

**UNIVERSITY OF THE PUNJAB**

**NOTIFICATION**

The Syndicate at its meeting held on 15-11-2021 has approved the recommendations of the Academic Council made at its meeting dated 07-10-2021 regarding approval of revised Syllabi and Courses of Reading/Scheme of Studies for M.Phil. Program in Special Education with effect from the Academic Session 2021.

Moreover, the start of M.Phil. in Special Education was approved from Session, 2014.

The Syllabi & Course of Reading of M.Phil. in the subject of Special Education is attached herewith vide Annexure A.

**Admin. Block,  
Quaid-i-Azam Campus,  
Lahore.**

*Sd/-*  
**Muhammad Rauf Nawaz**  
Registrar

No. D/ 105 /Acad.

Dated: 10/01/2022.

Copy of the above is forwarded to the following for information and further necessary action: -

1. The Dean, Faculty of Education.
2. The Director, Institute of Special Education.
3. Chairperson, DPCC
4. Controller of Examinations
5. Director, Quality Enhancement Cell
6. Director, IT
7. Secretary to the Vice-Chancellor
8. Secretary to the Pro-Vice-Chancellor
9. PS to the Registrar
10. Admin Officer Statutes
11. Assistant Syllabus

  
Assistant Registrar (Academic)  
for Registrar

**Program Title:** M. Phil. Special Education  
**Department:** Department of Special Education  
**Faculty:** Faculty of Education

**1. Department Mission:**

“The Department of Special Education stands committed to create dynamic and high quality academic environment of teaching, research and human services for prospective teachers and leaders in the field of special education in accordance with the ideology of Pakistan and vision of our great founder Quaid-e-Azam, Muhammad Ali Jinnah”.

**2. Introduction:**

Conceived as a Federal Government project the department of special education was established in 1990. The objectives of special education as a separate entity was realized during the later half of the decade of 80's. Aiming for some greater benefits and need of the time a dedicated department was launched to train prospective teachers who can serve in the field of special education. The department functions as an independent academic unit in the Faculty of Education, located at Quaid-e-Azam Campus, University of the Punjab, Lahore.

The earlier programs offered were of Masters and M. Phil levels which were later uplifted by Ph.D. offerings. Department of Special Education, Punjab University was the pioneer post-graduate seat of learning in the field of special education in Punjab where training of special education teachers and professionals was offered. To date, 23 Ph. D's, 37 M. Phil and around 1800 Master degrees have been awarded.

**3. Program Introduction:**

M. Phil with specialization in Special education is pre-requisite for Doctor of Philosophy (Ph.D.) program in Special Education. This unique offering enables a scholar to get to into the field of teaching, research, and administrative positions in schools, colleges and universities, etc. Scholars at this level are expected to demonstrate competence in reading, research and independence in implementing ethical practice based on evidence.

M. Phil. Program in Special Educational is aligned with the national professional standards delineated in the educational policies in line with the international commitments. The program infuse knowledge, skills, critical thinking and insights to

propose and implement research based policy decisions, develop and execute strategic planning to achieve positive organizational change and apply data based research toward educational issues for persons with disabilities. The program itself is geared to develop educational Leadership and empower scholars who are inclined to promote and ensure success of all students and possess a dedication to serve in entirety.

The entire course of M. Phil degree will comprise four semesters. The Policy regarding credit work load will be according to the prevailing policies recommended by HEC and Punjab University. Presently, 24 credit hours course work and six credit research work is being practiced.

#### **4. Program Objectives:**

Focusing on departmental mission the objectives of M.Phil program are to:

1. Prepare competent professionals and advocates to serve individuals with disabilities and their families
2. Enable the scholars to seek latest knowledge through research in the field of special education having impact factors for the persons with disabilities
3. Produce genuine research to help policy and practice in the field of special education at university, provincial and national level.

#### **5. Market Need / Rationale of the Program**

M. Phil in special education is the second highest academic level being offered in the field. M. Phil programs which were lately offered in the previous decade in public universities, exhibit higher attraction to the students and are highly comparable to other programs offered in social sciences.

Program offerings like this are scarce in the public sector as only a few universities are offering even though the demand is enormous and may yield fruitful to uplift the standards of special education services in society in general.

M. Phil programs in special education differ from Master's programs as they tend to be more advanced, specialized and research-focused. M. Phil candidates are typically required to complete original research and make defense of it. After successful completion of the program graduates may pursue a wide array of options that may include, teaching, policy making positions in provincial and federal government, research positions in higher education and consultative positions, etc.

As an M. Phil graduate in special education can also be a good way to demonstrate competence in research and earn confidence that one has attained the second last level

of an academic pursuit. It may be appealing to employers thus help in achieving a better status in the society.

