Environment
 - Development is Dynamic
 - Development Occurs in a Social Context
 - Development is Flexible
- 1.5 Aspects of Development
- 1.6 Developmental Milestones

Unit 2: Birth and Infancy

- 2.1 A New Life Begins:
 - Conception and Heredity
 - Prenatal Development
 - Birth and the Newborn
- 2.2. Development in Infancy
 - Physical
 - Cognitive and Language
 - Social and Emotional
 - Personality Development
 - The Social Context of Infancy

Unit 3: Early Childhood Development

- 3.1. Physical, Cognitive, and Language
- 3.1 Social and Emotional
- 3.3. Personality Development
- 3.4. The Social Context of Early Childhood

Unit 4: School-Age Children

- 4.1. Physical, Cognitive, and Language Development in School Age Children
- 4.2. Social and Emotional Development in School Age Children
- 4.3. Personality Development
- 4.4. The Social Context of School Age Children

Unit 5: Development at other Stages

- 5.1. Development in Adolescence
 - Physical, Cognitive and Language Development
 - Social and Emotional Development
 - Personality Development
 - The Social Context of Adolescence
- 5.2. Development and Adulthood
- 5.3. Developmental changes and Old Age

Recommended Books:

1. Bee, H (1995). *The Developing Child. (7th ed). New York: Harper Collins College Publishers.*
2. Craig, G J (1996). *Human Development. (7th ed). New Jersey: Prentice Hall.*
3. Harris, M & Butter worth, G (2002). *Developmental Psychology: A student's handbook. New York: Psychology Press Ltd.*
4. Irwin, D B & Simons, J A (1994). *Lifespan Developmental Psychology. Dubuque: Brown & Benchmark Publishers.*
5. Stewart, A C & Friendman, S (1987). *Child Development: Infancy through Adolescence. New York: John Wiley & Sons.*
6. Santrock, J W (2002). *A topical approach to Life-Span Development. New York: McGraw Hill.*

Third Semester:

411- INTRODUCTION TO EXCEPTIONALITIES Cr. Hr.03

OBJECTIVES:

1. To study various categories of disabilities to include etiology and effects of disability on various aspects of development.
2. To compare categorical and non-categorical perspectives of students with disabilities.
3. To discuss organic and environmental causes of various disabilities.

COURSE CONTENTS:

Unit 1: Classification System of Exceptionalities

- 1.1 U.S. Department of Education's Classification
- 1.2 International Classification of Diseases (ICD)
- 1.3 Diagnostic and Statistical Manual (DSM)
- 1.4 World Health Organization Classification

Unit 2:A Intellectual Exceptionalities

Mental Retardation
Gifted and Talented

B Academic exceptionalities

Specific Learning Disabilities

Unit 3:A Sensory Impairment

- 3.1. Hearing Impairment
- 3.2. Visual Impairment
- 3.3. Deaf-Blind

B Motor Impairment

- 3.4 Orthopedic Impairment

- Unit 4: **Other Health Impairments**
- 4.1 Chronic or acute health problems
 - 4.2 Asthma,
 - 4.3 Attention Deficit Hyperactivity Disorder, diabetes,
 - 4.4 epilepsy,
 - 4.5 Haemophilia,
 - 4.6 lead poisoning,
 - 4.7 leukemia,
 - 4.8 nephritis fever,
 - 4.9 sickle cell anaemia/Tourette syndrome.

Unit 5: **A- Emotional Disturbance**

- Definition, Concept, Prevalence and Classification
- Pervasive mood of unhappiness or depression.
- Difficulties in interpersonal relationship
- Fear associated problems

B- Autism and other Pervasive Developmental Disorder.

- Impairment in Multiple nonverbal behaviors
- Failure to develop peer relationships
- Delay or lack of spoken language
- Stereotyped and repetitive language or idiosyncratic language

Recommended Books:

1. Haring, N G (1986). *Exceptional Children and Youth*. Columbus: Merrill.
2. Heward, B (2000). *Exceptional Children*, New Jersey: Prentice Hall.
3. Smith D D (1998). *Introduction to Special Education*. Boston: Allyn & Bacon.
4. Thomas, A & Grimes, J. (2008), *Best Practices in school Psychology*, V.2, 697-720.

421- TEACHING STRATEGIES IN SPECIAL EDUCATION Cr.Hr.03

OBJECTIVES:

1. To identify the diagnostic and perspective teaching strategies for exceptional children.
2. To provide working knowledge of curriculum, assessment instruments and on-line resource.
3. To describe diagnostic perspective to developing individualizing instructions.

COURSE CONTENTS:

Unit 1: **Instructional Planning and Teaching**

- 1.1 Foundations of Effective Instruction
- 1.2. Components of effective Instruction

- Planning Instruction
- Managing Instruction
- Delivering Instruction
- Evaluating Instruction

1.3. Teaching techniques/micro teaching/mentoring/peer teaching/competency teaching.

Unit 2: Instructional Environment

- 2.1. Classroom Management and Organization
- 2.2. Instructional Materials
- 2.3. Instructional Methods (Direct Instruction, Cooperative Learning, Precision teaching, Self-learning, peer tutoring).

Unit 3: Instructional Adaptations

- 3.1. Basic Skills Instruction
- 3.2. Instruction of Subject-Area
- 3.3. Content Adaptations
- 3.4. Considering special needs

Unit 4: Assistive Devices

- 4.1. **Visual Impairment**; Orientation and Mobility Aids/Listening Skills Training/Braille/Enhanced Image Devices/Audio Aids/Optical Character Recognition Devices/Computer Soft wares
- 4.2. **Hearing Impairment**; Total Communication/Cued Speech/Assistive Learning Devices/Oral/Aural Approach/Information Communication /Technologies (ICTs Tools)/Sign Language
- 4.3. **Physical Disabled**: Wheel Chair/Prosthesis/Artificial Limbs/Conductive Education
- 4.4. **Mental Retardation**; Montessori Teaching Methods and Material/Behaviors Modification/Functional Academic Skills/Self-help skills/Teaching Kits/Computer Software wares/Psychotherapy/Psychiatric Support/Dietary Support

Unit 5: Collaboration and Parent-Professional Partnerships

- 5.1. The Basics of Collaboration
- 5.2. Special Education and Related Services
- 5.3. Parent-Professional Collaboration
- 5.4. Collaboration with Multi-Professional
- 5.5. Team Teaching

Recommended Books:

1. Kochar, S K (2000). Methods and Techniques of Teaching. New Delhi: Sterling.
2. Murijis, D and Reynolds, D (2001). Effective Teaching, London: Paul Chapman.

3. Polloweay, E A (et al), (1986), Strategies for teaching learners with special needs. (4th Ed). Columbus: Merrill.
4. Pasanella, A L and Volkmore, C B (1981). Teaching Handicapped Students in the Mainstream. 2nd Ed. Charles & Merrill.

Fourth Semester

412- EDUCATIONAL PSYCHOLOGY Cr. Hr.03

OBJECTIVES:

1. To identify the implications of educational psychology on classroom practice.
2. To explain how reflective teaching uses educational psychology.
3. To differentiate among various factors causing differences between learners.

COURSE CONTENTS:

Unit 1: Educational Psychology: An Introduction

- 1.1 Definition and Concept
- 1.2 Scope of Educational Psychology
- 1.3 Branches and methods
- 1.4 Key concepts in educational psychology

Unit 2: Neo-cognitive model

- 2.1. Information Processing in Learning and Memory
- 2.2. Associationist and Constructivist Views of Memory
- 2.3. Information Processing Models
- 2.4. Rote Learning
- 2.5. Meaningful Verbal Learning

Unit 3: Individual Differences

- 3.1 Q, Cognitive Style and Creativity
 - Cognitive Psychology
 - Pattern recognition
 - Attention
 - Memory
 - Imagery
 - Concepts and categorization
 - Problem solving
- 3.2 Socio-economic Status, Cultural and Gender Differences
 - Physiological Psychology
 - Brain and nervous system and behavior
 - Biological basis of psychopathology

Unit 4: **Learning and motivation**

- 4.1 The Psychology of human Learning
Learning Typologies
- Bloom's Taxonomy
 - The Gagne and Briggs Typology
- Learning Theories
- Pavlov and Classical Conditioning
 - Thorndike and Instrumental Conditioning
 - Skinner and Operant Conditioning
 - Bandura and Social Learning Theory
 - Cognitive and Constructivist Views of Learning (Ausbel, Bruner and Vygotsky)
- Memory and retention
- 4.2 Basic Concepts of Motivation
- Behaviouristic Theory
 - Need Theories
 - Atkinson's Achievement Motivation Theory
 - Attribution Theory
 - Intrinsic Motivation Theory

Unit 5: **Child Psychopathology**

- 5.1 Forms of a typical development in childhood and adolescence
- 5.2 Disorders of behavior
- 5.3 Disorders of emotions
- 5.4 Developmental and learning problems
- 5.5 Problem related to mental health

Recommended Books:

1. Biehler, Robert F and Jack Snowman (1990): *"Psychology Applied to Teaching (6th Edition). Houghton Mifflin Company.*
2. Charlton, Tony and Kenneth David. (1993). *Managing Misbehaviour in Schools (2nd ed.) Routledge.*
3. Dale H Schunk: (1991) *Learning Theories: An Educational Perspective. (2nd ed). Merrill.*
4. Eggfen, Paul & Don Kolchak: (1999) *"Educational Psychology: Windows on Classroom" (4th Ed.) Merrill.*
5. Gage, N L and David C Berliner (1991). *"Educational Psychology" (5th Ed.) Houghton Mifflin Company).*
6. Good, Thomas L and Jere Brophy: (1995). *Contemporary Educational Psychology. (5th Ed). Longman.*
7. Santrock J W (2001). *Educational Psychology. (International Edition). McGraw Hill.*

422 TEACHING OF READING AND WRITING

Cr. Hr. 2+1=3 (Theory and Practical)

OBJECTIVES:

- 1- To develop methods and materials for teaching developmental reading
- 2- To develop competencies in assessing reading skills of children
- 3- To focus on lesson planning in order to prepare learning activities appropriate to children's needs.

COURSE CONTENTS:

Unit 1: **Reading Difficulties: Definition and Concept**

- 1.1 The Classification of Reading Disability
 - Organic/Neurological Explanations
 - Functional Approach
 - Environmentalist Explanations
- 1.2 Elements of reading; word recognition and reading comprehension.
- 1.3 Remediation of Specific Reading Difficulties
 - Visual Motor
 - Auditory Verbal
 - Auditory Visual Integration
 - Higher Order Conceptual and Language Problems
- 1.4 Approaches of teaching reading
 - Whole language instruction
 - Explicit code emphasis instruction
 - Integrating whole language and code-emphasis instruction

Unit 2: **Writing Difficulties; Definition and Concept**

- 2.1 The Classification of Learning Difficulties in Writing
- 2.2 The Development of Writing; writing process
Planning/editing/revising
- 2.3 Remediation of Writing and Spelling Difficulties
 - Writing Difficulties
 - Difficulties in Composition, Formulation, and Planning
Grammatical Structure
 - Difficulties with Handwriting
 - Spelling and other Difficulties
 - Spelling Difficulties
 - Problems with Punctuation and Space
- 2.4 Assessment of writing
 - Informal monitoring
 - Process measures
 - Product measures

Unit 3: **Visual Motor Problems and Activity Level**

- 3.1 Definition and Concept

- 3.2 The Classification of Visual Motor Difficulties
- 3.3 Remediation of Visual Motor Difficulties
 - Visual Perceptual Difficulties
 - Motor Difficulties (Clumsiness)
 - Difficulty with Attention and Activity Level.

Unit 4: **Difficulties in Mathematics**

- 4.1 Definition and Concept
- 4.2 The Classification of Learning Difficulties in Mathematics
- 4.2 The Remediation of Difficulties in Mathematics
 - Specific Difficulties in Mathematics
 - Difficulty with Reading and Writing Numbers
 - Difficulty with Calculations
 - Spatial Difficulties
 - Higher Order Difficulties in Mathematics
 - Difficulty in understanding mathematics
 - Difficulty with the Language of Mathematics

Unit 5: **Personal and Social Skills**

- 5.1 Definition and Concept
- 5.2 The Classification of Social Skills Problems
- 5.3** The Remediation of Personal and Social skills

PRACTICUM: The student should be acquainted with methods of teaching reading in content areas. Practice should include assessment procedures, comprehension skills in content areas, readability and materials suitability, study skills, vocabulary development, developing reading rate flexibility, reading efficiency, grouping procedures and lesson design.

Recommended Books:

1. *Harding, L (1986). Learning Disabilities in the Regular Education Classroom. London: Croom Helm.*
2. *Segal, S and Varma, V (1991). Prospects for People with Learning Difficulties. London: David Fulton Publishers.*
3. *Shears, B and Suewood (1986). Teaching Children with Learning Difficulties. London: Croom Helm.*
4. *Stakes, R and Hornby, G (1988). Meeting Special Needs in Mainstream Schools: A*
5. *Practical Guide for Teachers. London: David Fulton Publishers.*
6. *Tompkins, E, G, (2000), Teaching writing; balancing process, 3rd ed Columbus, pub co.*
7. *Wood, J. W (1989) Mainstreaming: A Practical Approach for teachers.*
8. *Columbus; Merrill Pub. Co.*

Fifth Semester

511 VISUAL IMPAIRMENT: AN INTRODUCTION Cr. Hr. (2+1)

OBJECTIVES:

1. To explain the primary characteristics of visual impairment.
2. To identify approaches and teaching tactics appropriate for visually impaired.
3. To describe psychological and behavioral characteristics of visually impaired.

COURSE CONTENTS:

Unit 1: Introduction of Visual Impairment

- 1.1 Definition and Classification
 - Legal Definition
 - Low Vision/Legally Blind
 - Educational Definition
- 1.2 Measurement of Vision and low vision
- 1.3 Causes of Visual Impairment
- 1.4 Prevalence and prevention.

Unit 2: Function of the Eye

- 2.1 Anatomy
- 2.2 Physiology
- 2.3 Functions
- 2.4 Diseases

Unit 3: Psychological and Behavioural Characteristics

- 3.1 Language Development
- 3.2 Intellectual Ability
- 3.3 Mobility
- 3.4 Academic Achievement
- 3.5 Social Adjustment

Unit 4: Educational Considerations

- 4.1 Braille
- 4.2 Use of Remaining Sight
- 4.3 Listening Skills and Verbalism
- 4.4 Mobility Training
- 4.5 Information Communication Tools (ICT's Tools)
- 4.6 Service Delivery Models

Unit 5: Transitional planning

- 5.1 Independent Living
- 5.2 Vocational Training
- 5.3 Resume writing

- 5.4 Employment opportunities
- 5.5 Understanding and adjustment of work Environment.

Practical:

- *Assessment of Vision/low vision, Case study recording, Use of residual vision, Braille, Mobility training, Observational visit of centers' for visual handicap*

Recommended Books:

1. Hallahan, D P., and Kauffman, J M. (1997). *Exceptional Learners: Introduction to Special Education: Boston: Allyn and Bacon.*
2. Heward, W L and Orlansky, M D (1992). *Exceptional Children: An Introductory Survey of Special Education. New York: MacMillan Pub Co*
3. Smith T E, et al. (1995). *Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon.*
4. Ysseldyke, J E and Algozzine, B (1995). *Special Education: A Practical Approach for Teachers. Boston: Houghton Mifflin Company.*

521 HEARING IMPAIRMENT: AN INTRODUCTION

Cr. Hr.2+1

OBJECTIVES:

1. To identify various degrees/ levels of hearing impairment
2. To explain characteristics of hearing impairment.
3. To discuss approaches and teaching tactics, appropriate for hearing impaired.

COURSE CONTENTS:

Unit 1: Definition and concept;

- Hard of Hearing
- Deaf
- 1.1 Classification of Hearing Impairment
- 1.2 Causes of Hearing Impairment
 - Conductive, Sensor neural, and Mixed Impairments
 - Impairments of the Outer Ear
 - Impairments of the Middle Ear
 - Impairments of the Inner Ear
 - Prevalence and prevention

Unit 2: Function of the Ear

- 2.1 Anatomy
- 2.2 Physiology
- 2.3 Functions
- 2.4 Diseases

Unit 3: Measurement of Hearing Ability

- 3.1 Pure-Tone Audio-metry
- 3.2 Free Field Audio-metry
- 3.3 Speech Audio-metry
- 3.4 Test for Young and Hard to-Test Children
- 3.5 School Screening
- 3.6 Bone Conduction Test.
- 3.7 Tympanometry
- 3.8 Auto Acoustic Test
- 3.9 Distraction Test.

Unit 4: Psychological and Behavioural Characteristics

- 4.1 Language and Speech
- 4.2 Intelligence
- 4.3 Academic Achievement
- 4.4 Social Adjustment
- 4.5 Behaviour problems

Unit 5: Educational Consideration for Remediation

- 5.1 Oral Approach: Auditory-Verbal Approach and speech reading
- 5.2 Hearing Appliances
- 5.3 Sign Language
- 5.4 Cued Speech
- 5.5 Total Communication
- 5.6 Augmentative Communication Devices
- 5.7 Makaton
- 5.8 Career Education

Practical: Pure-Tone Audio-metry/Free Field Audio-metry /Speech Audio-metry/Test for Young and Hard to-Test Children/School Screening/Bone Conduction Test/Tympanometry/Auto Acoustic Test/Distraction Test.

Recommended Books:

1. Hallahan, D P and Kauffman, J M (1997). *Exceptional Learners: Introduction to Special Education: Boston: Allyn and Bacon.*
2. Heward, W L and Orlansky, M D (1992). *Exceptional Children: An Introductory Survey of Special Education. New York: MacMillan Pub Co.*
3. Smith T E, et al. (1995). *Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon.*
4. Ysseldyke, J E and Algozzine, B (1995). *Special Education: A Practical Approach for Teachers. Boston: Houghton Mifflin Company.*

OBJECTIVES:

1. To identify various levels of retardation
2. To explain the primary characteristics of students with mental retardation.
3. To point out approaches and teaching tactics appropriate for students with mental retardation.