**Potential Students for the Program:**

The prospective potential of the students entails a thorough understanding of the concepts and background about exceptionalities, research and emerging issues pertaining to special education in recent times besides the academic credentials mandatory for enrollment in the program. Candidates who have done Masters in Special Education or an equivalent can apply for admissions, followed by a test and interview.

**Potential Employers:**

Both public and private sector serve as the potential employers for such graduates in a variety of positions. Being a higher degree holders, employers may include universities and colleges in the capacities of professional trainers, policy makers, researchers etc. for such graduates. In general schools and NGO's offering special/regular education at the federal and provincial levels are the major absorbents for such professionals.

**Academic Projections:**

Programs of this sort are available in majority of the universities of the developed world. Persons with special needs constitutes a significant segment of any population and efforts are required to address and ensure participation on equitable basis. Programs at this level ensure a logical and evidence based decisions making mandatory for improving the quality of life for such individuals. The prospective graduates of this program will have an easy access to participate through work experience, create knowledge and contribute for the potential beneficiaries at a global perspective.

**Faculty:**

Dr. Humara Bano,  
**Chairperson / Associate Professor,**  
Department of Special Education

Dr. Hina Fazil,  
**Assistant Professor,**  
Department of Special Education

Dr. Rukhsana Bashir,  
**Assistant Professor,**  
Department of Special Education

Dr. Samina Ashraf,  
**Assistant Professor,**  
Department of Special Education

Dr. Munawar Ahmed Malik  
**Assistant Professor,**  
Department of Special Education

Dr. Maria Shoaib Qureshi  
**Assistant Professor,**  
Department of Special Education

### **Physical Facilities:**

An optimal educational experience entails an **access** to quality information both in primary and secondary forms. While teachers work to develop a conceptual framework during their Lectures, reference book in the library serve to divulge for generalization. Adjacent to the main building, **a resource center** serves students with wealth of updated information. Easier access to information through internet is ensured for a better relevance.

**Computer and Audiology Laboratories** serve to have hands on experience for professionals equipped with latest technology. An audiology lab is a specialized set up, equipped with tools and technology to measure hearing thresholds.

The University of the Punjab serves thousands of students at any point of time. Being one of the oldest university in Pakistan students from far flung areas aspire for it and considering the same University offers **accommodation** facility. Separate cubicles are available for PhD scholars for privacy and dedicated study.

To address to the commuting issues of a day scholar the University offers a large crew of buses for **transporting students** from designated routes of Lahore. The service is available at nominal charges.

## **6. Admission Eligibility Criteria**

Minimum qualification required of an applicant for admission to M. Phil. in Special Education is:

- Master degree in Special Education or M.Ed. in Special Education with B.Ed. in Special Education from a recognized university (at least 16 years of education) as per Higher Education Commission (HEC) rules.
- All candidates will have to qualify admission test and a formal interview conducted by the department committee.

## **7. Duration of the Program**

**Semesters:** Two semesters for course work and one year for research work  
**Duration in Years:** Two years

**Total Credit hours:** 24 credit hours of Course work and one year (two Semesters) of Research Work

### 8. Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category(Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	
1	04	04	0	0	0	0	12 Credit hours
2	04	0	03	01	0	0	12 Credit hours
3-4	<b>M.Phil Research Work (Thesis): One years</b>						06 Credit hours

\*Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization

Note: The course/column heads are customizable according to nature and level of the program.

### 9. Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
<b>Semester I</b>							
1.	SE-501	Perspectives of Special Education	Core	Nil	3 Credit hours		
2.	SE-502	Research Methods in Special Education	Core	Nil	3 Credit hours		
3.	SE-503	Differentiated Instruction and curriculum for Students with Special Needs	Core	Nil	3 Credit hours		
4.	SE-505	Assessment and Evaluation in Special Education	Core	Nil	3 Credit hours		
<b>Total Credit Hours = 12</b>							
<b>Semester II</b>							
1.	SE-504	Trends and Issues in Special Education	Basic	SE-501	3 Credit hours		
2.	SE-506	Policy and Management of Special Education	Basic	SE-501	3 Credit hours		
3.	SE-507	Introduction to Statistics and Computer Application	Basic	SE-502	3 Credit hours		
4.	SE-508	Area of Specialization in: a. Advanced Research in Sensory Impairment OR b. Advanced Researches in Developmental	Major Elective	SE-501 & SE-503  SE-501 & SE-503	3 Credit hours		

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
		Disabilities					
<b>Total Credit Hours= 12</b>							
<b>Semester III-IV</b>							
1.	SE-509-510	M.Phil Thesis	Compulsory		6 Credit hours		

1. Type of course may be core (compulsory), basic (foundation), major elective (professional), minor elective (specialization) etc.

### Research Thesis / Project / Internship

M.Phil Thesis / One year (Two Semesters)

### 10. Award of Degree

*Degree awarding criteria stating:*

*CGPA percentage required to Qualify*

*Thesis /Project/Internship*

*Any other requirement, e.g. Comprehensive examination(if applicable)*

### 11. NOC from Professional Councils (if applicable)

Provide the status of NOC from the concerned Professional Council(s), if applicable, depending on nature of the program being propose. (note applicable)

### 12. Faculty Strength

Degree	Area/Specialization	Total
MS/M.Phil	1. Hearing Impairment 04 2. Mental Retardation 02	06
<b>Total</b>		<b>06</b>

### 13. Present Student Teacher Ratio in the Department

Ph.D: 2.5

# **DEPARTMENT OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

**M.Phil Program**

**Perspectives of Special Education**

**Course Code: (SE-501)**

**First Semester  
(3 Credit Hours)**

## **Pre-requisites of course requirements/skills**

Nil

## **Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Define various perspectives in Special Education
2. Understand the relationship of various perspectives with Special Education
3. Identify issues and dilemmas in Special Education
4. Identify the role of professionals, parents, pupils and teachers in Special Education
5. Understand differentiated curriculum in Special Schools.

## **Contents**

### **Unit-1: Historical Perspectives of Special Education**

- 1.1 International History of Special Education
- 1.2 History of Special Education in Pakistan
- 1.3 Policies / Laws of Special Needs in Pakistan

### **Unit-2: Legal Perspectives of Special Education**

- 1.1 Why Legal Perspectives?
- 1.2 Legal Aspects of Special Education
- 1.3 The Individuals with Disabilities Education Act
- 1.4 Free Appropriate Public Education
- 1.5 Individualized Education Programs for Children with Disabilities
- 1.6 Least Restrictive Environment

### **Unit-3: Philosophical Perspectives of Special Education**

- 3.1 Positivism and Empiricism
  - 3.1.1 Positivism and Special Education



- 3.1.2 Empiricism and Special Education
- 3.1.3 Evaluation/ Implementation of Positivism in Special Education
- 3.1.4 Evaluation/ Implementation of Empiricism in Special Education
- 3.2 Phenomenology and Hermeneutics
  - 3.2.1 Phenomenology and Special Education
  - 3.2.2 Hermeneutics and Special Education
  - 3.2.3 Evaluation/ Implementation of Phenomenology in Special Education
  - 3.2.4 Evaluation/ Implementation of Hermeneutics in Special Education
- 3.3 Historical Materialism and Critical Theory
  - 3.3.1 Historical Materialism and Special Education
  - 3.3.2 Critical Theory and Special Education
  - 3.3.3 Evaluation/ Implementation of Historical Materialism in Special Education
  - 3.3.4 Evaluation/ Implementation of Critical Theory in Special Education
- 3.4 Holism and Constructivism
  - 3.4.1 Holism and Special Education
  - 3.4.2 Constructivism and Special Education
  - 3.4.3 Evaluation/ Implementation of Holism in Special Education
  - 3.4.4 Evaluation/ Implementation of Constructivism in Special Education
- 3.5 Structuralism and Post-Structuralism
  - 3.5.1 Structuralism and Special Education
  - 3.5.2 Post-Structuralism and Special Education
  - 3.5.3 Evaluation/ Implementation of Structuralism in Special Education
  - 3.5.4 Evaluation/ Implementation of Post-Structuralism in Special Education

**Unit-4: Sociological Perspectives of Special Education**

- 4.1 Tasks and Values in Sociology
- 4.2 Dominant Perspectives of Special Education
- 4.3 Existing Sociological Perspectives of Special Education
- 4.4 New Perspectives
- 4.5 The Relevance of Sociological Perspectives

**Unit-5: Economic Perspectives**

- 5.1 Funding Issues and Children with Special Needs
- 5.2 Inclusion and Cost Effective Education
- 5.3 Finance and Technology for Children with Special Needs
- 5.4 Financial Barriers for Parents of Special Children

## 5.5 Healthcare and Financial Burden for Children with Special Needs

### **Unit-6: Parents, Pupils and Teachers in Special Education**

#### 6.1 Parents and their Participation

##### 6.1.1 Parents and assessment Process

#### 6.2 Pupils

##### 6.2.1 Pupils and their Experiences in Special Schools

##### 6.2.2 Pupils' Control

##### 6.2.3 Pupil Response

#### 6.3 Teachers

##### 6.3.1 Teachers in Special Education

##### 6.3.2 Qualifications and Training

##### 6.3.3 Teacher Constraints and Powers

### **Teaching-learning Strategies**

*Text Reading, Presentation, Classroom discussion,*

### **Assignments- Types and Number with Calendar**

Case Study Development, Surprise Test, Field Visit

02 before midterm and 01 after midterm

### **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. Assessment is based on written text.

### **Suggested Readings**

Abbring, I. M., Hegarty, S., Meijer, C. J., & Pijl, S. J. (Eds.). (1995). *New perspectives in special education: A six-country study of integration*. Routledge.