COURSE CONTENTS:

Unit 1: Definition and concept

- 1.1. Definition of Mental Retardation in Comparative Perspective. American Association on Mental Retardation (AAMR) Definitions (1973, 1983) Definition 1992, 2002 AAMR
- 1.2. Classification in Mental Retardation
- 1.3. Causes of Mental Retardation
- 1.4. Prevalence and prevention

Unit 2: Mental Retardation and Associated Problems

- 2.1. Attention
- 2.2. Memory
- 2.3. Language Development
- 2.4. Academic Achievement
- 2.5. Social Development
- 2.6. Motivation
- 2.7. Self-Regulation
- 2.8. others

Unit 3: Assessment

- 3.1 Intelligence
- 3.2 Adaptive behavior
- 3.3 Behaviour problems
- 3.4 Academic skills
- 3.5 Vocational skills

Unit 4: Educational Consideration for Remediation

- 4.1. Generating assessment report
- 4.2. Developing IEP and team approach.
- 4.3. Educational Planning and interventions
- 4.4. Working with families
- 4.5. Early Intervention Programmes
- 4.6. Portage Home based Programme
- 4.7. Parent Outreach Programme of Pakistan

Unit 5: Transitional planning

- 5.1 Life beyond school

- 5.2 Community Adjustment
- 5.3 Employment
- 5.4 Socialization
- 5.5 Living independent living
- 5.6 Recreational activities

PRACTICUM: Hands on practice in use of different assessment tools and procedures/Developing IEP /Parent Guidance and counseling/Resource sharing and Remedial planning/observational visit of institutions.

Recommended Books:

- 1. Hallahan, D P and Kauffman, J M (1997). *Exceptional Learners: Introduction to Special Education: Boston: Allyn and Bacon.*
- 2. Heward, W L and Orlansky, M D (1992). *Exceptional Children: An Introductory Survey of Special Education. New York: MacMillan Pub Co.*
- 3. Smith T E, et al. (1995). *Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon.*
- 4. Ysseldyke, J E and Algozzine, B (1995). *Special Education: A Practical Approach for Teachers. Boston: Houghton Mifflin Company.*

542- PHYSICAL HANDICAP: AN INTRODUCTION Cr. Hr.2+1=3

OBJECTIVES:

- 1 To describe characteristics of students with physical disability.
- 2 To point out approaches and teaching tactics appropriate for students with physical disability and health impairments.
- 3 To discuss remedial planning for physically handicapped children.

COURSE CONTENTS:

Unit 1: **Introduction**

- 1.1 Definition and classification
- 1.2 Physical development
- 1.3 Physical deformities
- 1.4 Levels of Impairment
- 1.5 Prevalence and prevention

Unit 2: **Physical and Health Impairments**

- 2.1 Cerebral Palsy
- 2.2 Asthma
- 2.3 Cancer (Childhood)
- 2.4 Cystic Fibrosis
- 2.5 Diabetes (Juvenile Diabetes)
- 2.6 Human Immunodeficiency Virus (HIV)
- 2.6. Infectious Diseases
- 2.7. Muscular Dystrophy

- 2.8. Seizure Disorders
- 2.9. Spinal Bifida
- 2.10. Traumatic Brain Injury
- 2.11. Others

Unit 3: Psychological and Behavioural Characteristics

- 3.1. Cognitive
- 3.2 Academic
- 3.3 Physical
- 3.4 Health Related
- 3.5 Behavioural
- 3.6 Personality Characteristics

Unit 4: Educational Considerations and Remediation.

- 4.1 Prosthetics, Orthotics, and Adaptive Devices for Daily Living
- 4.2 Individualized Planning
- 4.3 Educational Goals and Curriculum
- 4.4 Neurological Rehabilitation
- 4.5 Physiotherapy
- 4.6 Hydrotherapy
- 4.7 Conductive Education
- 4.8 Pastoral Management
- 4.9 Other treatments
- 4.10 Teaching in the classroom

Unit 5: Transitional planning

- 5.1 Early intervention and home intervention
- 5.2 life beyond school: vocational training
- 5.3 Parent involvement and education
- 5.4 Students with Physical Disabilities in Regular Education Classrooms
- 5.5 Career Education and life settlement

Practical:

- Case study, assessment and educational planning
- Use of wheel chair and other appliances
- Teaming for development with multi-professionals
- Use of Disabled village children manual for guidance

Recommended Books:

1. Hallahan, D P and Kauffman, J M (1997). *Exceptional Learners: Introduction to Special Education: Boston: Allyn and Bacon.*
2. Heward, W L and Orlansky, M D (1992). *Exceptional Children: An Introductory Survey of Special Education. New York: MacMillan Pub Co.*
3. Smith T E, et al. (1995). *Teaching Students with Special Needs in Inclusive Settings Boston: Allyn and Bacon.*

4. Ysseldyke, J E. and Algozzine, B. (1995). *Special Education: A Practical Approach for Teachers*. Boston: Houghton Mifflin Company.

551 LEARNING DISABILITY: AN INTRODUCTION Cr. Hr.2+1

OBJECTIVES:

1. To identify learning disabilities.
2. To narrate characteristics of students with learning disability.
3. To describe approaches and teaching tactics appropriate for students with learning disability.

COURSE CONTENTS:

Unit 1: Introduction

- 1.1 Concept of Learning Disability
 - Definition of Learning Disabilities
 - Types
 - Discrepancy Criteria for identification
- 1.2 Causes
 - Organic and Biological Factors
 - Genetic Factors
 - Environmental Factors
 - Neuro- Psychological Factors
- 1.3 Prevalence and prevention

Unit 2: Psychological and Behavioral Characteristics

- 2.1 Inter-individual Variation
- 2.2 Intra individual Variation
- 2.3 Academic Achievement Problems
- 2.4 Perceptual, Perceptual-Motor and General Coordination Problems
- 2.5 Disorders of Attention and Hyperactivity
- 2.6 Memory, Cognitive and Meta-cognitive Problems
- 2.7 Social-Emotional Problems
- 2.8 Motivational Problems

Unit 3: Assessment and Evaluation

- 3.1 Standardized Achievement Tests
- 3.2 Informal Reading, Writing and Mathematics Inventory
- 3.3 Formative Evaluation
- 3.4 Authentic Assessment

Unit 4: Educational Considerations and remediation

- 4.1 Service Delivery Models
- 4.2 Academic Problems and Remediation
- 4.3. Attention Deficit Hyperactivity Disorder and remediation

4.4. Other Behavior Problems and remedial planning

Unit 5: **Transitional Planning**

- 5.1 Early Intervention and home intervention
- 5.2 Parent involvement and education
- 5.3 Students with Learning Disabilities in General Education
- 5.4 Life beyond school years
- 5.5 Vocational rehabilitation
- 5.6 Career education and Life settlement

Practical:

- Case study and assessment
- Use of different formal and informal testing tools
- Educational planning and implementation
- Parent involvement and counseling
- Networking between multi-professionals and rehabilitation practitioners

Recommended Books:

1. Hallahan, D P and Kauffman, J M (1997). *Exceptional Learners: Introduction to Special Education: Boston: Allyn and Bacon.*
2. Heward, W L and Orlansky, M D (1992). *Exceptional Children: An Introductory Survey of Special Education. New York: MacMillan Pub Co.*
3. Smith T E, et al. (1995). *Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon.*
4. Ysseldyke, J E and Algozzine, B (1995). *Special Education: A Practical Approach for Teachers. Boston: Houghton Mifflin Company.*
- 5.

Sixth Semester

512 LOW INCIDENCE EXCEPTIONALITIES Credit hours 3

OBJECTIVES:

1. To define various low incidence disabilities
2. To identify various types of low incidence disabilities
3. To explore the causes of low incidence disabilities

COURSE CONTENTS:

Unit 1: **Children with Attention Disorders**

- 1.1 Definition and Concept
- 1.2 Prevalence and Courses
- 1.3 Educational Assessment
 - Medical Diagnosis
 - Intervention Strategies
 - Developing Accommodation Plan

Unit 2: Children with Pervasive Development Disorder

- 2.1 Definition and Classification
- 2.2 Autistic Disorder
- 2.3 Spurger's Syndrome
- 2.4 Rett's Disorder
- 2.5 Childhood Disintegrative Disorder
- 2.6 PDD - Not Classified
- 2.7 Causes of PDD
- 2.8 Associated Conditions
- 2.9 Characteristics
- 2.10 Instructional Models
- 2.11 Curriculum Adaptations

Unit 3: Children with Health Challenges

- 3.1 Defining Health Impairment
- 3.2 Characteristics
- 3.3 Typology of Chronic Illness
- 3.4 Curriculum Adaptations
- 3.5 Transition Plan

Unit 4: Children with Advanced Development

- 4.1 Definition and Classification of Advanced Cognitive Development
- 4.2 Causes of Advanced Development
- 4.3 Assessment of Children with Advanced Development
- 4.4 Children with Eight and Talents
- 4.5 Educational Intervention

Unit 5: Children with Traumatic Brain Injury

- 5.1 Defining TBI
- 5.2 Prevalence and Etiology of TBI
- 5.3 Characteristics of Children with TBI
- 5.4 Assessment Procedures
- 5.5 Educational Considerations

Recommended Books:

1. Denier, P L. (2005). Resources for Educating Children with Diverse Abilities (4th Ed.), Australia: Thomson Delmar Learning, pp 24.
2. Gargiulo, R M. (2006). Special Education in Contemporary society: An introduction to Exceptionality. Australia: Thomson, pp. 562-613
3. Hewett, F M and Forness, S R (1984). *Education of Exceptional Learners*. Boston: Allyn and Bacon, Inc., pp.61–108.
4. Luftig, R L (1987). *Teaching the Mentally Retarded Student: Curriculum Methods, and Strategies*. Boston: Allyn and Bacon, p. 443–396.
5. Marsh, C and Willis, G (1995). *Curriculum: Alternative Approaches and ongoing Issues*. New Jersey: Merrill Pub. Co. pp. 3–37.

6. Smith, T E C et.al (1995). *Teaching Students with Special Needs in Inclusive Settings*. Boston: Allyn and Bacon, p. 378–443.

522 ADAPTING CURRICULUM AND INSTRUCTIONS

Cr.Hr. 03)

OBJECTIVES:

1. To outline the components of curriculum
2. To differentiate between curriculum and instructional models
3. To provide practical suggestions for modifying classroom practices to meet the needs of special children

COURSE CONTENTS:

Unit 1: **Introduction**

- 1.1 Definition and Concept of Curriculum
- 1.2 Stages of Curriculum Development.
 - Curriculum Planning
 - Curriculum Development
 - Curriculum Implementation
 - Curriculum Evaluation

- 1.2. Curriculum in Special Education
 - Normal Curriculum
 - Modified Curriculum
 - Developmental Curriculum

Unit 2: **Flexibility Curriculum**

- 2.1 Approaches and Activities useful in improving Attention and Retention
- 2.2 Approaches and Activities useful in Improving Visual and Auditory Perception
- 2.3 Approaches and Activities useful in Improving Motoric Responding and Active Participation
- 2.4 Approaches and Activities useful in Improving in Acquiring Environmental Knowledge and Skill
- 2.5 Social Curriculum

Unit 3: **Curricular and Instructional Accommodations (Elementary Level)**

- 3.1 Curricular Considerations
 - Academic Instruction
 - Social Skills
 - Transitional Needs
- 3.2 Instructional Consideration
 - Enhancing Content Learning Through Listening

- Modifying Oral Presentations
- Adapting Reading Tasks
- Enhancing Written Responding
- Involving Peers, Cooperative Learning
- Modifying the Temporal Environment
- Modifying in Classroom Arrangement
- Enhancing Motivation
- Promoting Self-Management
- Adaptive Instruction

Unit 4: **Curricular and Instructional Accommodations (Secondary Level)**

- 4.1 Secondary School Curricula
- Special Education Curriculum in Secondary Schools
 - Determining Curricular Needs of Students
- 4.2 Programme for Students in Secondary Schools
- Role of Personnel
 - Collaborative Role of the Special Education Teacher
 - Role of the Parent
- 4.3 Methods for Facilitating Students' in General Education Classes
- Accommodations
 - Study Skills

Unit 5: **Art, Creativity and Career Education**

- 5.1 Teaching of Art
- Basic Materials
 - Developmental Stages
 - Art Activities at the Various Development Stages
- 5.2 Creativity
- Basic Concepts
 - Developmental Stages
 - How to Develop Creativity in Special Children
- 5.3 Music
- Role of Music in Special Education
 - Activities, Suggestions and Strategies
- 5.4 Career Education
- Defining Career Education
 - The Life-Centered Career Education Model
 - Three Stages of Career Education
 - Career Education Curriculum

Recommended Books:

1. Hewett, F M and Forness, S R (1984). *Education of Exceptional Learners. Boston: Allyn and Bacon, Inc., pp.61–108.*
2. Luftig, R L (1987). *Teaching the Mentally Retarded Student: Curriculum Methods, and Strategies. Boston: Allyn and Bacon, p. 443–396.*
3. Marsh, C and Willis, G (1995). *Curriculum: Alternative Approaches and ongoing Issues. New Jersey: Merrill Pub. Co. pp. 3–37.*
4. Smith, T E C et.al (1995). *Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon, p. 378–443.*

532 ASSESSMENT IN SPECIAL EDUCATION

Cr. Hr.2+1

OBJECTIVES:

1. To use assessment in different phases of special education process.
2. To know methods used to collect assessment information?
3. To equip the graduate students with skills required to conduct assessment and develop a report.

COURSE CONTENTS:

Unit 1: Introduction

- 1.1. Concept and Definition
 - Diagnosis/Measurement/ /Assessment/ Evaluation
- 1.2. Types of Assessment
 - Informal** (Curriculum based Assessment)
 - Structured Observation
 - Recording
 - Formal** (Standardized Testing)
 - Intelligence
 - Adaptive Behaviour
 - Hearing
 - Vision
 - Behavior
 - Achievement

Unit 2: Measurement Concepts

- 2.1. Basic Statistical Concepts
- 2.2. Reliability
- 2.3. Validity
- 2.4. Norm-Referenced and Criterion-Referenced Testing
- 2.5. Test Scores and What they Mean
- 2.6. Raw Scores
- 2.7. Norm-Referenced Scores
- 2.8. Criterion-Referenced Scores
- 2.9. Selecting and Evaluating Assessment Instrument

2.10. Test Administration, Scoring, Interpretation and Reporting

Unit 3: **Steps in Assessment:**

- 3.1 Case Study
- 3.2 Selection of Assessment Tool
- 3.3 Test Administration
- 3.4 Clinical & Behavioral Observation
- 3.5 Collection & Interpretation of Results

Unit 4: **Assessment of Essential Skills and Development**

- 4.1 Developmental Assessment
- 4.2 Assessment of Perception and Motor Proficiency
- 4.3 Assessment of Language
- 4.4 Assessment of Behaviour
- 4.5 Assessing the Intelligence of Children with Special Needs
- 4.6 Assessment of Adaptive Behaviour
- 4.7 Assessment of Functional Skills

Unit 5: **Assessment of Academic Areas**

- 5.1 Assessment of Reading
- 5.2 Assessment of Mathematics
- 5.3 Assessment of Written Language
- 5.4 Assessment of Career and Vocational Skills

PRACTICUM:

- Case study recording and screening, Assessment , team meeting, parent professional partnership, Report writing, and referral services, Developing portfolio.

Recommended Books:

1. Carr, M 2002 *Assessment in Early Childhood Setting*. Lodow: Paul Chapman.
2. McLaughlin, J A and Lewis, R B 1986 *Assessing Special Students*. 2nd ed. Columbus. Charles & Merrill.
3. Salvia, J and Ysseldyke, J.E. (1991). *Assessment (5th Ed.)* Boston: Houghton Mifflin.
4. Shahzadi, S, (2011) *Assessment and Monitoring of Children with Special Needs*. (2nd Ed.) University Press, Karachi.
5. Swanson, H L and Watson, B L 1982 *Educational and Psychological Assessment of Exceptional Children*. St. Louis. The C V Mosby.
6. Venn, J J 2000 *Assessing Students with Special Needs*. 2nd ed. New Jersey: Merrill.

542 PLANNING AND IMPLEMENTATION OF IEP. Cr. Hr. 2+1

OBJECTIVES:

1. To state the requirements of IEP committee.
2. To make modification and accommodations as per the special need of the child.
3. To complete a sample IEP to illustrate an educational program for a student with a disability.

COURSE CONTENTS:

Unit 1: **Special Education Program: Key Concepts**

- 1.1. Individualized Education Program (IEP)
- 1.2. Least Restrictive Environment (LRE)
- 1.3. Free Appropriate Public Education (FAPE)
- 1.4. Individuals with Disabilities Education Act (IDEA)

Unit 2: **IEP Development Steps**

- 2.1. Pre-referral interventions
- 2.2. Eligibility determination
- 2.3. Writing the IEP
- 2.4. Reviewing the IEP
- 2.5. Revising the IEP
- 2.6. IEP Components
- 2.7. Present levels of performance

Unit 3: **Academic and learning characteristics**

- 3.1. Social development
- 1.2. Physical development
- 1.3. Management needs
- 1.4. Related Services
- 1.5. Occupational therapy
- 1.6. Physical therapy
- 1.7. Orientation and mobility
- 1.8. Speech language therapy

Unit 4: **Goals and Objectives of IEP.**

- 4.1. Difference between goal and objectives
- 4.2. Properties of good objectives: Observable and Measurable
- 4.3. Conditions and context
- 4.4. Accuracy and rate and indicators for success
- 4.5. Provisions for multi-year goals
- 4.5. Required Members and Roles
 - Assessment expert
 - Special education teacher
 - General education teacher

- Multi-professionals
- parents

Unit 5: **Specialized Components**

- 5.1 Least restrictive environment considerations
- Teacher and parent interviews and recommendations
 - Data-based observations of the pupil
 - Consideration of the pupil's previous history
 - Academics and instruction
 - Related services
 - Employment
 - Post-school adult living
 - Daily living skills
 - Functional vocational assessment
 - Family Service Intervention Plans (FSIPs)
 - Transition Planning

Recommended Books:

1. Bateman, B and Herr, C (2006). Writing measurable IEP goals and objectives. New York: IEP Resources.
2. Seigel, L (2009). The complete IEP guide: How to advocate for your special education child. California: Nolo.