Booth, T., & Statham, J. (Eds.). (2013). *The nature of special education*. Routledge.

Farrell, M. (2017). *Key issues in special education*. Routledge.

Farrell, M. (2012). *New perspectives in special education: Contemporary philosophical debates*. Routledge.

Oakes, W. T. (2012). *Perspectives on disability, discrimination, accommodations, and law: a comparison of the Canadian and American experience*. New York: LFB Scholarly Pub.

Tomlinson, S. (2012). *A sociology of special education*. Routledge.

Verma, G. K., Bagley, C., & Jha, M. (Eds.). (2007). *International perspectives on educational diversity and inclusion: Studies from America, Europe and India*. Routledge.

# **DEPARTMENT OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

**M.Phil Program**

**Research Methods in Special Education**

**Course Code: (SE-502)**

**First Semester  
(3 Credit Hours)**

## **Pre-requisites of course requirements/skills**

Nil

## **Learning Outcomes**

After the completion of this course, the learners will be able to:

1. Describe and apply different types of research according to nature of research problems in the field of Special Education
2. Evaluate research papers/articles in the field of Special Education
3. Choose suitable research methodology for different research problems according to their nature and scope
4. Develop sound and convincing research proposals in the field of special education.

## **Contents**

### **Unit-1: The Nature of Enquiry: Setting the Field**

- 1.1 Introduction
- 1.2 The Search for Truth; Epistemology and Ontology of Research
- 1.3 Two Conceptions of Social Reality
- 1.4 Philosophy of Science and Research Paradigms: Positivism, Interpretivism, and Critical Philosophy
- 1.5 Criticisms of Positivism and Interpretive Approaches
- 1.6 Mixed Methods Research: A New Paradigm
- 1.7 Critical Theory and Educational Research

### **Unit-2: The Search for Causation**

- 2.1 Causes and Conditions
- 2.2 Causal Inference and Probabilistic Causation

- 2.3 Causation, Explanation, Prediction and Correlation
- 2.4 Causal Over-Determination
- 2.5 Causal Direction, Directness and Indirectness
- 2.6 Establishing Causation
- 2.7 Researching Causes and Effects

**Unit-3: Sampling**

- 3.1 Introduction
- 3.2 The Sample Size
- 3.3 Sampling Error
- 3.4 The Representativeness of the Sample
- 3.5 Probability Samples
- 3.6 Non-Probability Samples
- 3.7 Sampling in Qualitative Research
- 3.8 Sampling in Mixed Methods Research

**Unit-4: Sensitive Educational Research**

- 4.1 Introduction
- 4.2 What is Sensitive Research
- 4.3 Sampling and Access
- 4.4 Ethical Issues in Sensitive Research
- 4.5 Researching Powerful People
- 4.6 Researching Powerless and Vulnerable People

**Unit-5: Validity and Reliability**

- 5.1 Defining Validity
- 5.2 Validity in Quantitative Research
- 5.3 Validity in Qualitative Research
- 5.4 Types of Validity
- 5.5 Triangulation
- 5.6 Validity in Mixed Methods Research
- 5.7 Ensuring Validity
- 5.8 Reliability
- 5.9 Reliability in Quantitative Research
- 5.10 Reliability in Qualitative Research
- 5.11 Validity and Reliability in Interviews
- 5.12 Validity and Reliability in Experiments

5.13 Validity and Reliability in Questionnaires

5.14 Validity and Reliability in Observations

5.15 Validity and Reliability in Tests

5.16 Validity and Reliability in Life Histories

**Unit-6: Qualitative and Quantitative Research**

6.1 Qualitative Research

6.2 Salient Features of Qualitative Research

6.3 Approaches to Qualitative Research

6.4 Designing and Conducting Qualitative Research

6.5 Data Analysis and Reporting Results

6.6 Quantitative Research Method

6.7 Salient Features of Quantitative Research

6.8 Designing and Conducting Quantitative Research

6.9 The Application of Statistics and Data Analysis

6.10 Techniques for Reporting Research Results

6.11 Mixed Method Research (Quantitative-cum-Quantitative)

**Unit-7: Instrumentation**

7.1 Questionnaire

7.2 Interview

7.3 Observation

7.4 Accounts

7.5 Test

7.6 Personal Construct RICHARD BELL

7.7 Repertory Grid

**Unit-8: Scale Development**

8.1 Likert Scale

8.2 Thurston Scale

8.3 Guttman Scale

**Teaching Learning Strategies**

*Reading of Books and Journals, Group Discussions, Document Review and Analysis,  
Class seminars, Studies Reflections and Field Work*