552 PRACTICUM; Observational Visit/Teaching Cr. Hr.3

Practical teaching will consist of a planned programme based on following experiences:

1. Attachments as teaching assistant in different classes in any one of the following disability:
 - Mental Retardation
 - Hearing Impairment
 - Visual Impairment
 - Physical Disability
 - Learning Disability
2. Emphasis will be on development of proper competence and work attitude in the student teachers.
 - Observation
 - Group Teaching
 - IEP Development
 - Learning school management
3. Students must spend 45 hours (3 credit hours), 4 hours per day, 2 days per week to develop competencies related to working with special

education teachers, general education personnel, therapist and multi-professional.

Finally, they should prepare a "Reflective Journal" which will include their working experience in each setting.

Seventh Semester

611 FOUNDATIONS OF COUNSELING, GUIDANCE AND THERAPY **Cr. Hr. 03**

OBJECTIVES:

1. To explain the nature, scope and importance of counseling and therapies.
2. To emphasize the significance of parent counseling for specific needs.
3. To identify the need of counseling, guidance and therapy in special schools.

COURSE CONTENTS:

Unit 1: Introduction and Basic Concepts:

- 1.1. Counseling
- 1.2. Guidance
- 1.3. Therapy
- 1.4. Consultancy
- 1.5. Counseling and Therapy: Nature, Need and Functions
- 1.6. Areas of Counseling and Therapy
- 1.7. The Counseling and Therapy Services
- 1.8. Ethical Perspective

Unit 2: Counseling and Consultancy Personnel

- 2.1 Models of Consultancy
 - Behavioural Model
 - Problem Solving Model
 - Eclectic Model
- 2.2 Characteristics of Consultants
Model and Leader/Personal Traits/Knowledge and Skills/Self-Discipline/TimeManagement/Objectivity/Empathy/Expectations/Freedom and Independence
- 2.3 Basic Skills
Rapport Building/Interview Administration/Interpersonal Skills/Human Relationship/Professional Relationship

Unit 3: Counseling Services

- 3.1. Placement Service

- 3.1. Follow-up Service
- 3.2. In-School Follow-up
- 3.3. Out-of-School Follow-up

Unit 4: Therapies in Special Education

- 4.1. Physiotherapy
- 4.2. Occupational Therapy
- 4.3. Speech Therapy
- 4.1. Psycho Therapy
- 4.2. Music Therapy
- 4.3. Behaviour Modification

Unit 5: Dealing with Behaviour Problems

- 5.1. Immature Behaviours
- 5.2. Insecure Behaviours
- 5.3. Habit Disorders
- 5.4. Personal Problems
- 5.5. Anti-social Behaviours
- 5.6. Remedial planning

Recommended Books:

1. Jordan, 1999 Consultation in Special Education Howton and Muffler, Pub. Co.
2. Kochhar, S K (1999). Guidance and Counseling. New Delhi: Sterling Publishers Pvt. Ltd.
3. Schaefer, C E, and Millman, H L (1981). How to Help Children with Common Problems. New York: Van Nostrand Reinhold Company.
4. Walker, J E and Shea, T M (1995). A Practical Approach for Educators (Sixth Ed.) New Jersey: Merrill Publishing Co.

621 MANAGEMENT AND ADMINISTRATION OF SPECIAL SCHOOL

Cr. Hr. 03

OBJECTIVES:

1. Define the role of management and administration in special education.
2. Enable students to organize special schools according to the special needs of the children and provide them a quality-learning environment.
3. Develop skills of record keeping, arrangements of extra curricular activities and maintenance of discipline in school.

COURSE CONTENTS:

Unit 1: Educational Planning, Special Education and Management

- 1.1. Education Policies

- 1.2. Educational planning at Federal, Provincial (region as well as district) and institutional level.
- 1.3. Education System of Pakistan
- 1.4. Educational management in rural, urban and industrial areas.

Unit 2: School Administration and Organization

- 2.1. School Administration
 - School administration
 - Competencies of an administrator
 - Role of an effective administrator
 - Organization of school
- 2.2. Instructional Process and Teaching Strategies
 - Role of teacher in instructional process.
 - Methods of teaching
 - Utilization and integration of media into instructional process.
 - Organization of teaching in the classroom
 - Involvement and participation of the learner
 - Evaluation of teaching process.

Unit 3: Personnel Administration and staff development

- 3.1. Position Descriptions
- 3.2. Recruitment
 - Recruitment Policy/Recruitment Activities/Personnel Search Procedure/Evaluation
- 3.3. Selection
 - Selection Committee/Selection Criteria/Applicant Information/Interview/Final Selection
- 3.4. Staff Development
 - Needs and Objectives/Target Groups/Relevant Resources/Programme Format, Responsibilities and Logistics/Programme Content and Materials/Implementation/Evaluation
- 3.5. Personnel Evaluation
- 3.6. Supervision
- 3.7. Dismissal

Unit 4: School and Community Relations

- 4.1. Communicating with the External Community
 - General Communication Strategy
 - Citizen Advisory Committee
 - NGOs of the School Area
 - Volunteers and Para-professionals
- 4.2. Communicating with Parents
 - Understanding Parents
 - Improving Parent-Teacher Conferences

- Dealing with Advocacy Groups
- 4.3. Communicating through the Media
 - Defining the News
 - Working with Reporters
- 4.4. Communicating with the Internal Community
 - Written Communications
 - Internal Advisory Committee
 - Procedures for Conducting Meetings

Unit 5: Resource Generation and funding

- 5.1. Raising Funds
- 5.2. Developing projects
- 5.3. Initiating Research and Studies
- 5.4. Networking of Resources
- 5.5. Negotiating Resource Sharing
- 5.6. NGO's and Services

Recommended Books:

1. **Podemski, R S**, et al., (1995). *Comprehensive Administration of Special Education (2nd ed.)* Englewood Cliffs, New Jersey: Merrill, an imprint of Prentice Hall.
2. **Rayner, S and Ribbins, P (1999)**, *Head teachers and Leadership in Special Education*. London: Cassell.

631 COLLABORATION BETWEEN SCHOOL, FAMILY AND COMMUNITY **Cr. Hr. 03**

Unit 1: Introduction

- 1.1 Collaboration defined
- 1.2. Characteristics of collaboration
- 1.3. Foundation and framework of collaboration

Unit 2: Role of Collaboration in School

- 2.1. Collaboration and school improvement
- 2.2. Collaboration and teacher development
- 2.3. Planning for effective collaboration
- 2.4. Collaboration and teaching cooperative learning

Unit 3: Collaboration with Parent, Community and Professionals

- 3.1. Involving parent
 - Parent professional partnership
 - Parent education programme
- 3.2. Involving community, NGO Community based rehabilitation
 - NGO resource centre
 - Translation and dissemination of relevant literature.
- 3.3. Working with professionals.
- 3.4. Mass awareness programmes

3.5. Use of print and electronic media for promotion

Unit 4: **Collaboration and Inclusion**

- 4.1. Characteristics of inclusion
- 4.2. Effective inclusionary schools
- 4.3. Consultation in inclusive schools.

Unit 5: **Developing Effective Team**

- 5.1. What is team
- 5.2. Team building with multidisciplinary setting
- 5.3. Stages in team development
- 5.4. Leadership styles
- 5.5. Planning and overcoming obstacles

Recommended Books:

- 1. Barth, R S (1991). *Improving schools from within*. San Francisco: Jossey-Bass.
- 2. Bass, B, & Avolio, B (1994). *Introduction in B Bass and Bruce Avolio (Eds). Improving organizational effectiveness through transformational leadership*. Thousands Oaks, CA: Sage Publications.
- 3. Bickel, W W & Bickel, D D (1986). *Effective schools, classrooms, and instruction: Implications for special education, Exceptional Children, 52, 489-500.*
- 4. Senge, P M (1990). *The fifth discipline: The art & science of the learning organization*. New York: Doubleday.
- 5. Ysseldyke, J E and Algozzine, B (1995) *Special Education: a Practical Approach for Teachers (3rd Ed.) Geneva, Illinoisans: Houghton Mifflin Co.*

641 EARLY INTERVENTION AND FAMILY SUPPORT PROGRAMME

Cr. Hr. 2+1=3

OBJECTIVES:

- 1. To define and differentiate between early detection, early intervention and early childhood programme.
- 2. To discuss curriculum and characteristics of early intervention programme for children with special needs.
- 3. To provide facilitation in use of developmental areas through Portage, Disabled Village Children, WHO Manual, and others.

COURSE CONTENTS:

Unit 1: **Introduction**

- 1.1 Definition and concept: Early Intervention
- 1.2 Historical Perspective
- 1.3 Identification of Handicapped and At-Risk Infants and Pre-Schoolers

1.4 Screening Instruments used for early intervention

Unit 2: Development and Exceptionalities

2.1 Normal and Exceptional Development

2.2 Milestones of development

2.3 Developmental Disabilities:
Classification/assessment/intervention/evaluation

Unit 3: Early Childhood Programmes

3.1 The Developmental Behavioral Approach

3.2 Arranging the Learning Environment

3.3 Type of Early Childhood Programmes

- Home-Based programmes
- Centre-Based programmes
- Combined Home-Centre Programmes

3.4 Curriculum in Early Childhood Special Education

- Remediating
- Teaching Basic Processes
- Teaching Developmental Tasks
- Teaching Psychological Constructs
- Teaching Pre-Academic Skills
- Areas of Family Support

Unit 4: Early Intervention and Development

4.1 Facilitating Social Development

4.2 Facilitating Speech, Language, and Communication
Development

4.3 Facilitating Pre-Academic and Cognitive Learning

4.4 Facilitating Self-Care and Independence Skills

4.5 Managing Problem Behaviours

Unit 5: Early Childhood Education Programmes;

5.1 Portage guide (U K. PGEE Model)-Pakistani PGEE Model

5.2 Parent Outreach Programme For Developmentally Delayed
Children in Pakistan (Dr. Naseer- ud- din)

5.3 Disabled Village Children

5.4 WHO Manual and Others.

Practical:

- Working with younger children
- Working with families
- Assessment and parent guidance planning
- Demonstration and modeling skills.
- Implementation of home based programme

Recommended Books:

1. Allen, K E and Schwartz I S (1996). *The Exceptional Child: Inclusion in Early Childhood Education (3rd ed.)* New York: Delmar Pub. Co.

2. Heward, W L and Orlansky M D (1992). *Exceptional Children: An Introductory Survey of Special Education (4th ed.)* New York: MacMillan Pub. Co.

651 PRACTICUM (INTERNSHIP WITH DIFFERENT SERVICE PROVIDERS) Cr. Hr. 03

Practicum opportunities in the form of internships in the following areas will be available to the students:

- Physiotherapy Centre
- Occupational Therapy Centre
- Speech and Language Therapy Centre
- Visits Pediatrics Units of Children Hospital
- Psychological Clinics
- Audio-logical Clinics
- Optometric Centre
- Mobility Clinics
- Low vision Centers

Students must spend 45 hours (03 credit hours), 4 hours per day, 2 days per week to develop competencies related to working with multi-professionals serving special need children. They will be required to develop a "Reflective Journal" which will include their working experience in each setting.

Eight Semester

612 LEGAL ISSUES IN SPECIAL EDUCATION Cr. Hr. 03

OBJECTIVES:

1. Identify sources for gathering information about disability law.
2. Compare, contrast and discuss the implications of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) in terms of individuals with disabilities.
3. Discuss the application of free and appropriate public education, the Family and Advocates Partnership for Education (FAPE), to students with disabilities.

COURSE CONTENTS:

Unit 1: **Disability Law**

- 1.1 Legislative mandates
- 1.2. History of Special Education
 - Sources of law
 - History of the Equal Educational Opportunity (EEO) Movement
 - Legislative mandate history

- 1.3. Federal and State Mandates Overview
 - Individuals with disabilities
 - Federal and Individuals with Disabilities Education Act (IDEA, IDEA 2004)
 - Section 504, The Rehabilitation Act
- 1.4. Federal and State Mandates Overview - Continued
 - Americans with Disabilities Act
 - State statutes
 - No Child Left Behind Act (NCLB)
 - Enforcement
- 1.5. Special education in Pakistan; a historical perspective
- 1.6. Special education, legislative support (Pakistan)

Unit 2: Rights to Access and to Receive Service

- 2.1. Definitions
 - Family and Advocates Partnership for Education (FAPE)
- 2.2. Rights to Access and to Receive Service – Continued
 - Entitlement to services
 - Eligibility health exclusion state operated facilities other public facilities
 - Extracurricular activities nontraditional program schedules parochial and private
 - Placement of students in least restrictive environments

Unit 3: Provision of Related Services

- 3.1. Counseling, psychological, and social work services
 - School health services
 - Diagnostic and evaluative services
 - Recreation and enrichment programmes
 - Parent training and counseling
 - Transportation
 - Assistive technology
- 3.2. Disciplinary Sanctions
 - Expulsion Is a change in placement
 - Manifestation of the Disability Doctrine
 - Provision of services during an expulsion
 - Transfer to an alternate placement
 - Exclusion pending placement review proceedings
 - Suspensions
 - Other disciplinary sanctions

Unit 4: Procedural Due Process

- 4.1. Evaluation procedures
- 4.2. Development of Individualized Education Programmes (IEP)
- 4.3. Parental rights and legal issues
- 4.4. Parental Notification Procedural Errors, The IEP Conference, and IEP

revisions

4.5. Non-custodial Parents Adult Students Privacy Rights

4.6. Change in placement

Unit 5: Legal Issues:

5.1. Key Aspects of IDEA

Family and Advocates Partnership for Education (FAPE)

- Transitioning students

States and Issues

- State statutes and standards
- Legal Issues related to special education

5.2. Special Education, structural difficulties

- Federal/provincial model schools
- NGO run special schools
- Lack of coordination between education and special education departments
- Lack of networking between institutions serving special children
- CBR –sustainability issues

Recommended Books:

1. Haring, N G (1986). *Exceptional Children and Youth. Columbus: Merrill.*
2. Heward, B (2000). *Exceptional Children, New Jersey: Prentice Hall.*
3. Smith D D (1998). *Introduction to Special Education. Boston: Allyn & Bacon.*

622 INCLUSIVE EDUCATION

Cr. Hr. 03

OBJECTIVES:

1. To discuss inclusion in terms of critical learning periods, teachable movements and regular classroom settings.
2. To discuss the challenges associated with implementing inclusive education programmes in their own community.
3. To describe the training strategies needed to run inclusive education programmes.

COURSE CONTENTS:

Unit 1: Introduction

1.1 Definition and Concept of Inclusion

1.2 Rationale for Inclusive Education

- The Ethical Issues
- The Socialization Issues
- Developmental issues

- The Cost Issue
- 1.3 Supporting Inclusion
 - Structuring Child-Child Interactions
 - Planning Classroom Activities
 - Professional Collaboration
- 1.4 Benefits of Inclusion
 - Benefits for Children with Disabilities
 - Benefits for Typically Developing Children
 - Benefits for Families
 - Benefits for Society
 - Concerns and Challenges of Inclusion

Unit 2: **Inclusion Strategy**

- 2.1. Identify Classroom Environmental, Curricular, and Instructional Demands
- 2.2. Note Student Learning Strengths and Needs
- 2.3. Check for Potential Areas of Student Progress
- 2.4. Look for Potential Problem Areas
- 2.5. Use Information Gathered to Brainstorm instructional Adaptations
- 2.6. Decide which adaptations to Implement
- 2.7. Evaluate Student Progress

Unit 3: **Inclusion Models**

- 3.1 Programmes where Students Receive Intervention in Special Education Settings
 - Special Class Approach
 - Resource Room Model
- 3.2 Programmes where Students Receive Education in General Education Classroom
 - Regular Education Initiative
 - Inclusion
- 3.3 Methods to Enhance Inclusion of Students with Disabilities

Unit 4: **Adaptations Necessary for Inclusion**

- 4.1 Student with Low-Incidence Disabilities
 - Students with Moderate, Severe, or Multiple Disabilities
 - Students with Sensory Impairments
 - Students with Physical or Health Disabilities
 - Students with Autism
- 4.2 Students with High-Incidence Disabilities
 - Students with Communication Disorders
 - Students with learning and Behaviour Disabilities
- 4.3 Other Students with Special Needs
 - Attention Deficit/Hyperactivity Disorder (ADHD)

- Students who are Gifted and Talented
- Students who are Culturally Diverse
- Students who are At-Risk

Unit 5: **Analyzing Instructional Environment**

- 5.1. Perspective of developed countries
- Organization of Inclusive Classroom
 - Group Formation for all Students for Instruction in Inclusive Classroom
 - Instructional Materials for Inclusive Classrooms
 - Instructional Methods in Relation to Student Needs
- 5.2. Perspective of Pakistan of other developing countries
- Local expertise and training available
 - Establishment of inclusive schools in the country
 - Literature promotion of the concept
 - Short term and long term training provisions
 - Issues and concerns

Recommended Books:

1. Allen, K E and Schwartz, I S (1996). *The Exception Child: Inclusion in Early Childhood Education*. Albany, New York: Delmar Pub. Co.
2. Friend, M and Bursuck, W (1996). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Boston: Allyn and Bacon.
3. Smith, T E C et al. (1995). *Teaching Students with Special Needs in Inclusive Settings*. Boston: Allyn and Bacon.

632

EDUCATIONAL RESEARCH

Cr. Hr. 3

OBJECTIVES:

1. Practice scientific approach to problem selection, formulation and solution.
2. Select appropriate statistical technique yielding maximum information.
3. Develop and use various data collection tools and procedures.

COURSE CONTENTS:

Unit 1: **Introduction**

- 1.1. Some basic concepts
- Nature of social realities
 - Formulation of the problem
 - Levels of measurement: nominal, ordinal, interval and ratio
- 1.2. Research designs: an introduction

- Co relational research
- Causal comparative research
- Descriptive research
- Experimental/Quasi experimental research
- Qualitative research

Unit 2: **Proposal Development**

- 2.1. Statement of the problem
- 2.2. Objectives of the problem
- 2.3. Questions/hypotheses of the study
- 2.4. Data collection
- 2.5. Data analysis
- 2.6. Results and report writing summary of the report
- 2.7. Summary of the report
- 2.8. Bibliography/references in APA style

Unit 3: **Review, Sampling and Data Collection.**

- 3.1. Evaluating research evidence
 - Threats to internal and external validity of research
 - Evaluating research reports and research article
 - Meta analysis
- 3.3. Sampling procedures
 - Probability and non probability sampling
 - Random sampling
 - Stratified sampling
 - Cluster sampling
 - Determination of the size of the sample
- 3.4. Developing and pre- testing the questionnaire
- 3.5. Collection of data
 - Primary and secondary sources of data
 - Methods of collecting primary data
 - Questionnaires and inventories
 - Interviews and interview schedules
 - Observations

Unit 4: **Data Analysis**

- 4.1 Editing of collected data
- 4.2 Coding of data for computer analysis
- 4.3 Introduction to statistical packages
- 4.4 Transfer of data to computer
- 4.5 Exploring data
- 4.6 Planning computerized analysis
- 4.7 Preparing report/interpretations

- Unit 5: **Descriptive analysis**
- 5.1 Linear correlation
 - 5.2 Positive and negative correlation
 - 5.3 Correlation co-efficient
 - 5.4 Co-efficient of determination.
 - 5.5 Inferential statistics
 - 5.6 Hypothesis testing
 - 5.7 Type 1 and Type II error
 - 5.8 Z and T-Test
 - 5.9 Analysis of variance
 - 5.10 Interpreting computer print

Recommended Books:

1. Cohen, L (1990) *Research methods in education*. London: 11 New Fetter Lane. (76).
2. Dalen, V (1979) *Understanding educational research*. New York: McGraw-Hill pub. Co. (187).
3. Finend, D V. (1988) *How to pass examinations in statistics*. London: Cassell Educational Ltd. (345).
4. Gay, L R. (1987). *Educational research*. (3rd ed.). Merrill publishing company, USA.
5. Mason, E J. (1989). *Understanding and conducting research*. New York: McGraw- Hill Book Co. (106).
6. Minium, E W. (1995). *Statistical reasoning in psychology and education*. Singapore: John Wiley and Sons. (795).
7. Vulliamy, G (1990). *Doing educational research in developing countries*. Qualitative strategies. London: The Falmer Press. (47).
8. Wang, M C. (1990). *Special Education: Research and practical synthesis for Findings*. Oxford: Pergamum Press. (238).

642 PRACTICUM; Specific Disability Assessment and use of equipment

Cr. Hr. 03

OBJECTIVES:

1. Administer and, when necessary, construct initial and ongoing assessment measures;
2. Construct an in-class individualized education programme for at least one student; and develop data and records;
3. To learn about various equipments used in assessment and teaching of special need children.

COURSE CONTENTS:

The Practical component will require the student teacher to be capable of using assessment tools, equipments to identify the level of disability in order

to develop IEP, in any one of the following disability; (disability specialization).

- Hearing Impairment
- Visual Impairment
- Physical Disability
- Learning Disability
- Mental Retardation
- Low incidence disabilities

Carefully supervised practicum will require the students to go through all procedures required to develop the IEP of the special need child.

At this stage he will prepare the case file with the following records (In preparation for the next part of the practical exams of 652);

- 1- Case study
- 2- Assessment report
- 3- Identification of basal level
- 4- Targets for lesson planning
- 5- Information of multi professionals/case meeting
- 6- Identification of services
- 7- Development of lesson plans for implementation

652 TEACHING PRACTICE: DISABILITY SPECIFIC

Cr. Hr.03

OBJECTIVES:

1. To Performs practicum requirements in a thoroughly professional and ethical manner.
2. To participate in teaching at special school delivering various lesson plans to special need children.

COURSE CONTENTS:

Practical teaching will consist of a planned programme based on following experiences:

1. Attachment as teaching assistant in different classes for a period of one month in any one of the following area of specialization:
 - Hearing Impairment
 - Visual Impairment
 - Physical Disability
 - Learning Disability
 - Mental Retardation
 - Low incidence disabilities

2. Carefully supervised practicum where students plan and teach 30 lessons. These practicum will be carefully supervised and all teachers working with students will evaluate the performance. This information then will be shared and discussed with students. Emphasis will be on development of proper competence and work attitude in the student teachers.

Examples of practicum activities include:

- Teaching organization skills (following daily schedules).
- Providing instructional support, parallel curriculum, and efforts to actively modify the general education curriculum.
- Use of augmentative and alternative communication (AAC) techniques to support individuals with visual impairments and multiple disabilities.
- Consultation with classroom staff to support newly acquired communication skills.
- Social skills instruction using peer tutoring arrangements.
- Consultation with teachers to facilitate the generalization of social skills across school and vocational settings.
- Instruction of functional reading skills that include choice-making to enhance daily living activities and sight words to facilitate transition between classes.

Scheme of Study BEd Special Education

Semester-I

1.	English-I	3 Credit Hours
2.	Islamic Studies	2 Credit Hours
3.	Pakistan Studies	2 Credit Hours
4.	Introduction to Exceptionalities	3 Credit Hours
5.	Educational Psychology and Guidance	3 Credit Hours
6.	Introduction to Special Education	3 Credit Hours
Total Credit Hours		16

Semester-II

7.	English-II	3 Credit Hours
8.	General Maths & Statistics	3 Credit Hours
9.	Content I Discipline I	3 Credit Hours
10.	Introduction to ICT	3 Credit Hours
11.	Content I Discipline II	3 Credit Hours
12.	Early Intervention and Family Support	3 Credit Hours
Total Credit Hours		18

Semester-III

13.	Content II Discipline I	3 Credit Hours
14.	Content II Discipline II	3 Credit Hours
15.	Assessing Special Needs	3 Credit Hours
16.	Teaching Methods and Strategies	3 Credit Hours
17.	Teaching of Discipline I	3 Credit Hours
18.	Teaching of Discipline II	3 Credit Hours
Total Credit Hours		18

Semester-IV

19.	Adaptation of curriculum & Instructions	3 Credit Hours
20.	Inclusive Education	3 Credit Hours
21.	Teaching of Reading & Writing	3 Credit Hours
22.	Teaching of Languages	3 Credit Hours
23-24	Teaching Practice I	6 Credit Hours
Total Credit Hours		18

Semester-V

25.	Content III Discipline I	3 Cr. Hr
26.	Educational Research and Statistics	3 Cr. Hr
27.	Content III Discipline II	3 Cr. Hr
28.	Content IV Discipline I	3 Cr. Hr
29.	Content IV Discipline II	3 Cr. Hr
30.	Collaboration between School and Communities	3 Cr. Hr
	Total Credit Hours	18

Semester-VI

31-33	<p>Advanced Studies in Exceptionalities (Any 3 courses from the list given below)</p> <ul style="list-style-type: none"> ▪ Visual impairment ▪ Low Vision and partially sightedness ▪ Orientation and Mobility ▪ Teaching of Braille ▪ Deafness and Haring Disorder ▪ Teaching Speech and Auditory Skills ▪ Sign Language and the Deaf Culture ▪ Educational Audiology ▪ Metal Retardation ▪ Autism Spectrum Disorder ▪ Behavior Disorders and ADHD ▪ Learning Disabilities ▪ Health Impairment ▪ Neurological disorder ▪ Orthopedic disorder 	9 Cr. Hr
34-36	<p>Pedagogy-II (related to major-2) From the list given below</p> <ul style="list-style-type: none"> ▪ Education of the Visual Impaired ▪ Education of the Hearing Impaired ▪ Education of the Mentally Retarded ▪ Education of Physically Disabled ▪ Education of the Autistic ▪ Assistive Technology and Augmentative Devices ▪ Adaptation of Educational Assessment ▪ Sign language Teaching ▪ Conductive Education ▪ Education of the Learning disabled ▪ Prosthetics 	9 Cr. Hr
	Total Credit Hours	18

Semester-VII

1.	Education of persons with learning disabilities	3 Cr. Hr
2.	Transition from School to Work	3 Cr. Hr
3.	Management of Special Education	3 Cr. Hr
4.	Teaching Practice II	6 Cr. Hr
5.	Research Project	3 Cr. Hr
	Total Credit Hours	18

Semester-VIII

1.	Art and Calligraphy	3 Cr. Hr
2.	IEP Planning and Implementation	3 Cr. Hr
3.	Long Term Internship in disability area	12 Cr. Hr
	Total Credit Hours	18

Notes:

1. The students in Four Year BEd Special Education may leave the programme after completing two year. They will be awarded A.D. Special Education.
2. Four courses (Content I-IV) from each of the two disciplines (Discipline I-II) relevant to the subjects taught in schools should be offered. A suggestive list of such disciplines includes Urdu, Pakistan Studies, Economics, Sociology, Home Economics, History, Fine Arts, Social Work, Arabic, Islamic Studies, Physics, Chemistry, Math, Geography, Botany, Zoology etc.
3. The list of courses in Advanced Studies in Exceptionalities and Pedagogy is not exhaustive. The University/Department may add other courses in this list.

DETAIL OF COURSES FOR BED (4-YEAR) IN SPECIAL EDUCATION

Semester-I

Introduction to Exceptionalities

(3 Credit Hours)

PREAMBLE:

This course is designed to give teachers foundation knowledge and basic understandings needed to work with students with exceptionalities. It focuses on the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Current research, issues and trends are explored.

OBJECTIVES:

Students will be able to demonstrate an understanding of:

- Definitions, causes, assessment procedures and characteristics for students with exceptionalities;
- Instructional approaches to educate students with exceptionalities;
- The continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education;
- Gifted and talented children and their special needs;
- The impact of an exceptional child on the family and support needs.

Unit 1: **Classification System of Exceptionalities**

- 1.1 US. Department of Educational Classification
- 1.2 International Classification of Diseases (ICD)
- 1.3 Diagnostic and Statistical Manual (DSM)
- 1.4 World Health Organization Classification

Unit 2: **Gifted and Talented**

- 2.1 Definitions and Multiple Intelligences
- 2.2 Principles of identification
- 2.3 Gagne's Model of Gifted

Unit 3: **Communication Disorders**

- normal human communication processes and language
- the disorders of speech, voice and language

Unit 4: **Specific Learning Disabilities**

- 4.1 Types of Learning Disabilities
- 4.2 Causes, Diagnoses and Assessment Techniques
- 4.3 Assessment Techniques

Unit 5: Emotional and Behavioural Disorders

- 5.1 Categories of Emotional and Behavior Disorders
- 5.2 Characteristics of Behaviors
- 5.3 Educational Implications

Unit 6: Intellectual and Developmental Disabilities

- 6.1 Historical Perspectives of Intellectual and Developmental Disabilities
- 6.2 Classification and Assessment
- 6.3 Implications of Intellectual and Developmental Disabilities
- 6.4 Instructional Approaches

Unit 7: Visual Impairment

- 7.1 Causes and Implications of Visual Impairment
- 7.2 Assessment of blindness and low vision
- 7.3 The role of a special teacher

Unit 8: Hearing Impairment

- 8.1 Definition and types of Hearing Loss
- 8.2 Assessment
- 8.3 Teaching Learning Approaches

Unit 9: Physical and Health Impairment

- 9.1 Categories
- 9.2 Assessment
- 9.3 Assistive Technology

TEXTBOOKS:

1. Taylor, R L., Smiley, L R., & Richards, S B. (2009). Exceptional students: Preparing teachers for the 21st Century. Boston M A: McGrawHill.978-0-07-286637-7 \$127.50
2. Brodey, D (2007). The elephant in the playroom. NY: Penguin Group 978-1-59463-035-4 \$21.95
3. Cohen & Wysocky, L (2005). Front of the class: How Tourette syndrome made me the teacher I never had. Acton, MA: VanderWyk & Burnham. 978-1-889242-24-1 \$13.95
Michie, G (2009). Holler if you hear me, 2nd ed. NY: Teachers College Press. 978-0-8077-4958-6 \$19.95
4. Stallings, G & Cook, S (1997). Another season: A coach's story of raising an exceptional son. NY: Broadway Books. 0-316-81196-3 \$14.99

References:

1. Friend, M (2011). Special education: Contemporary perspectives for school professionals (3rd Ed.). Boston, MA: Pearson.
2. Hallahan, D P., Kauffman, J M., & Pullen, P. C. (2009) Exceptional Learners (11th Ed.). Boston, MA: Pearson.

3. Heward, W L. (2009). Exceptional children: An introduction to special education (9th Ed). Upper Saddle River, NJ: Merrill.
4. Smith, D D. & Tyler, N C. (2010). Introduction to special education: Making a difference (7th Ed.) Boston, MA: Allyn & Bacon.
5. Taylor, R L, Smiley, L R., & Richards, S. B. (2009). Exceptional students: Preparing teachers for the 21st Century. Boston, MA: McGraw Hill.
6. Turnbull, A., Turnbull, R & Wehmeyer, M L (2010). Exceptional lives: Special education in today's schools (6th Ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
7. Vaughn, S, Bos, C S & Schumm, J S (2006). Teaching exceptional, diverse, and at-risk students in the general education classroom (3rd Ed.). Boston, MA: Allyn & Bacon.

Educational Psychology & Guidance (3-Credit Hours)

Unit 1: Cognitive Development (Concept Formation)

- 1.1 Piaget Theory of Cognitive Development
- 1.2 Sensori Motor Stage
- 1.3 The Proportional Stage
- 1.4 The Concrete Operational Stage
- 1.5 The Formal Operational Stage

Unit 2: Social Development (Affective Development)

- 2.4 Methods of Influence
- 2.5 Family as a social institution
- 2.6 Peer's group Play

Unit 3: Moral Development

- 3.1 Meaning of Morality
- 3.2 Moral Internalization
- 3.3 Pattern of Moral development
- 3.4 The role of school in Moral Education

Unit 4: Individual Differences and the Development of Personality

- 4.1 Factors that account for individual differences
- 4.2 Cognitive differences

Unit 5: Introduction to Guidance and Counseling

- 5.1 Define and Differentiate Guidance and Counseling
- 5.2 Objective of Guidance
- 5.3 Principal of Guidance
- 5.4 Various members of a counseling team and their responsibilities

Unit 6: Psychology in Learning and Teaching

- 6.1 The nature and type of learning
- 6.2 Stimulus response theory and its application in Special Education
- 6.3 Cognitive theories of learning
- 6.4 Theories & Process of Teaching

Unit 7: Techniques of Guidance

- 7.4 Informed choices
- 7.5 Personal and Social Development
- 7.6 Physical and social differences
- 7.7 Development of self-concept

Unit 8: Services of Guidance

- 8.1 Orientation Service
- 8.2 Testing service
- 8.3 Educational and occupational services
- 8.4 Counselling services
- 8.5 Placement services
- 8.6 Follow up services
- 8.7 Research & evaluation services

Unit 9: Basic skills of Counselling

- 9.1 Identifying elementary social problems
- 9.2 Exercising basic counseling skills
- 9.3 Evaluating basic counseling techniques

Recommended Books:

1. **Eggfen, Paul & Don Kauchak: (1999)** *“Educational Psychology: Windows on Classroom” (4th Ed.) Merrill.*
2. **Biehler, Robert F and Jack Snowman (1990):** *“Psychology Applied to Teaching (6th Edition). Houghton Mifflin Company.*
3. **Gage, N L and David C Berliner (1991).** *“Educational Psychology” (5th Ed.) Houghton Mifflin Company).*
4. **Good, Thomas L and Jere Brophy: (1995).** *Contemporary Educational Psychology. (5th Ed). Longman.*
5. **Charlton, Tony and Kenneth David. (1993).** *Managing Misbehavior in Schools (2nd ed.) Routledge.*
6. **Dale H Schunk: (1991)** *Learning Theories: An Educational Perspective. (2nd ed). Merrill.*
7. **Santrock J W (2001).** *Educational Psychology. (International Edition). McGraw Hill.*

INTRODUCTION TO SPECIAL EDUCATION

(3 Cr. Hrs)

Unit 1: Introduction to Basic Concepts, Terminology of Special Education & Related Fields

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Need for Special Education
- 1.4 Handicap, Disability and Impairment
- 1.5 Definition and Scope of Special Education
- 1.5 Definition and Scope of Social Education
- 1.6 Definition and Scope of Social Welfare
- 1.7 Definition and Scope of Rehabilitation
- 1.8 Self-Assessment Questions

Unit 2: The Historical Roots and Development of Special Education

- 2.1 Introduction
- 2.2 Objective
- 2.3 Primitive and Ancient Period
- 2.4 Middle-age (USA)
- 2.5 Renaissance and Coming of the New Age in the USA
- 2.6 Evolution in the Status of the Disabled Persons
- 2.7 Modern Age
- 2.8 Major Factor Which Determine the Plight of the Handicapped
- 2.9 Self-Assessment Questions