## Assignment- Types and Number with Calendar

*Class Presentations, Proposal Development, Development of Case Study, Paper Writing*

*02 assignments before mid-term exam and 02 assignments after mid-term exam*

### Assessment and Examinations:

Sr.No.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written test will be taken at mid-point of the semester probably in the ninth week
2	Formative Assessment	25%	Classroom participation, assignments and presentation, seminars, paper writing, short tests, quizzes etc.
3	Final Assessment	40%	Written test, term paper, research proposal development, report writing, and open book test etc. will be taken in the sixteenth week of the semester

### Suggested Readings

Best, J. W., & Kahn, J. V. (2016). *Research in education*. India: Pearson Education.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6<sup>th</sup> ed.). London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7<sup>th</sup> ed.). London: Routledge.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Edwards Brothers.

Field, A., & Hole, G. (2002). *How to design and report experiments*. London: SAGE Publications.

Martella, R. C., Nelson, J. R., Morgan, R. L., & Marchand-Martella, N. E. (2013). *Understanding and interpreting educational research*. New York: Guilford Press.

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass Inc. Pub.

**DEPARTMENT OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**M.Phil Program**

**Differentiating Instructions and Curriculum for**

**Students with Special Needs**

**Course Code: (SE-503)**

**First Semester**  
**(3 Credit Hours)**

**Pre-requisites of course requirements/skills**

Nil

**Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Explain various approaches to differentiate instruction and curriculum
2. Identify the exceptionalities with their implication for curriculum and instruction
3. Review the contemporary theories of curriculum and instruction
4. Provide consultancy in developing curricular and instructional learning activities
5. Critically review the existing curriculum and instruction in order to customize it to the changing needs of special children.

**Contents**

**Unit-1: A Review of Curriculum Thought**

- 1.1 Curriculum Redefined
- 1.2 Introduction to curriculum theories
- 1.3 Positivism or Scientific Theory
- 1.4 Phenomenology or Interpretive Science
- 1.5 Critical Science

**Unit-2: Inclusive Education and its Challenges**

- 2.1 Special VS Inclusive Education: Future Trends
- 2.2 Human Diversity and Its Implications
- 2.3 Preparing Teachers for Inclusive Education
- 2.4 Challenges of Regular Teachers in Inclusive Education



**Unit-3: The Challenge and Variety of Differentiated Instruction Contents**

- 3.1 Issues in curriculum adaptation
- 3.2 Issues in instructional adaptation
- 3.3 Using Bloom's Taxonomy to differentiate instruction
- 3.4 Identifying Gardner's eight ways of thinking and learning
- 3.5 Integrating Bloom's and Gardner's multiple intelligences
- 3.6 Developing an Integration Matrix

**Unit-4: Flexible Grouping and Tiered Assignments Contents**

- 4.1 Personalizing learning with flexible grouping
- 4.2 Managing flexible grouping
- 4.3 Planning for flexible grouping
- 4.4 The purpose of tiered assignments
- 4.5 Six ways to structure tiered assignments
- 4.6 Deciding when and how to tier assignments
- 4.7 Develop a tiered assignment

**Unit-5: Differentiating Content, Process and Products Contents**

- 5.1 Differentiating content in response to a student's readiness level, interest, or learning profile
- 5.2 Strategies for differentiating content: Concept-based teaching, varied text and resource materials, learning contracts, mini lessons, and varied support systems
- 5.3 Differentiating opportunities for students to process the ideas or concepts
- 5.4 Flexible and responsive strategies which support differentiated instruction
- 5.5 Assessing student knowledge by creating high-quality products

**Unit-6: Differentiating Curriculum and Instructions**

- 6.1 Basic Considerations
- 6.2 Special Needs Learner and his/her Context
- 6.3 Planning the Differentiated Curriculum
- 6.4 Differentiated Instructional Techniques at Different Levels
- 6.5 Differentiated Instruction and Implications for UDL

**Unit-7: Curriculum Assessment and Evaluation**

- 7.1 Trends in Assessment Procedures
- 7.2 Establishing quality criteria for differentiated instruction
- 7.3 Models of Curriculum Evaluation

- 7.4 Objectives Based Evaluation
- 7.5 Curriculum Based Evaluation
- 7.6 Learner Based Evaluation