Unit 3: Basic Data on Special Progress and Statistics of Children in Pakistan

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Background
- 3.4 Basic Demographic Data, Density, Rural-urban Dispersal, Labor Force, Unemployment
- 3.5 State of Economy
- 3.6 Social Progress
- 3.7 Incidence of Disability and Statistics of Children Population
- 3.8 Self-Assessment Question

Unit 4: The Magnitude of the problem and Categories of Handicapped Children

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Categories of Handicapped Children
- 4.4 Characteristics of he Speech and hearing Impaired
- 4.5 Characteristic of the Blind and Visually Handicapped
- 4.6 Characteristics of the Mentally Retarded
- 4.7 Characteristics of the Physically Handicapped

4.8 Self-Assessment Question

Unit 5: **Attitudes Towards Handicap in the Individual, Family & Community**

5.1 Introduction

5.2 Objective

5.3 Positive and Negative Attitudes

5.4 Attitude as Cultural Phenomenon

5.5 Goffman's Theory of Stigma

5.6 Handicapped persons in the Community

5.7 Handicapped person in the Family

5.8 Self-Assessment Questions

Unit 6: **The Social Psychology of the Handicapped**

6.1 Introduction

6.2 Objectives

6.3 What is Social Psychology?

6.4 Social Psychology of the Handicapped

6.5 Normality and Abnormality

6.6 Disability as Deviance

6.7 Sociology of Handicapped Children

6.8 Labeling

6.9 Self-Assessment Questions

Unit 7: **The Curriculum Needs of Handicapped Children**

7.1 Introduction

7.2 Objectives

7.3 What is Curriculum?

7.4 What are Special Education Needs?

7.5 Curriculum Design for Special Educational Needs

7.6 Teaching Methods and Techniques

7.7 Individualized Instructions

7.8 Aspects of Curriculum for Special Needs

7.9 Self-Assessment Question

Unit 8: **The Organization of Services for Special Education and the Rehabilitation of Handicapped Children**

8.1 Introduction

8.2 Objectives

8.3 Residential School/Day School

8.4 Itinerant Teacher/Peripatetic Teacher

8.5 Special Education Consultants

8.6 Resource Room

8.7 Medical/Social Welfare Services

8.8 Vocational Rehabilitation

8.9 Self-Assessment Question

Unit 9: **Current Trends and Issues in Special Education**

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Integration
- 9.4 Segregation
- 9.5 Mainstreaming
- 9.6 Least Restrictive Environment
- 9.7 Self-Assessment Question

Semester-2

Early Intervention and Family Support (3-Credit Hrs)

COURSE DESCRIPTIONS:

This course will give students an opportunity to learn the needs of young exceptional children. Special attention will be given to understand various early intervention programmes (like portage) and screening tools (Like APGAR scale, Balthazar test and Bailey test) with the aim to apply such structured programme and tools to their own community, school environment and classroom environment.

OBJECTIVES:

1. To define and differentiate between early detection, early intervention and early childhood programme.
2. To explain features of quality early intervention programme.
3. To describe types and different settings of early intervention programme.
4. To discuss curriculum and characteristics of early intervention programme for children with special needs.
5. To distinguish between developmental sequence and developmental milestones.
6. To distinguish between normal and exceptional development.
7. To discuss developmental disabilities in terms of range and variations as well as factors that determine if a disability will seriously interfere with a child's development.
8. To describe early education practices that are a blend of developmental and behavioural principle.
9. To learn how to provide facilitation in different developmental areas through Portage, Disabled Village Children, WHO Manual, and etc.

COURSE CONTENTS:

- 1: **Introduction**
 - 1.1 Importance of Early Intervention

- 1.2 Identification of Handicapped and At-Risk Infants and Pre-Schoolers
- 1.3 Screening Instruments
- 2: **Likeness and Differences Among Children**
 - 2.1 Normal and Exceptional Development
 - 2.2 Developmental Disabilities: Causes and Classification
- 3: **Early Childhood Programmes**
 - 3.1 The Developmental Behavioural Approach
 - 3.2 Arranging the Learning Environment
 - 3.3 Type of Early Childhood Programmes
 - 3.3.1 Home-Based programmes
 - 3.3.2 Centre-Based programmes
 - 3.3.3 Combined Home-Centre Programmes
 - 3.4 Curriculum in Early Childhood Special Education Programmes
 - 3.4.1 Remediating
 - 3.4.2 Teaching Basic Processes
 - 3.4.3 Teaching Developmental Tasks
 - 3.4.4 Teaching Psychological Constructs
 - 3.4.5 Teaching Pre-Academic Skills
- 4: **Facilitation in Development**
 - 4.1 Facilitating Social Development
 - 4.2 Facilitating Speech, Language, and Communication Development
 - 4.3 Facilitating Pre-Academic and Cognitive Learning
 - 4.4 Facilitating Self-Care and Independence Skills
 - 4.5 Managing Problem Behaviours
- 5: **Portage Guide to Early Childhood Education**
 - 5.1 UK PGEE Model
 - 5.2 Pakistani PGEE Model
- 6: **Understanding the Dynamics of Families with an Exceptional Child**
 - 6.1 Basic Principles of Family Dynamics
 - 6.2 Defence Mechanisms
 - 6.3 A Handicapped Child in the Family: Expectation, Reality, and Reaction
 - 6.4 From Shock to Acceptance (The Stages of Mourning)
 - Stage I Denial
 - Stage II Bargaining
 - Stage III Anger
 - Stage IV Depression
 - Stage V Acceptance

- 6.5 Toward Understanding parents of Exceptional Children
 - 6.5.1 Periods of Change During the Growth of the Exceptional Child
 - 6.5.2 Family Integration
 - 6.5.3 Siblings
 - 6.5.4 Community and Family Support
 - 6.5.5 Professional Helpers

7: Specific Strategies Useful in Working with parents of Exceptional Children

- 7.1 Establishing rapport
- 7.2 Nonverbal Behaviour and Para-linguistics
- 7.3 Minimal Encourages to Talk
- 7.4 Other Helpful Leads
- 7.5 Micro-training
- 7.6 Attending Behaviour
- 7.7 Paraphrasing
- 7.8 Timings
- 7.9 The use of Questions
- 7.10 Home Conferences
- 7.11 Referrals
- 7.12 Self-Help Organizations
- 7.13 Parent Volunteers

8: Working with Problem Parents

- 8.1 Hostile Parents
- 8.2 Uncooperative Parents
- 8.3 Perfectionist Parents
- 8.4 Professional Parents
- 8.5 Dependent parents
- 8.6 Overly Helpful Parents
- 8.7 Overprotective Parents
- 8.8 Neglectful Parents
- 8.9 Parents as a Client
- 8.10 Fighting Parents
- 8.11 Mentally Retarded and Emotionally Disturbed Parents
- 8.12 Involved-Uninvolved Parents
- 8.13 Ethical Concerns
- 8.14 Teacher Turnout

9: Resources to Help Teachers Help parents

- 9.1 Social Service Agencies
- 9.2 Self Help Groups
- 9.3 Assistance for Parents of Children with Specific Disabilities
- 9.4 Legal Rights of Parents and Handicapped Children
- 9.5 Literature About Handicapped Conditions

Recommended Books:

1. Seligman, M (1979). *Strategies for Helping Parents of Exceptional Children: A Guide for Teachers*. New York: The Free Press, A Division of MacMillan Pub. Co. Inc.
2. Blacher, J (1984). *Severely Handicapped Young Children and Their Families: Research in Review*. Orlando: Academic Press, Inc.
3. Heward, W L and Orlansky M D (1992). *Exceptional Children: An Introductory Survey of Special Education (4th Ed)* New York: MacMillan Pub. Co.
4. Allen, K E and Schwartz I S (1996). *The Exceptional Child: Inclusion in Early Childhood Education (3rd Ed.)* New York: Delmar Pub. Co.
5. *Additional Readings:*
6. Bredekamp, S (Ed) (1987). *Developmentally appropriate practice in early childhood programmes serving children from birth through age 8*. Washington, D C: National Association for the Education of Young Children.
7. Allen, K E, and Goetz, E M (1982). *Early childhood education: Special problems, special solutions*. Rockville, M D: Aspen Systems.
8. Thurman, S K and Widerstrom, A H (1990). *Infants and young children with special needs*. Baltimore: Brookes.

Semester-3

Assessing Special Needs

3 Cr. Hrs.

Unit 1: Assessment of Children with Disabilities

- 1.1 Defining Assessment
- 1.2 Purpose of Assessment
- 1.3 Approaches to Assessment
- 1.4 Assessing Learner
- 1.5 Diagnosing Instruction
- 1.6 Assessing the Instruction Environment
- 1.7 Assessment procedures
 - a) Formal and Informal Strategies
 - b) Team Approach
 - c) Critical Issues in assessing special students
 - d) Educational Assessment of Special Students
 - e) Decisions to be made
 - f) Legal decisions Instructional decisions
 - g) Steps in Assessment
 - h) Screening Referral
 - i) Individual Assessment Plan

Unit 2: Assessment Tools

- 2.1 Selection of assessment tools
- 2.2 Evaluating assessment tools
- 2.3 Assessment results
- 2.4 Standardized tests
- 2.5 Informal assessment

Unit 3: Assessment of School Performance

- 3.1 Purpose Issues and Trends
- 3.2 Curriculum Based Measures
- 3.3 Sources of Information
- 3.4 Tests of academic achievement
- 3.5 Group tests
- 3.6 Individual tests
- 3.7 Answering the assessment question
- 3.8 Documentation of school performance

Unit 4: Assessment of Infants, Toddlers and Pre-School Children

- 4.1 Purpose
- 4.2 Diagnostic System
- 4.3 Assessing Behavior Through Observation
- 4.4 Developmental Assessment
- 4.5 School Readiness Assessment

Unit 5: Assessment of Perceptual Motor Skills

- 5.1 Perceptual Motor Skills
- 5.2 Need of Assessment
- 5.3 Testing of Perceptual Motor Skills

Unit 6: Assessment of Learning Abilities

- 6.1 Learning Aptitude
- 6.2 Intellectual performance
- 6.3 Adaptive behaviour
- 6.4 Classroom behaviour
- 6.5 Social competencies

Unit 7: Assessment of Academic Skills

- 7.1 Assessment of learning aptitude
- 7.2 Assessment of intellectual performance
- 7.3 Assessment of oral language

- 7.4 Assessment of reading skills
- 7.5 Assessment of written language
- 7.6 Assessment of mathematics

Unit 8: Assessment of Sensory Perceptions

- 8.1 Sensory Acuity
- 8.2 Vision perceptions difficulties
- 8.3 Sound Perceptions Difficulties
- 8.4 Color Vision

Unit 9 Applying Assessment Information to Educational Decision Making

- 9.1 Reporting Assessment Results
- 9.2 Importance of Decision Making for Special Children
- 9.3 Making Referral Decision
- 9.4 Making Classification Decision
- 9.5 Making Instructional Plans
- 9.6 Use of Assessment Data in Educational Setting
- 9.7 Monitoring and Evaluating Instructional Programs
- 9.8 Parental Involvement

Teaching Methods and Strategies

3-Credit Hrs

Unit-1: Teaching and learning students with SEN

- 1.1 The learner
- 1.2 The teacher
- 1.3 The environment
- 1.4 Use of ICT,s

Unit-2: Teaching methods, strategies, techniques

- 2.1 Teacher centered
- 2.2 Student centered
- 2.3 Interactive

Unit-3: Lesson planning

- 3.1 Objective formulation
- 3.2 Specification of methodology
- 3.3 Preparation of material
- 3.4 Delivery of contents
- 3.5 Development of IEP

3.6 Evaluation

Unit-4: **Teaching students with sensory impairment**

4.1 Adaptations

- (i) Curriculum
- (ii) Instructions
- (iii) Evaluation

4.2 Individualized instructions

Unit-5: **Teaching students with cognitive disabilities**

5.1 Accommodating the diversity

5.2 Teaching strategies for

- (i) Academic skill (reading, writing, numeration)
- (ii) Functional skills (adaptive behavior skills)
- (iii) Social competence

Unit-6: **Teaching students with physical & health impairments**

6.1 Adaptations

- (i) curriculum
- (ii) instructions
- (iii) evaluation

6.2 Teacher-professional alliance

6.3 Competencies for transition

Unit-7: **Teaching students with emotional and behavioral problems**

7.1 Assessment and understanding from ecological perspective

7.2 Intervention principles and practices

7.3 Implementing a behavior management scheme

Unit-8: **Teaching students with speech & language impairments**

8.1 Language diversity in the classroom

8.2 Remedial teaching

Unit-9: **Evaluation**

9.1 Techniques of evaluation

9.2 Adaptations in evaluation

9.3 Reporting progress and record keeping

9.4 Teacher's self-evaluation

Semester-4

Adaptation of Curriculum & Instructions (3 Credit Hrs)

Introduction:

The course on “Curriculum Adaptation for Special Needs” is offered to impart knowledge and skills, which can be used to adapt existing curricula according to the special needs of the exceptional students. This adaptation will be undertaken with a philosophy of mainstreaming/inclusion in mind.

Objectives:

The course is designed to:

1. Review the contemporary knowledge about curriculum development.
2. Understand the implication of curriculum adaptation for disabilities.
3. Discuss various approaches to adaptation of curriculum.
4. Enable the students to provide consultancy in developing curricular learning activities.
5. Critically review the existing school curricula to customize them to the needs of exceptional children.

Course Contents:

1. **Introduction to curriculum**
 - 1.1 Definition of curriculum
 - 1.2 Types of curriculum
 - 1.3 Functions of curriculum
 - 1.4 Component of curriculum
 - 1.5 Phases of curriculum development
2. **Curriculum models**
 - 2.1. Tyler model
 - 2.2. Wheeler’s model
 - 2.3. Kerr’s model
 - 2.4. Lawton’s model
 - 2.5. Taba’s model
3. **Curriculum adaptation**
 - 3.1 Issues in curriculum adaptation
 - 3.2 Basic considerations
 - 3.3 Special needs learner and his/her context
 - 3.4 Modifying curricula and instructional activities
 - 3.5 Curriculum modification for group and individualized teaching
 - 3.6 Strategies for changing curriculum
4. **Instructional adaptations**
 - 4.1 Adapting basic-skills instructions

- 4.2 Improving clarity in communication.
- 4.3 Adaptations to help student for independent work.
- 5. **Adapting material and instructional learning activities**
 - 5.1 Material adaptation
 - 5.2 Adaptation for communication
 - 5.3 Adaptation for mobility
 - 5.4 Modifying Instructional learning activities.
- 6. **Curriculum adaptation for special needs**
 - 6.1. Adaptation of curriculum for special schools
 - 6.2. Adaptation of curriculum for special classes in general education
 - 6.3. Adaptation of curriculum for mainstreaming and inclusion
 - 6.4. Adaptation of curriculum for school system
- 7. **Curriculum consideration for I.E.P.**
 - 7.1. IEP past, present and future
 - 7.2. IEP preparation: basic consideration
 - 7.3. IEP preparation: negotiation
 - 7.4. IEP final report
 - 7.5. IEP implementation strategy
- 8. **Curriculum evaluation**
 - 8.1. Limitations of norm-referenced testing
 - 8.2. Child centered evaluation.

References:

1. Apple, M W. (1990). *Ideology and curriculum*. New York: 11 New Father lane.
2. Barnes, Douglas (1985). *Practical curriculum studies*. London: Routledge & Kegan Paul.
3. Blankin, G M. (1987). *The primary curriculum: a process approach to curricula planning*. London: Paul Chapman Pub. Ltd.
4. Booth, T. (1992.) *Curricula for diversity in education*. London: II New Fetter Lane.
5. Catron, C E. (1993). *Early childhood curriculum*. New York: Macmillan Pub. Co.
6. Cook, R E (1992). *Adapting early childhood curricula for children with special needs*. New York: Macmillan Pub. Co.
7. Dyson, L (1992). *Partnership an innovative curriculum*. London: Bell & Bain Ltd.
8. Hergenhahn, B.R. (1993). *An introduction to theories of learning*. New Jersey: Prentice hall Inc.
9. Lewis, Ann (1991). *Primary special needs and the national curriculum*. London: 11 new fetter Lane.

10. McCormick, R (1990). *Curriculum evaluation in schools*. London: Il New Fetter Lane.
11. Nelson, A (1990). *Curriculum design techniques*. USA: Wm. C Brown Pub.
12. Skilbeck, Malcolm (1984). *School-based curriculum development*. London: Harper & Row, Pub.
13. Urevbu, A (1990). *Curriculum studies*. Singapore: Longman Pub.