## Teaching Learning Strategies

*Reading of Books and Journals, Panel and Group Discussions, Document Review and Analysis, Class seminars, Studies Reflections and Field Work*

## Assignment- Types and Number with Calendar

Document Analysis, Curriculum Reviews, *Class Presentations, Paper Writing*  
*02 assignments before mid-term exam and 02 assignments after mid-term exam*

## Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

## Suggested Readings

- Asim, Das. (2011). Inclusion of students with disabilities in mainstream primary education of Bangladesh. *Journal of International Development of cooperation*, 17(2), 1-10.
- Barton, L. (2003). *Inclusive education and teacher education: A basis for hope or a discourse of delusion*. London: Institute of Education.
- Barton, L. Armstrong, F. (2008). *Policy, experience and change: cross culture reflections on inclusive education*. Inclusive Education: Cross Cultural Perspectives 4. Springer

- Booth, T., & Ainscow, M. (2002). *Index for inclusion: developing learning and participation in schools*. Bristol: CSIE.
- Brownlie, F., Feniak, C. & Schnellert, L. (2006). *Student diversity: Classroom strategies to meet the learning needs of all students*. Ontario: Pembroke Publishers Limited.
- Bureau of Statistics. (1998). *Census of Pakistan 1998*. Islamabad: The Bureau.
- Hameed, A. (2002). *Documentation of good practices in special needs and inclusive education in Pakistan*. Unpublished report submitted to UNICEF Regional Office for South Asia.
- Hameed, A. (2003). *Inclusive education: an emerging trend in Pakistan*. Proceedings of the International Conference on Inclusive Education 16-19 December, 2003. Hong Kong: HKIE.
- Hameed, A. (2005). *Implementing inclusive education in Pakistan: a concept paper*. Lahore: Department of Special Education, University of the Punjab.
- Hameed, A. (2005). *Removing barriers to inclusive education in Pakistan*. Proceedings of the Second Regional Seminar on Childhood Disability, held in December 4-6, 2004, organized by BPF, Dhaka, Bangladesh.
- Hameed, A., & Fazil, H. (2011). *Implications of UN Convention on the Rights of Persons with Disabilities 2007 for education policy in Pakistan*. EDULEARN1, International Conference, Barcelona, Spain July 4-6. 2011 Proceedings, pp. 584-589. ISBN: 978-84-615-0441-1 ISSN: 2340-1117.
- Hameed, A., & Fazil, H. (2012). Sustainable quality education for the children with disabilities in Pakistan. *SAARC Journal of Educational Research (Annual)*, 9: 14-24
- UNESCO (2004). *Changing teaching practice: using curriculum differentiation to respond to students diversity*. UNESCO, France.

# **DEPARTMENT OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

**M.Phil Program**

**Trends and Issues in Special Education**

**Course Code: (SE-504)**

**Second Semester  
(3 Credit Hours)**

## **Pre-requisites of course requirements/skills**

<b>Course Code</b>	<b>Course Title</b>
SE-501	Perspectives of Special Education

## **Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Understand the current scenario of Special Education in Pakistan
2. Identify modern trends and issues emerging in the field of special Education
3. Provide the students with emerging latest trend in assessment, instruction and early intervention etc
4. Compare and contrast the indigenous issues of special education with global issues.

## **Contents**

### **Unit-1: Competing Perspective in Special Education**

#### 1.1 Conceptual Issues

- 1.1.1 Special Education as Right or Privilege
- 1.1.2 Special Education as Component of Regular Education or Separate System
- 1.1.3 Remediation, Compensation or Prevention
- 1.1.4 Mild or Severe Disabilities.
- 1.1.5 Dysfunction or Disadvantage

#### 1.2 Practical Issues

- 1.1.1 Special Education as Administrative Arrangement
- 1.2.2 Service or Custodial Care
- 1.2.3 Educational Services or Teacher Relief
- 1.2.4 Core Curriculum or Special Curriculum

1.2.5 Full or Selective Inclusion

**Unit-2: Definitional Issues**

- 2.1 Use of Hardware versus Software in Definition and Identification of Disabilities
- 2.2 Definition of Visual Impairment, Hearing Impairment, Physical and Health Impairment.
- 2.3 Changing Definition of Mental Retardation
- 2.4 Learning Disabilities or Not Learning Disable
- 2.5 Where Does Attention Deficit Hyperactivity Disorder Belong?
- 2.5 Issues in Classification and Categorical Labeling

**Unit-3: Issues in Instruction**

- 3.1 Instruction and Special Education
- 3.2 Issues of Instructions and Disabilities
- 3.3 What is Special about Instruction of Students with Disabilities?
- 3.4 Models of Instruction and Special Education
- 3.5 Strategy Training Vs Content Instructions

**Unit-4: Issues in Early Identification/Intervention**

- 4.1 Under Identification in Special Education
- 4.2 Over Identification in Special Education
- 4.3 Effects of Over /Under Identification on Students with Special Educational Needs.