Inclusive Education

(3 Credit Hrs)

Unit 1: Disability, Ability, and Responsibility

- 1.1 Unit Objectives
- 1.2 Unit Introduction
- 1.3 Children with Diverse Learning Needs
- 1.4 Disability—Whose Responsibility
- 1.5 Inclusive Education: An International Priority
- 1.6 The Pakistani Context
- 1.7 Defining Student and Teacher Responsibilities
- 1.8 Concepts of Disability Labeling
- 1.9 Categorical, Non-categorical, and Cross-categorical Approaches
- 1.10 Service Delivery Alternatives
- 1.11 Special Education Classes
- 1.12 Resource Room or Withdrawal Models
- 1.13 Inclusive Classrooms
- 1.14 Disability Categories
- 1.15 Prevalence Rates
- 1.16 Conventions of Language
- 1.17 Definitions of Disability
- 1.18 Communication
- 1.19 Intellectual
- 1.20 Behavioural
- 1.21 Physical
- 1.22 Multiple

Unit 2: Inclusion: Introductory Concept

- 2.1 Unit Objectives
- 2.2 Unit Introduction
- 2.3 Definition and Concept of Inclusion
- 2.4 Inclusion: A World Wide Movement
- 2.5 Integrated Education and Inclusive Education
- 2.6 Rationale for Inclusive Education
- 2.7 The ethical issues
- 2.8 The socialization issues
- 2.9 Developmental issues
- 2.10 The cost issues

- 2.11 Supporting Inclusion
- 2.12 Structuring Child-Child Interactions
- 2.13 Planning Classroom Activities
- 2.14 Professional Collaboration
- 2.15 Benefits of Inclusion
- 2.16 Benefits for children with disabilities
- 2.17 Benefits for typically developing children
- 2.18 Benefits for families
- 2.19 Benefits for society

Principles for Inclusion

- International Legislation and Policy
- Pakistan Legislation and Policy
- Principles, Policies and Practices
- Concerns and Challenges of Inclusion

Unit 3: Inclusion: Attitudes, Behaviour and Social Competence

- 3.1 Unit Objectives Unit Introduction
- 3.2 Historical Concept
- 3.3 Attitudes
- 3.4 Values
- 3.5 Ideologies
- 3.6 Facing Disability
- 3.7 Plan Realistically
- 3.8 Promoting Positive Behaviour
- 3.9 Challenging Behaviour
- 3.10 Responding to Challenging behaviour
- 3.11 The Sources of Challenging Behaviour
- 3.12 Violence and Touching
- 3.13 Class meetings
- 3.14 Developing an Action Plan for Positive Behaviour

Prompting Social Competence

- Social Competence
- Friendships
- Social Skills

Unit 4: Inclusion Models

- 4.1 Unit Objectives
- 4.2 Unit Introduction
- 4.3 Interventional Programmes for Students in Special Class
- 4.4 Settings
- 4.5 Special Class Approach
- 4.6 Resource Room Model
- 4.7 Interventional Programmes for Students in General Education Class Settings

4.8 Regular Education Initiatives Inclusion

Methods to Enhance Inclusion of Students with Special Needs

Unit 5: Inclusion Strategies

- 5.1 Unit Objectives Unit Introduction
- 5.2 Identify Classroom Environment, Curricular, and Instructional Demands
- 5.3 Student Learning Strengths and Needs
- 5.4 Potential Areas of Student Progress
- 5.5 Potential Problem Areas
- 5.6 Information for Brainstorming and Instructional Adaptations
- 5.7 Adaptations for Inclusion Implementation
Evaluate the Student Progress

Unit 6: Creating and Maintaining Inclusive Schools

- 6.1 Unit Objectives
- 6.2 Unit Introduction
- 6.3 Every School: An Inclusive School
- 6.4 Provision of Adequate Staff
- 6.5 Early Identification and Assessment of Special Needs Children
- 6.6 Establishing a School Philosophy
- 6.7 Enrolment Drive and Measures for Retention
- 6.8 Removal of Architectural Barriers
- 6.9 Heterogeneous Grouping
- 6.10 Provisions of Facilities, Aids and Equipments
- 6.11 Avoiding Psychological Separation
- 6.12 Professional Development of Teachers
- 6.13 Developing Friendship
- 6.14 Positive Attitude of Teachers
- 6.15 Encouraging Quality Education
- 6.16 Adapting the Curriculum
- 6.17 Encouraging Participatory Learning
- 6.18 Making the School Effective

Unit 7: Organizing Inclusive Classroom

- 7.1 Unit Objectives
- 7.2 Unit Introduction
- 7.3 Classroom as an Ecosystem
- 7.4 Physical Layout of the inclusion classroom
- 7.5 Plan for substitute teachers
- 7.6 Meeting Students' personal care and medication requirements
- 7.7 Classroom and Time Management Techniques
- 7.8 Support Instruction
- 7.9 Classroom Management Routines
- 7.10 Time Management Techniques

Curriculum and Special Curricular Needs

- 7.11 Inclusive Curricular: Curriculum for All
- 7.12 Curriculum Issues in Mainstreaming Students
- 7.13 Curriculum Differences between Special and Mainstream Needs, Expectations and Resistance
- 7.14 Alternate Curriculum Approaches to Catering for Students with Special Needs in Regular Classroom
- 7.15 Adaptations of Syllabus Topics

Analyzing Instructional Environment

- 7.16 Problems with Existing Instructional Materials and Approaches
- 7.17 Organizing of Inclusive Classroom
- 7.18 Group Formation for all Students for Instruction in Inclusive Classroom
- 7.19 Instructional Material for Inclusive Classrooms
- 7.20 Instructional Methods in Relation to Student Needs
- 7.21 Meeting Students Needs through Adapting the Mainstream
- 7.22 Curriculum and Instructional Materials

Unit 8: Adapting Curriculum, Teaching and Learning Strategies

- 8.1 Unit Objectives
- 8.2 Unit Introduction
- 8.3 Creating Access to Learning
- 8.4 Universal Design and Universal Access
- 8.5 Universal Access

Adapting Instruction

- 8.6 Accommodations—What Are They
- 8.7 Instructional Adaptations: Accommodations vs. Modifications
- 8.8 Accommodations for Assessment
- 8.9 Distinguishing an Accommodation from a Modification: The "It's not fair" Complaint

Adaptations at the Level of the Total Class

- 8.10 Adaptive Questioning: Techniques to Involve all Students
- 8.11 Grouping Students for Instruction
- 8.12 Cooperative or Collaborative Learning
- 8.13 Adaptations that Encourage Independence of Learners
- 8.14 Drawing upon the Resources of Other Adults to Maximize Teaching Time
- 8.15 Technology as a Resource for Universal Design and Access

Adaptations at the Level of Individual Students

- 8.16 Teacher Talk in Effective Instructional Environments
- 8.17 Scaffolding
- 8.18 Strategy Instruction and Modeling Thinking Skills.

- Unit 9: **Developing and Managing Individual Program**
- 9.1 **Unit Objectives**
 - 9.2 **Unit Introduction**
 - 9.3 **Planning and Presenting Lessons** Planning the Lesson
Instructional Tools for Meeting Diverse Learner
 - 9.4 Needs Introducing the Lesson Presenting the Lesson Student
Interaction Practice and Application Completing the Lesson
Monitoring Progress

IEP: The Individual Education Program

- 9.5 Vision Statement
- 9.6 Assessment of Result Summary
- 9.7 Long-Term Goals
- 9.8 Behavioural Objectives
- 9.9 Indicators of Achievements
- 9.10 Inclusive Strategies and Materials
- 9.11 Review and Monitoring Schedule and Strategies

Teaching of Reading & Writing

(3 Credit Hrs)

INTRODUCTION:

Reading and writing instruction tends to take up a great deal of time in many special education classes. Even in inclusive classes reading and writing is very prevalent. Many fundamental questions concerning reading and writing instruction have been addressed. This course presents numerous instructional methods of reading and writing based on research.

OBJECTIVES:

On successful completion of this course the students will be able to:

1. Diagnose reading and writing problems faced by special children.
2. List the reading and writing test used in assessment.
3. Understand the models and instructional approaches of reading and writing.
4. Develop techniques to enhance the reading and writing skill.

COURSE CONTENTS:

READING

1. **Introduction of reading**
 - 1.1. Importance of teaching reading
 - 1.2. Stages of Reading Development
 - 1.3. Reading process
 - 1.4. Factors that influence reading
 - 1.5. Correlates of reading problems

2. **Approaches of Teaching Reading**
 - 2.1. Whole language instruction
 - 2.2. Explicit code-emphasis instruction
 - 2.3. Integrating whole language and code-emphasis instruction

3. **Elements of Reading: Word Recognition and Reading Comprehension**
 - 3.1. Word Recognition
 - 3.1.1 Phonic
 - 3.1.2 Sight words
 - 3.1.3 Context clues
 - 3.1.4 Structural analysis
 - 3.1.5 Combining word-recognition clues
 - 3.2. Reading Comprehension
 - 3.2.1 What is reading comprehension
 - 3.2.2 Strategies to promote reading comprehension
 - 3.2.3 Fluency in reading
 - 3.2.4 Comprehension of narrative materials
 - 3.2.5 Comprehension of expository materials

4. **Teaching Strategies**
 - 4.1. Strategies for Improving Word Recognition
 - 4.1.1 Building phonological awareness
 - 4.1.2 Phonic methods
 - 4.2. Strategies for Improving Fluency
 - 4.2.1 Repeated reading
 - 4.2.2 Predictable books
 - 4.2.3 Neurological Impress method
 - 4.3. Strategies for Improving Reading Comprehension
 - 4.3.1 Using basal readers
 - 4.3.2 Activating background knowledge
 - 4.3.3 Building meaning vocabulary and concepts

5. **Assessment and Evaluation of Reading**
 - 5.1. Diagnostic Teaching
 - 5.1.1 Knowledge of the reading Process
 - 5.1.2 Knowledge off correlates of reading disability
 - 5.1.3 Assumptions about students learning to read
 - 5.1.4 Individualized instructional program
 - 5.2. Measures of Reading
 - 5.2.1 Informal reading inventory
 - 5.2.2 Reading Miscue Inventory
 - 5.2.3 Cloze Procedure
 - 5.2.4 Teacher observation interviews, and teacher Made Tests
 - 5.2.5 Independent Practice/Application Activities

5.2.6 Word Recognition

WRITING:

6. **Introduction to writing**
 - 6.1 Importance of writing skill
 - 6.2 Writing Process
 - 6.2.1 Planning
 - 6.2.2 Editing
 - 6.2.3 Revising
 - 6.3 Principles for teaching the writing process
7. **Instructional Strategies for Teaching Writing**
 - 7.1 Strategies for Teaching Written Expression
 - 7.2 Strategies for Teaching Spelling
 - 7.3. Strategies for Teaching Hand Writing
8. **Assessment and Evaluation of Writing**
 - 8.1 **Informal Monitoring of Student Writing**
 - 8.1.1 Observing
 - 8.1.2 Conferencing
 - 8.1.3 Collecting writing samples
 - 8.1.4 Keeping Records
 - 8.2 **Process Measures**
 - 8.2.1 Writing process Checklist
 - 8.2.2 Assessment Conferences
 - 8.2.3 Self- assessment
 - 8.3. **Product Measures**
 - 8.3.1 Holistic Scoring
 - 8.3.2 Primary Trait Scoring
 - 8.3.3 Analysis
 - 8.3.4 Error analysis
 - 8.3.5 Responding to student writing
 - 8.3.6 Assessing Grades

Course Evaluation:

- | | |
|--------------------|-------------|
| 1. Mid term test | 25% |
| 2. Final term test | 50% |
| 3. Assignment | <u>25%</u> |
| | 100% |

References:

1. Learner, J (2000). *Learning Disabilities: theories, diagnosis and teaching strategies*. 8th edition. New York: Houghton Mefflin Comp.
2. Tompkins, E G. (2000). *Teaching writing: balancing process and product*. (3rd ed.) Columbus: Macmillan College Publishing Comp.

3. William, H R, & Blair, T.R. (1989). *Reading diagnosis and remediation*. (3rd ed.). Columbus: Merrill Pub. Comp.
4. Wilson, R M, & Cleland, C J (1989). *Diagnostic and remedial reading for classroom and clinic*. 6th edition. Columbus: Merrill Pub. Comp
5. Finn, P J (1985). *Helping children learn to read*. New York: Random House.

Teaching of Languages

(3 Credit Hrs)

Introduction:

This course is designed to impart knowledge and skills in the prospective special education teachers for teaching various regional, national and/or international languages. The focus of this course to lay down a common strategy, which can be used for teaching of a language. The specific methods for a particular language, however, are not included in this course outline.

Course Objectives:

On successful completion of this course the participants will be able to:

1. Plan teaching strategies for teaching a language
2. Identify various approaches for teaching languages
3. Prepare and deliver quality instruction for teaching language
4. Assess the students learning for providing feedback and certification

Course Contents:

Introduction to the Course
 Theory and Practice in Methods Developments in ESL/EFL
 Methodology Traditional Approaches of ELT
 Communicative Language Teaching
 Meaning Based/Content Based Approaches
 Task-Based Approaches
 Teaching Language Skills
 Teaching Listening
 Teaching Speaking
 Teaching Reading
 Teaching Writing Individual Teaching (15%)
 Active Learning Cooperative Learning
 Problem/Project Based Learning
 Project Presentations

REFERENCES:

1. Breen, M and C N. Candlin. (1980). The Essentials of a Communicative Curriculum in Language Teaching. *Applied Linguistics* 1/2: 89-112.
2. Brown, H D (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition). San Francisco State University: Longman

3. Brumfit C J. (1984). Communicative Methodology in Language Teaching. Cambridge:
4. CUP Celce-Murcia, M (2001). Teaching English as a Second or Foreign Language (3rd Edition). USA: Heinle & Heinle Publishers.

SEMESTER 5

Collaboration with School and Community (3 Cr. Hrs.)

Unit 1: Community Based Rehabilitation (CBR)

- 1.1 CBR Concept and Nature
- 1.2 Socialization
- 1.3 Community Care
- 1.4 Role of Community worker
- 1.5 Assessing the Need
- 1.6 Referring People
- 1.7 Recording Progress
- 1.8 Evaluation

Unit 2: School and Community Involvement

- 2.1 Community
- 2.2 Community Influences on the School and Vice Versa
- 2.3 Sharing Authority with Parents & Community worker
- 2.4 Provision of community based services
- 2.5 Mobilizing Resources

Unit 3: Accessibility

- 3.1 Interaction of Architecture
- 3.2 Adaptation for the Disabled
- 3.3 Outdoor Mobility for Handicapped Persons
- 3.4 Access to the Building
- 3.5 Recreation

Unit 4: Provision of Aids and Support for Children with Disabilities

- 4.1 Disability and Assistance
- 4.2 Aids and Support for Blind/Visually Handicapped
- 4.3 Hearing Aids and Support
- 4.5 Aids/Support to the Mentally Retarded
- 4.6 Aids Support to the Physically Handicapped.

Unit 5: Residential and Day Support Services

- 5.1 The Need for Residential and Day Support Services
- 5.2 Functions of Residential and Day Support Services
- 5.3 Treatment Approaches to Residential day services

Unit 6: Developing Community Awareness Programmes

- 6.1 Programme development
- 6.2 Preventing disability
- 6.3 Raising rehabilitation awareness
- 6.4 Promoting equalization of opportunities

Unit 7: Parental Perceptions of the Child with Disability

- 7.1 Normal Parent with Handicapped Child
- 7.2 Neglect and Over-Protection
- 7.3 Self Concept
- 7.4 Fostering Independence in the Handicapped
- 7.5 Socio-Economic pressure

Unit 8: Parental Acceptance and Carrying of the Child

- 8.1 Developing Positive Attitude
- 8.2 Personal Caring (Food and Clothes of the Child)
- 8.3 Adjustment Strategies
- 8.4 Parental Training for Carrying
- 8.5 Parent-Professional Net Working and Cooperation

Unit 9: The Psycho-social Adjustment of the Handicapped Person

- 9.1 Normal and Exceptional Pattern of Behavior
- 9.2 Psycho-Social Adjustment and Handicapped
- 9.3 Assessment of Strengths and Weaknesses
- 9.4 Multidisciplinary Approach Towards
- 9.5 Role of Community Based Supportive Programs
- 9.6 Role of NGOs

Semester-6

INTRODUCTION AND ASSESSMENT OF MENTAL RETARDED CHILDREN (3 Credit Hour)

Unit 1: Introduction and Assessment of Mentally Retarded Children

- 1.1 Defining mental retardation
- 1.2 Earlier concepts and definitions
- 1.3 Cerement dermatomes of mental retardation
- 1.4 Definitions based on intelligence test scores
- 1.5 Changing attitudes towards the retarded.

Unit 2: Classification and Types of Mental Retardation

- 2.1 Mild retardation Moderate retardation Severe/profound retardation Down syndrome
- 2.2 Hydro-Cephalic
- 2.3 Fibro-cephalic
- 2.4 Autism

Unit 3: Characteristics Mentally Retardation

- 3.1 Personal and social characteristics
- 3.2 Physical and health characteristics
- 3.3 Behavior and body problems
- 3.4 Learning characteristics
- 3.5 Language and communication

Unit 4: Causes of Mental Retardation

- 4.1 Physical causes of mental retardation:
 - i) Chromosomal and genetic causes
 - ii) Pre-natal
 - iii) Natal
 - iv) Post natal
- 4.2 Environmental and social cases
- 4.3 Brain damage and related conditions
- 4.4 Psychological factors in mental retardation

Unit 5: Assessment of Mental Retardation

- 5.1 Learning
- 5.2 Emotional development
- 5.3 Physical development
- 5.4 Attention memory and concept formation

Unit 6: Major Concerns Issues

- 6.1 Family patterns
- 6.2 Family issues
- 6.3 Family adaptation

- 6.4 Parents Professional relationship
- 6.5 Education rights

Unit 7: Implication of Mental Retardation

- 7.1 Purpose of assessment
- 7.2 Areas of assessment
- 7.3 Initial assessment/screening
- 7.4 Curriculum based assessment
- 7.5 Evaluation and score keeping

Unit 8: Intelligence Testing

- 8.1 Defining intelligence
- 8.2 Factors effecting intelligence
- 8.3 The vanilla and social maturity scale
- 8.4 Measures of adaptive behavior, technical information and application

Unit 9: Adaptive Behaviour Scales

- 9.1 Concept of adaptive behavior
- 9.2 Assessing coping skills
- 9.3 The vanilla and social maturity scale
- 9.4 Measures of adaptive behavior, technical
- 9.5 Information and application

INTRODUCITON AND ASSESSMENT OF MENTALLY RETARDED CHIDLRE COURSE-II (3 Credit Hour)

Unit 1: Assessment of Cognitive Skills Educational Assessment

- 1.1 Assessment of reading skills
- 1.2 Assessment of written expression
- 1.3 Assessment of Mathematics
- 1.4 Assessment of learning style, interest and motivation

Unit 2: Assessment of Motor Skills

- 2.1 Fine motor skills
- 2.2 Gross motor skills
- 2.3 Perceptual motor process: usual and auditor
- 2.4 Motor free usual perception test

Unit 3: Linquistics Skills

- 3.1 Language and language acquisition theories
- 3.2 Assessment of expressive language
 - i) Receptive language
 - ii) Articulation assessment
 - iii) Morphology and syntax

iv) Semantics and pragmatics

Unit 4: **Self Help Skills**

- 4.1 Toilet training
- 4.2 Feeding
- 4.3 Personal hygiene
- 4.4 Dressing
- 4.5 Personal information

Unit 5: **Assessment of Vocational Skills**

- 5.1 Career development
- 5.2 Factor for vocational assessment
- 5.3 Vocational aptitude
- 5.4 Job analysis
- 5.5 Situational assessment
- 5.6 Jobsite assessment

Unit 6: **Parents Involvement**

- 6.1 Role of Parents
- 6.2 Nature of involvement:
 - i) Conference
 - ii) Interview
 - iii) Counseling etc.
- 6.3 Monitoring the programme
- 6.4 Cooperation
- 6.5 Education

Unit 7: **Rehabilitation of Mentally Retarded Children**

- 7.1 Need for rehabilitation, identification of problems
- 7.2 Approaches to rehabilitation
- 7.3 Behavior modification in rehabilitation
- 7.4 Follow up programmes for rehabilitated children
- 7.5 Vocational rehabilitation in Pakistan

Unit 8: **Counseling and Psychotherapy**

- 8.1 Psycho-therapeutic approaches
- 8.2 Mental Hygiene and Teacher
- 8.3 Behavior management, role of resource teacher in behavior Management
- 8.4 Evaluation of specialized treatment

Unit 9: **Problems of Adjustment**

- 9.1 Maladaptive behavior
- 9.2 Problems of infancy and early childhood
- 9.3 Problems in later childhood
- 9.4 Problems in puberty and adolescence

Education of Mentally Retarded Children Code-I (3 Credit Hour)

Unit 1: Educational Programming

- 1.1 Philosophy of programme
- 1.2 Organizing programme
- 1.3 Grouping of learners
- 1.4 Individualized education programme

Unit 2: Approaches to Learning.

- 2.1 Essentials of learning
- 2.2 Traditional approaches
- 2.3 Modern approaches, piaget etc.

Unit 3: Curriculum for Mentally Retarded Children

- 3.1 Development educational goals
- 3.2 Process of curriculum development
- 3.3 Adaptation of curriculum

Unit 4: Education of Mildly Retarded children

- 4.1 Reading readiness
- 4.2 Reading skills
- 4.3 Writing readiness
- 4.4 Writing skills
- 4.5 Mathematics skills

Unit 5: Education and training of moderately Retarded children

- 5.1 Daily living skills
- 5.2 Time Concept
- 5.3 Money management
- 5.4 Measurement
- 5.5 Leisure skills
- 5.6 Motor skills
- 5.7 Vocational training

Unit 6: Training & Rehabilitation of Severely/Profoundly Retarded Children

- 6.1 Caring
- 6.2 Daily living skills
- 6.3 Motor skills
- 6.4 Social Skills
- 6.5 Self-help skills

Unit 7: Development of Communication

- 7.1 Normal language development
- 7.2 Semantic features in language development
- 7.3 Language training

- 7.4 Experimental procedures
- 7.5 Syntactic structure and language Development

Unit 8: Pre-School Programme

- 8.1 Parents role learning activities:
- 8.2 Learning activities:
 - i) gross Motor
 - ii) cognitive and fine motor
 - iii) communication
 - iv) Social and self-help
- 8.3 Observing and recording the child's progress.

Unit 9: **Teaching strategies**

- 9.1 Modern strategies
- 9.2 Open Classroom method
- 9.3 Individualized approaches
- 9.4 Group relation
 - i) Role Playing
 - ii) Empathy
 - iii) Group relation in the classroom
 - iv) Group discussion

Education of Mentally Retarded Children Code-II

(3 Credit Hour)

Unit 1: **Lesson Planning**

- 1.1 Selection of appropriate activities
- 1.2 Steps of lesson planning
- 1.3 Preparation audio-video

Unit 2: **Competencies of the Teacher**

- 2.1 Personal
- 2.2 Professional
- 2.3 Social
- 2.4 Training of teacher

Unit 3: **Role of primary and secondary groups**

- 3.1 Primary group (parents, peer group, siblings)
- 3.2 Secondary group:
 - i) Medical officer
 - ii) Physiotherapist speech therapist
 - iii) Speech therapist
 - iv) Social caseworker
 - v) Psychotherapist

- Unit 4: **Behaviour Management**
- 4.1 Behaviour modification
 - 4.2 Re-enforcement
 - 4.3 Eliminating un-desirable behavior
 - 4.4 Behavioral intervention strategy
 - 4.5 Substituting socially appropriate behavior
 - 4.6 Psycho-Therapies
- Unit 5: **Vocational Adjustment**
- 5.1 Vocational planning
 - 5.2 Pre-vocational training
 - 5.3 Vocational training
 - 5.4 Job formation
 - 5.5 Competitive employment
- Unit 6: **Adolescent and Adult Concern**
- 6.1 Leisure time the recreation
 - 6.2 Vocational status
 - 6.3 Marriage
 - 6.4 Residential services
 - 6.5 Aged retarded
- Unit 7: **Inclusive education for MRC**
- 7.1 What is inclusion?
 - 7.2 Adaptations for inclusion
 - 7.3 Significance
- Unit 8: **Teaching Strategies Inclusive Setting**
- 8.1 Creating inclusive classroom
 - 8.2 Instructional strategies
 - 8.3 Lesson plan
- Unit 9: **Future Horizon**
- 9.1 Trends in learning
 - 9.2 Computer Assisted Instruction

Physical Handicap-I

(3 Credit Hour)

Unit 1: **Introduction to Physical Handicap**

- 1.1 Physical Handicaps
- 1.2 Causes
- 1.3 Prevalence

Unit 2: **Anatomy & Physiology of the Human Body- I**

- 2.1 Nervous system
 - i) Anatomy
 - ii) Physiology
- 2.2 Muscles
 - i) Types
 - ii) Anatomy
 - iii) Physiology

Unit 3: **Anatomy & Physiology of Human Body-II**

- 3.1 Bone
 - i) Anatomy
 - ii) Physiology
- 3.2 Joints
- 3.3 Functional of Classification of Joints
- 3.4 Axel & Appendicular Skeleton

Unit 4: **Growth of Physical Fitness and Motor Skills**

- 4.1 Physical Performance
- 4.2 Anaerobic Power & Capacity
- 4.3 Tolerance of External exercise
- 4.4 Muscle Strength
- 4.5 Course of Early Development
- 4.6 Maturation & Psychomotor
- 4.7 Factors Limiting Psychomotor skills

Unit 5: **Neurological Conditions**

- 5.1 Cerebral Palsy
- 5.2 Convulsive Disorder
- 5.3 Spinal bifida
- 5.4 Polintekutues
- 5.5 Other Neurological conditions

Unit 6: **Muscular Problems**

- 6.1 Muscular Dystrophy
- 6.2 Myotonia Congenital
- 6.3 Familiar periodic paralysis
- 6.4 Myasthenia gravis

Unit 7: **Orthopedic Difficulties**

- 7.1 Amputation
- 7.2 Arthritis
- 7.3 Ontogenesis imperfects
- 7.4 Hip Disorder

Unit 8: **Health Handicaps**

- 8.1 Amputation
- 8.2 Heart disease
- 8.4 Hemophilia
- 8.5 Allergies
- 8.6 Asthma
- 8.7 Diabetes

Unit 9: **Assessment**

- 9.1 Physiological: Articulation, bowel and bladder function
- 9.2 Communication: Verbal & Non-verbal
- 9.3 Development: Cognitive and physical
- 9.4 Commutative assessment

PHYSICAL HANDICAP-II

(3 Credit Hour)

Unit 1: **Effects of Physical Disabilities**

- 1.1 Individual
- 1.2 Family
- 1.3 Society

Unit 2: **Physiotherapy**

- 2.1 Role of Physiotherapist
- 2.2 Physical Therapy for Cerebral Palsy, muscular dystrophy
- 2.3 Problem Solving skills in the Classroom

Unit 3: **Counseling**

- 3.1 Significance
- 3.2 Difference Between Counseling and Guidance
- 3.3 Professional preparation of the Counselor
- 3.4 Counseling as Developmental Approach

Unit 4: **Mobility Aids-I**

- 4.1 Bioengineer Consideration
 - i) Pelvic Stability
 - ii) Truck Control
- 4.2 Wheel Chair
 - i) Types
 - ii) Choice

- iii) Modification
- iii) Walking Aids in Wheel Chair
- iv) Molded Seating System

Unit 5: Mobility Aids-II

- 5.1 Sticks and Crutches
- 5.2 Foot Wears and Outhouses
- 5.3 Walking Frames
- 5.4 Calipers & Braces

Unit 6: Prevention

- 6.1 Concept
- 6.2 Prevention of Physic Logical Upset
- 6.3 Child Life Programme
- 6.4 Preventing Primary Disability

Unit 7: Physical Handicapped Children with Additional Problems

- 7.1 Definition
- 7.2 Diagnosis
- 7.3 Development of Services

Unit 8: Major Issues in Advocacy

- 8.1 Access
- 8.2 Travel and Transpiration
- 8.3 Alternative Living Arrangement
- 8.4 Employment
- 8.5 Marriage

Unit 9: Rehabilitation

- 9.1 Engineering
- 9.2 Occupational
- 9.3 Social Interaction
- 9.4 Social Integration and Rehabilitation

Educational Adaptation for Children with Physical Disabilities-I (3 Credit Hour)

Unit 1: Education of Handicapped Children

- 1.1 Defining the population
- 1.2 Nature of handicapping conditions
- 1.3 Educational implications

Unit 2: Psychological and Educational Assessment

- 2.1 Special Considerations in testing children with PH.
- 2.2 Choosing a test battery

- 2.3 Adaptations of test and test items
- 2.4 Interpreting test results.

- Unit 3: **Placement in Ordinary School**
 - 3.1 Teacher Competencies
 - 3.2 Peripatetic/special services.
 - 3.3** Parents involvement in Placement

- Unit 4: **Planning for Instruction**
 - 4.1 *Identification of special needs*
 - 4.2 *Special provisions/arrangements*
 - 4.3 *Guidelines for barrier-free school facilities*

- Unit 5: **Planning for Instruction**
 - 5.1 *Perspective and relational*
 - 5.2 *Planning the traditional view*
 - 5.3 *an alternative perspective*
 - 5.4 Daily Planning
 - 5.5 Weekly Planning & yearly planning

- Unit 6: Teaching Strategies-I
 - 6.1 Effective teaching
 - 6.2 Creating Productive learning environments
 - 6.3 Key feature of a classroom
 - 6.4 Teacher behavior and its effects

- Unit 7: Teaching Strategies-II
 - 7.1 Resource organizations
 - 7.2 Classroom technology and group process
 - 7.3 Using time and space effectively

- Unit 8: Teaching Aids and Equipment
 - 8.1 Nature and imports of aids equipment
 - 8.2 Teaching aids and their effective sue
 - 8.3 Preparation of aids and equipment

- Unit 9: Physical Education and Sports
 - 9.1 Pre-activities instruction
 - 9.2 Arranging the indoor activities
 - 9.3 Recreation and motor skills programming

Educational Adaptation for Children with Physical

Disabilities-I

(3 Credit Hour)

Unit 1: Individualized education Programme (IEP)

- 1.1 Individualized programming
- 1.2 Planning and monitoring of instruction
- 1.3 Choosing and developing material

Unit 2: Self Help Skills

- 2.1 Behavior influencing self-care skills learning
- 2.2 Toilet training
- 2.3 Eating skills
- 2.4 Dressing skills

Unit 3: Interdisciplinary Approach

- 3.1 Indiscipline process
- 3.2 Working with other professionals
- 3.3 Frame work in the schools
- 3.4 Involvement of volunteer agencies and organizations

Unit 4: Parents Participation

- 4.1 Family Professional Cooperation
- 4.2 Parents teachers associations (PTA)
- 4.3 Social Integration
- 4.4 Functions of home/school contact

Unit 5: Routine and Emergency Medical Procedures

- 5.1 School Protocol
- 5.2 Specific conditions
- 5.3 Routine Pediatric Concerns
- 5.4 Functions of home/school contact

Unit 6: Re-Enforcement

- 6.1 Re-enforcement
- 6.2 Re-enforcers
- 6.3 Effective use of re-enforcer
- 6.4 Schedules of re-enforcement

Unit 7: Preparing Students for Employment

- 7.1 The supported work model
- 7.2 Transition form school to work
- 7.3 Employment and related services

Unit 8: Special Needs Groups

- 8.1 Nature of Special Groups
- 8.2 Acceptance in the Community
- 8.3 Acceptance on the job

8.4 Recreation

Unit 9: The Least Restrictive Environment

9.1 Placement informal school

9.2 Teaching practice

i) Source Room Programmes

ii) Itinerant Teacher

9.3 Architecture designs

9.4 Student and Services

9.5 Facilitating mainstreaming

Semester-7

Education of Person with Learning Disability (3-Credit Hrs)

Unit 1: Interdisciplinary intervention

1.1 Special Education Programme Strategy

1.2 Psycho-therapy and Learning Disabilities

1.3 Academic Management Consideration

1.4 Parents-Professional Alliance

Unit 2: Educational Methods for Cognitive, Metacognitive and Motivational Problems

2.1 Self Instruction

2.2 Academic Strategy Instruction

2.3 Mnemonic Keyword Method

2.4 Meta Comprehension Training

2.5 Self Monitoring of Academic Performance

2.6 Scaffolded Instruction

Unit 3: Treatment Methods for Attention Problems

3.1 Stimulus Reduction and Structure

3.2 Behavior Modification

3.3 Medication

3.4 Cognitive Training

Unit 4: Teaching Reading to Students with Learning Disabilities

4.1 Using Reading Approaches

4.2 Principles of remediation

4.3 Teaching Strategies and Intervention

a. Linguistic Method

b. Phonetic Method

c. Psycholinguistic Method

d. Modified Alphabet Approaches

Unit 5: **Teaching Mathematics to Students with Learning Disabilities**

- 5.1 Disabilities that Affect Arithmetic and Mathematics Learning
- 5.2 Instructional Ideas
- 5.3 Other Instructional Suggestions

Unit 6: **Teaching Spoken and Written Language to Students with Learning Disabilities**

- 6.1 The Structure of Language
- 6.2 Theories of Language Acquisition
- 6.3 Improving Spoken Language
- 6.4 Improving Written Language

Unit 7: **Problem Specific Alternative Interventions**

- 7.1 Peer Tutoring
- 7.2 Cooperative Instruction
- 7.3 Attribution Training
- 7.4 Biofeedback and Relaxation Training

Unit 8: **Unsupported Treatment Approaches**

- 8.1 Vision Training and Visual Perceptual Training
- 8.2 Auditory Perceptual Training
- 8.3 Multisensory Instructional Approaches

Unit 9: **Issues in Learning Disabilities**

- 9.1 Preschool and Early Childhood Program
- 9.2 Computer Assisted Instruction
- 9.3 Transition Programming and Adulthood
- 9.4 Parents' Concerns

Transition from School to Work

3 Credit Hrs

Unit 1: **Disability**

- 1.1 Definition
- 1.2 Causes
- 1.3 Magnitude of the Problems
- 1.4 Responses
 - a) Prevention
 - b) Rehabilitation
 - c) Equalization of OpportunitiesNeed for Career Planning

Unit 2: **The Special School**

- 2.1 The development of special school.
- 2.2 The whole school approach

- 2.3 Change in special schools.
 - i) Demand of change.
 - ii) Phase of change.
- 2.4 The organization special needs
- 2.5 The special educators as a consultant in rehabilitation process

Unit 3: Work Potential and Vocational Opportunity

- 3.1 The Pattern of Disablement in Relation to Work
- 3.2 The Need for Employment of the Disabled.
- 3.3 From School to the world of work.
- 3.4 Becoming Impaired During Adult Life

Unit 4: Vocational Rehabilitation

- 4.1 Meaning and Scope of Vocational Rehabilitation
- 4.2 Vocational Rehabilitation Services
- 4.3 Vocational Assessment
- 4.4 Developing a vocational plan
- 4.5 Vocational instruction

Unit 5: Introduction to Transition

- 5.1 Concept of Transition
- 5.2 Transition Planning
- 5.3 Transition Services

Unit 6: Transition from School to Work

- 6.1 Critical Issues
- 6.2 Preparation of Handicapped
- 6.3 Preparation of Community
- 6.4 Teaching for transition

Unit 7: Role and Responsibilities of Schools in Transition from School to Work

- 7.1 Assessing Students Need
- 7.2 Preparing Transition Planning Document
- 7.3 Getting Parent Support
- 7.4 Instructional Consideration
- 7.5 Employment
- 7.6 Follow up

Unit 8: Future Education of Students with Special Needs

- 8.1 Pension of School and colleges
- 8.2 Barrier of progress
- 8.3 A strategy for change
- 8.4 College structure
- 8.5 About the job

Unit 9: Employment of Disabled Youth

- 9.1 Identification of Vocational Potential
- 9.2 Available Vocational Resources
- 9.3 Development of Vocational Skills
- 9.4 Career Choices
- 9.5 Placement
- 9.6 Employment

Management of Special Education

(3 Credit Hrs)

Unit 1: The Special School.

- 1.1 The development of special school.
- 1.2 Change in special schools.
 - i) Demand of change.
 - ii) Phase of change.
- 1.3 Future of special schools.