**Unit-5: Issues of Teachers Development in Special Education**

- 5.1 Professional Isolation
- 5.2 Dealing with Multiple Disabilities
- 5.3 Non Instructional Responsibilities
- 5.4 Lack of Access to Technology

**Unit-6: New Trend and Issues in Different Disabilities**

- 6.1 Trends, Issues and Controversies in Hearing Impairment
- 6.2 Trends, Issues and Controversies in Visual Impairment
- 6.3 Trends, Issues and Controversies in Physical Impairment
- 6.4 Trends, Issues and Controversies in Mental Retardation, ADHD, Autism and Emotional and Behavioral Disorders

## Teaching Learning Strategies

*Review of Articles and Books, Group Discussion, Critical Analysis of Conceptual and Practical Perspectives in Special Education*

## Assignments Types and Number with Calendar

*Assignment on Critical Analysis of Conceptual and Practical Perspectives in Special Education, Quiz, Presentation*

*01 Before Mid Term, 02 Before Final Term*

## Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

## Suggested Readings

Adam, H. (2007). *Learning privilege: lessons of power and identity in affluent schooling*. Routledge.

Chris, B. (2013). *Whole brain teaching for challenging kids*. Whole Brain Teaching LLC.

James, L. P., Carolyn, D. L., Ann, C. G., & Ella, L. T. (2002). *Rethinking professional issues in special education*. Ablex Publishing.

Jean, B. C., Bonnie, B., & Mary, L. B. (2012). *Handbook of Leadership and Administration for Special Education* (1<sup>st</sup>ed.). Routledge.

Marcia, W. R., &Nannette, M. S. (2014). *10critical components for success in the special education classroom* (1<sup>st</sup>ed.). Corwin.

Peg, D. & Richard, G. (2009). *Smart but scattered: The revolutionary "executive skills" approach to helping kids reach their potential*. Guilford Press.

Steven, D. E. (2005). *Disability: definitions, value and identity*. Radcliffe Publishing.

Obiakor, F. E., Bakken, J. P., & Rotatori, A. F. (Eds.). (2010). *Current issues and trends in special education: identification, assessment and instruction*. Emerald Group Publishing.

Ysseldyke, J. E., Algozzine, B., & Thurlow, M. (2000). *Critical issues in special education*. (3<sup>rd</sup> ed.). New York: Houghton and Mifflin.

# **DEPARTMENT OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

**M.Phil Program  
Assessment and Evaluation in Special Education  
Course Code: (SE-505)**

**First Semester  
(3 Credit Hours)**

## **Pre-requisites of course requirements/skills**

Nil

## **Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Critically review the standardized test of determine its validity, reliability and utility for the target population
2. Use variety of psychometric methods both formal and informal for the assessment and evaluation of special students and programmes
3. Acquire knowledge and skills to construct semi standardized data collection instruments by using mathematical/statistical methods
4. Prepare and interpret norms and other basis for interpretations of test results
5. Conduct research to validate, compare and contrast various instruments and tests
6. Understand and apply latest evaluation models and paradigms for making realistic decisions about educational situations in special education.

## **Contents**

### **Unit-1: Introduction: The Context for Assessment and Current Practices**

- 1.1 Types of Assessment Procedures
- 1.2 Assessment and Decision Making
- 1.3 Authentic Assessment
- 1.4 Ethical Issues in Assessment

### **Unit-2: Developing Achievement test**

- 2.1 Test Construction
- 2.2 Obtaining Item Pool
- 2.3 Administering the Test



2.4 Scoring the Test

2.5 Item Analysis

**Unit-3: Understanding Test Scores**

3.1 Scales of Measurement

3.2 Scoring Student Performance

3.3 Interpretation of test Performance

3.4 Norms

3.5 Commonly Reported Derived Scores

**Unit-4: Technical Adequacy of Scale**

4.1 Reliability of the Instruments

4.2 Error in Measurement

4.3 Standard Error of Measurement

4.4 Estimated True Scores

4.5 Validity of the Instrument

4.6 Factors Affecting General Validity

**Unit-5: Assessing Behavior through Observation**

5.1 General Considerations

5.2 Sampling Behavior

5.3 Conducting Systematic Observation

5.4 Criteria for Evaluating Observed Performance

**Unit-6: Test Adaptation and Accommodation**

6.1 Concern about test Adaptation

6.2 Universal Design Applications

6.3 Categories of Testing Accommodations

6.4 Accommodating Decisions During Accountability

**Unit-7: Programme Evaluation**

1.1 Nature of Programme Evaluation

1.2 Evaluation and Research

1.3 Evaluation and its Standards

1.4 Types of Programme Evaluation

**Unit-8: Models of Programme Evaluation**

8.1 Judicial Model

8.2 Responsive Model

8.3 Connoisseurship Model

- 8.4 Stakeholder Model
- 8.5 Emerging Trends in Programme Evaluation

### Teaching-learning Strategies

Text Reading, Group discussion, Case Studies Presentations

### Assignments- Types and Number with Calendar

Case Study Development, Surprise Test, Field Visit

### Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a paper- pencil test.