Unit 2: Role of Head Teacher/Principal/Director and School Staff

- 2.1 Administrative principles.
- 2.2 Effective headship roles.
- 2.3 The responsibilities and Competencies of head teacher
- 2.4 Teaching Staff
 - i) Categories
 - ii) Duties and responsibilities
- 2.5 Non-Teaching staff
 - i) Categories
 - ii) Companionship
 - iii) Duties and responsibilities.

Unit 3: Time Tabling

- 3.1 Importance of timetable
- 3.2 Principles to formulate timetable.
- 3.3 Formation of timetable
- 3.4 Arranging special needs.

Unit 4: Building and Facilities

- 4.1 Design
- 4.2 Provision to special needs.
 - i) Curricular activities (resource committee)
 - ii) Co curricular activities (play ground, auditorium),

Unit 5: Staff Managing and Staff Development

- 5.1 Need of Staff development
- 5.2 Staff development format
- 5.3 Effective team development
- 5.4 In service training

Unit 6: **School Discipline**

- 6.1 Meaning & importance
- 6.2 Categories/types
 - i) Internal
 - ii) External
- 6.3 Role
 - i) School environment
 - ii) Teacher
 - iii) Parent
 - iv) Administrator

Unit 7: **Maintaining The Classroom (Control)**

- 7.1 Importance & need of classroom control
- 7.2 Concept of classroom dis-ruption (problem)
- 7.3 Classroom practice/activities
- 7.4 Behaviour changing

Unit 8: **Structure of Special Education in The Country**

- 8.1 Role of Govt. Institutions in special education
- 8.2 Role of NGO's
- 8.3 Multi-disciplinary approach.
 - i) Importance
 - ii) Problems in multi-disciplinary approach
- 8.4 Implication
- 8.5 Conflicts and change.

Unit 9: **Educational Planning and Budgeting**

- 9.1 Planning techniques
- 9.2 Budgeting (fundamentals)
- 9.3 Evaluation

SEMESTER 8

Art and Calligraphy

(3 Credit Hrs)

COURSE DESCRIPTIONS:

Provides the student with an understanding of developmentally appropriate curriculum and practice focusing on the importance of Art, Play, Music, and Creativity. Consideration will be given to adaptations to meet the specific needs of mild-moderate level of exceptional children.

Part–A (35 marks)

Art Activities for Children with Special Needs:

1. The Art of Slow Learners
2. Subject Matter selected by slow learners
3. Methods of teaching
4. Suitable individual activities
5. The value of Art for children with special needs

Part–B (35 marks)

Art Activities for Gifted Children:

1. Assessment of Art Skills
2. Special arrangements in Art for Gifted Children
3. Suitable Art Activities
4. Teaching the Gifted Childs
5. Enrichment and Acceleration

Part–C (30 marks)

Practical:

Practicum experience in school/community settings. Designed to provide opportunities for students to observe and demonstrate effective instructional practices supervised by school personnel and university/college faculty member.

Recommended Books:

1. *Gaitskell, C D et al., (1982). Children and their Art: Methods for Elementary Schools (4th ed.)*. San Diego: Harcourt Brace Jovanovich, Inc.

IEP Planning & Implementation

(3 Credit Hrs)

Description:

Overview and examination of an Individualized Education Program (IEP) require a study of its essential components. Particularly how IEP's are developed for and utilized in the classroom. The roles and responsibilities of the members of IEP team will be reviewed and analyzed in relation to

students, family members, and teachers. Also includes an emphasis on the cycle of creating, reviewing and revising an IEP to continuously reflect the needs of students.

Objectives:

Upon successful completion of this course, the student will be able to:

1. Explain the basic concepts that drive the purpose of the Individualized Education Programme (IEP) for a student with a disability.
2. Discuss the process and cycle of IEP development, review and revision.
3. Identify and explain the components of an IEP.
4. State the requirements of IEP committee.
5. Synthesize and provide examples of accommodations and modifications that support success for students in the general curriculum
6. Describe requirements of and explain purposes of Transition plans, Extended School Year Services and Pre-School services.
7. Complete a sample IEP to illustrate an educational programme for a student with a disability.

Course Outline:

Special Education Programme Key Concepts
Individualized Education Programme (IEP)

Least Restrictive Environment (LRE)
Free Appropriate Public Education (FAPE)
Individuals with Disabilities Education Act (IDEA)
IEP Development Steps
Prer-eferral interventions
Eligibility determination
Writing the IEP
Reviewing the IEP
Revising the IEP

IEP Components
Present levels of performance
Academic and educational achievement and learning characteristics
Social development
Physical development
Management needs
Related Services
Occupational therapy
Physical therapy
Orientation and mobility
Speech language therapy
Others

Goals and Objectives

- Difference between goal and objectives
- Properties of good objectives: Observable and Measurable
- Conditions and context
- Accuracy and rate and indicators for success
- New provisions for multi-year goals
- Required Members and Roles

Parent (s)

- Assessment expert
- Special education teacher
- General education teacher
- Other possible participants
- Classroom Adaptations

Accommodations

- Modifications

Specialized Components

- Extended school year
- Regression-recoupment factors
- Critical learning stages
- Least restrictive environment considerations
- Teacher and parent interviews and recommendations
- Data-based observations of the pupil
- Consideration of the pupil's previous history
- Parental skills and abilities
- Transition Planning
- Academics and instruction
- Community experiences
- Related services
- Employment
- Post-school adult living
- Daily living skills
- Functional vocational assessment
- Family Service Intervention Plans (FSIPs)
- Preschool eligibility prior to 3rd birthday
- Services available through LEA

Reference:

1. Seigel, L (2009). The complete IEP guide: how to advocate for your special education child. California: Nolo
2. Bateman, B. and Herr, C (2006). Writing measurable IEP goals and objectives. New York: IEP Resources
3. Mager, R F (1997). Measuring instructional results. GA: CEF

Long Term Internship

(12-Credit Hours)

Practical Teaching will consist of a planned programme based on following experiences:

1. Attachment as teaching assistant in different classes for a period of one month in any one of the following area of specialization:
 - 1.1 Hearing Impairment
 - 1.2 Visual Impairment
 - 1.3 Physical Handicap
 - 1.4 Learning Disability
 - 1.5 Mental Retardation

2. Carefully supervised practicum where students plan and teach 30 lessons. There practicum will be carefully supervised and all teachers working with students will evaluate the performance. This information then will be shared and discussed with students. Emphasis will be on development of proper competence and work attitude in the student teachers.

Examples of practicum activities included:

- Teaching organization skills (following daily schedules).
- Providing instructional support, parallel curriculum, and efforts to actively modify the general education curriculum.
- Use of augmentative and alternative communication (AAC) techniques to support individuals with visual impairments and multiple disabilities.
- Consultation with classroom staff to support newly acquired communication skills.
- Social skills instruction using peer tutoring arrangements.
- Consultation with teachers to facilitate the generalization of social skills across school and vocational settings.
- Instruction of functional reading skills that include choice-making to enhance daily living activities and sight words to facilitate transition between classes.
- A functional behaviour assessment was conducted to understand a frequent and complicated set of behaviours.
- Consultation and collaboration with the paramedical personnel to develop appropriate intervention.
- The Practicum opportunity in Special Education designed to serve as a culmination of the students' training to work with exceptional children.
- The experience provides students with the opportunity for guided application and practice of skills learned through coursework and earlier field based survey, and the opportunity for continued skill acquisition and development
- 98.

Upon successful completion of Practicum, Students will be able to:

- a) select content area goals appropriate to the teaching site;
- b) administer and, when necessary, construct initial and ongoing assessment measures;
- c) construct an in-class individualized education programme for at least one student;
- d) maintain student performance data and records;
- e) plan and deliver daily instruction;
- f) provide an organized instructional programme for individuals and groups;
- g) evaluate the classroom instructional programme;
- h) effectively communicate with parents, teachers, principals, and other school personnel;
- i) provide assistance in training others;
- j) make specialized adaptations for students with special needs;
- k) performs practicum requirements in a thoroughly professional and ethical manner;

RECOMMENDATIONS

The National Curriculum Review Committee on Special Education made the following recommendations:

1. Special Education, be offered as an optional subject at Intermediate and Bachelors level.
2. Four-year BEd/BS in Special Education will replace the existing MA/MEd in Special Education.
3. These programmes will be offered in those Universities/degree awarding Institutions which are fully equipped in terms of human resource and practical labs.
4. Special education is a growing field of study in Pakistan. Thousands of special education teachers are required to meet the international commitments for the provision of quality inclusive education to children with disabilities. HEC should therefore, provide generous financial support to the University departments offering the subject for the purchase of equipment and books to institutions.
5. Teacher education is undergoing a massive reconstruction under Pre-STEP Programme. Special education being a teacher education program should not be excluded from this initiative. The dream of Education for All through quality teacher education will not come true without this important component.
6. Other Universities, both in public and private sectors, should be encouraged to launch this program.
7. Degree programmes in corollary areas such as speech therapy, audiology, Braille, Sign language, low vision, etc should also be launched in the institutions offering Special Education.
8. The service rules for the recruitment of special education teachers may be changed to accommodate the graduates of these new degree programmes.
9. The standards for teacher educators should be expanded to include special education in the National Council for Accreditation of Teacher Education in order to ensure the quality of teachers in special education.
10. Special Education Council should be established at National level to certify Special Education teacher.

**COMPULSORY COURSES IN ENGLISH FOR BS
(4-YEAR) IN BASIC & SOCIAL SCIENCES**

English I (Functional English)

Objectives: Enhance language skills and develop critical thinking.

Course Contents

Basics of Grammar
Parts of speech and use of articles
Sentence structure, active and passive voice
Practice in unified sentence
Analysis of phrase, clause and sentence structure
Transitive and intransitive verbs
Punctuation and spelling

Comprehension

Answers to questions on a given text

Discussion

General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening

To be improved by showing documentaries/films carefully selected by subject teachers

Translation skills

Urdu to English

Paragraph writing

Topics to be chosen at the discretion of the teacher

Presentation skills

Introduction

Note: Extensive reading is required for vocabulary building

Recommended Books:

1. **Functional English**
 - a) Grammar
 1. Practical English Grammar by AJ. Thomson and AV Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
 2. Practical English Grammar by A J Thomson and A V Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506

- b) Writing
 - 1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.
- c) Reading/Comprehension
 - 1. Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.
- d) Speaking

English II (Communication Skills)

Objectives: Enable the students to meet their real life communication needs.

Course Contents:

Paragraph writing

Practice in writing a good, unified and coherent paragraph

Essay writing

Introduction

CV and job application

Translation skills

Urdu to English

Study skills

Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

Academic skills

Letter/memo writing, minutes of meetings, use of library and internet

Presentation skills

Personality development (emphasis on content, style and pronunciation)

Note: *documentaries to be shown for discussion and review*

Recommended Books:

Communication Skills

- a) Grammar
 - 1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.

- b) Writing
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
 2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
- c) Reading
1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
 2. Reading and Study Skills by John Langan
 3. Study Skills by Richard York.

English III (Technical Writing and Presentation Skills)

Objectives: Enhance language skills and develop critical thinking

Course Contents:

Presentation skills

Essay writing

Descriptive, narrative, discursive, argumentative

Academic writing

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing

Progress report writing

Note: *Extensive reading is required for vocabulary building*

Recommended Books:

Technical Writing and Presentation Skills

- a) Essay Writing and Academic Writing
1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

2. College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

b) Presentation Skills

c) Reading

The Mercury Reader. A Custom Publication. Compiled by norther Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharon. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

Pakistan Studies (Compulsory)

Introduction/Objectives:

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline:

1. Historical Perspective

- a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
- b. Factors leading to Muslim separatism
- c. People and Land
 - i. Indus Civilization
 - ii. Muslim advent
 - iii. Location and geo-physical features.

2. Government and Politics in Pakistan

Political and constitutional phases:

- a. 1947-58
- b. 1958-71
- c. 1971-77
- d. 1977-88
- e. 1988-99
- f. 1999 onward

3. Contemporary Pakistan

- a. Economic institutions and issues
- b. Society and social structure
- c. Ethnicity
- d. Foreign policy of Pakistan and challenges
- e. Futuristic outlook of Pakistan

Recommended Books:

1. Burki, Shahid Javed. *State & Society in Pakistan*, The Macmillan Press Ltd 1980.
2. Akbar, S. Zaidi. *Issue in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
3. S.M. Burke and Lawrence Ziring. *Pakistan's Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Banglades.*, Washington: American Enterprise, Institute of Public Policy Research, 1972.

6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.
7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: WmDawson & sons Ltd, 1980.
9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
11. Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
12. Aziz, KK *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
13. Muhammad Waseem, *Pakistan Under Martial Law*, Lahore: Vanguard, 1987.
14. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research, 1993.

**ISLAMIC STUDIES
(Compulsory)**

Objectives:

This course is aimed at:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Detail of Courses:

Introduction to Quranic Studies

- 1) Basic Concepts of the Quran
- 2) History of the Quran
- 3) Uloom-ul-Quran

Study of Selected Text of the Holly Quran

- 1) Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
- 2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- 3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
- 4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- 5) Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Study of Selected Text of Holly Quran

- 1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- 2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
- 3) Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (SAW) I

- 1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
- 2) Life of Holy Prophet (S.A.W) in Makkah
- 3) Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (SAW) II

- 1) Life of Holy Prophet (S.A.W) in Madina
- 2) Important Events of Life Holy Prophet in Madina
- 3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah

- 1) Basic Concepts of Hadith
- 2) History of Hadith
- 3) Kinds of Hadith
- 4) Uloom –ul-Hadith
- 5) Sunnah & Hadith
- 6) Legal Position of Sunnah

Selected Study from Text of Hadith

Introduction To Islamic Law & Jurisprudence

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence
- 3) Sources of Islamic Law & Jurisprudence
- 4) Nature of Differences in Islamic Law
- 5) Islam and Sectarianism

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

Islam & Science

- 1) Basic Concepts of Islam & Science
- 2) Contributions of Muslims in the Development of Science
- 3) Quran & Science

Islamic Economic System

- 1) Basic Concepts of Islamic Economic System
- 2) Means of Distribution of wealth in Islamic Economics
- 3) Islamic Concept of Riba
- 4) Islamic Ways of Trade & Commerce

Political System of Islam

- 1) Basic Concepts of Islamic Political System
- 2) Islamic Concept of Sovereignty
- 3) Basic Institutions of Govt. in Islam

Islamic History

- 1) Period of Khlaft-E-Rashida
- 2) Period of Ummayyads
- 3) Period of Abbasids

Social System of Islam

- 1) Basic Concepts Of Social System Of Islam
- 2) Elements Of Family
- 3) Ethical Values Of Islam

Reference Books:

- 1) Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad
- 2) Hameed ullah Muhammad, "Muslim Conduct of State"
- 3) Hameed ullah Muhammad, 'Introduction to Islam
- 4) Mulana Muhammad Yousaf Islahi,"
- 5) Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
- 6) Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
- 7) Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)
- 8) H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
- 9) Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)

Note: One course will be selected from the following six courses of Mathematics.

**COMPULSORY MATHEMATICS
COURSES FOR BS (4-YEAR)**

**(FOR STUDENTS NOT MAJORING IN
MATHEMATICS)**

1. MATHEMATICS I (ALGEBRA)

Prerequisite(s): Mathematics at secondary level

Credit Hours: 3 + 0

Specific Objectives of the Course: To prepare the students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

Course Outline:

Preliminaries: Real-number system, complex numbers, introduction to sets, set operations, functions, types of functions.

Matrices: Introduction to matrices, types, matrix inverse, determinants, system of linear equations, Cramer’s rule.

Quadratic Equations: Solution of quadratic equations, qualitative analysis of roots of a quadratic equations, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of quadratic equations.

Sequences and Series: Arithmetic progression, geometric progression, harmonic progression. *Binomial.*

Theorem: Introduction to mathematical induction, binomial theorem with rational and irrational indices.

Trigonometry: Fundamentals of trigonometry, trigonometric identities.

Recommended Books:

Dolciani MP, Wooton W, Beckenback EF, Sharron S, *Algebra 2 and Trigonometry*, 1978, Houghton & Mifflin,

Boston (suggested text)

Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston

Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6th edition), 1986, PWS-Kent Company, Boston

2. MATHEMATICS II (CALCULUS)

Prerequisite(s): Mathematics I (Algebra)

Credit Hours: 3 + 0

Specific Objectives of the Course: To prepare the students, not majoring in mathematics, with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.

Course Outline:

Preliminaries: Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities.

Limits and Continuity: Limit of a function, left-hand and right-hand limits, continuity, continuous functions.

Derivatives and their Applications: Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.

Integration and Definite Integrals: Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.

Recommended Books:

Anton H, Bevens I, Davis S, *Calculus: A New Horizon* (8th edition), 2005, John Wiley, New York

Stewart J, *Calculus* (3rd edition), 1995, Brooks/Cole (suggested text)

Swokowski EW, *Calculus and Analytic Geometry*, 1983, PWS-Kent Company, Boston

Thomas GB, Finney AR, *Calculus* (11th edition), 2005, Addison-Wesley, Reading, Ma, USA

3. MATHEMATICS III (GEOMETRY)

Prerequisite(s): Mathematics II (Calculus)

Credit Hours: 3 + 0

Specific Objectives of the Course: To prepare the students, not majoring in mathematics, with the essential tools of geometry to apply the concepts and the techniques in their respective disciplines.

Course Outline:

Geometry in Two Dimensions: Cartesian-coördinate mesh, slope of a line, equation of a line, parallel and perpendicular lines, various forms of equation of a line, intersection of two lines, angle between two lines, distance between two points, distance between a point and a line.

Circle: Equation of a circle, circles determined by various conditions, intersection of lines and circles, locus of a point in various conditions.

Conic Sections: Parabola, ellipse, hyperbola, the general-second-degree equation

Recommended Books:

Abraham S, *Analytic Geometry*, Scott, Freshman and Company, 1969

Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston

Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6th edition), 1986, PWS-Kent Company, Boston