### Suggested Readings

Nunnally, J.C. (1994). *Psychometric theory*. New York: McGraw Hill.

Suen, H.K. (1990). *Principles of test theory*. New Jersey: Lawrence Erlbaum Associates Publishers.

Hambleton, et. Al (1991). *Fundamentals of item response theory*. USA: Sage Publications.

Assessment and Evaluation of Exceptional Students (Custom Edition for Brigham Young University CPSE 420 Chapters 1-13) John. J. Venn. (2009). Pearson Custom

Assessment and Evaluation for Transformation in Early Childhood. (2015). Julia Formosinho, Christine Pascal. Routledge Publishers.

Handbook on Measurement, Assessment, and Evaluation in Higher Education. Charles Secolsky and D. Brian Denison | Aug 24, 2017. Routledge; (2<sup>nd</sup> ed.).

# **DEPARTMENT OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

**M.Phil Program**

**Policy and Management of Special Education**

**Course Code: (SE-506)**

**Second Semester**

**(3 Credit Hours)**

## **Pre-requisites of course requirements/skills**

<b>Course Code</b>	<b>Course Title</b>
SE-501	Perspectives of Special Education

## **Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Identify structural framework of special education
2. Elaborate basic concepts of Policy and Management
3. Review different theories and models of educational management and administration for its effectiveness and compatibility with the disability challenges in Pakistan
4. Compare different theories and models of educational management and administration.
5. Identify the gaps in different theories and models of educational management and administration.

## **Contents**

### **Unit-1: Policy and Leadership in the Administration of Special Education**

- 1.1 What is Policy?
- 1.2 Federal/Provincial Policies
- 1.3 Policy Implications for Persons with Disabilities

### **Unit-2: The Structural Frame Work of Special Education**

- 2.1 The Federal and Provincial Role
- 2.2 The Department of Special Education
- 2.3 National Reforms of Special Education
- 2.4 Conceptual Models for Leading and Administrating Special Education

### **Unit-3: Development of Administrative Theory**

- 5.1 The Classical Organizational Theory

- 5.2 Human Relations Approach
- 5.3 Conceptual Models for Leading and Administrating Special Education

**Unit-4: Theories and Models of Management/Administration Theories**

- 4.1 Great Man Theory
- 4.2 Charismatic Theory
- 4.3 Social System Theory
- 4.4 Situational Theory
- 4.5 Path Goal theory
- 4.6 Personal Qualities Theory/Trait Theory
- 4.7 Theory X-Y-Z

**Unit-5: Models of Administration**

- 5.1 Formal Models
  - 5.1.1 Structural Model
  - 5.1.2 System Model
  - 5.1.3 Bureaucratic Model
  - 5.1.4 Rational Model
  - 5.1.5 Hierarchical Model
  - 5.1.6 Authoritarian Model
- 5.2 Democratic Model
  - 5.2.1 Democratic Models in Higher Education
  - 5.2.2 Democratic Models in Schools
- 5.3 Laissez-Faire Model

**Unit-6: Major Areas of Management in Special Education**

- 6.1 Communication
- 6.2 Decision Making
- 6.3 Motivation
- 6.4 Leadership

**Unit-7: Analyzing and Improving Teaching**

- 7.1 Teacher Characteristics
- 7.2 Research on Teacher Characteristics
- 7.3 Teacher Effects
- 7.4 The Gage Model
- 7.5 The Brophy and Good Model
- 7.6 The Everton and Emmer Model

**Unit-8: Special Education Law**

- 8.1 How Laws and Regulations are Determined
- 8.2 Disciplined Students with Disabilities
- 8.3 Education Code (Emphasis on Important Section on Administration)
- 8.4 UNCRPD

**Unit-9: Economic Issues in Special Education**

- 1.1 Fiscal Policy and Funding for Special Education

**Unit-10: Personnel Management**

- 10.1 The Personnel Management Process
- 10.2 Human Resource Planning
- 10.3 Job Analysis
- 10.4 Forecasting Demand and Supply
- 10.5 Legal Constrains
- 10.6 Affirmative Action Plan
- 10.7 Recruitment
- 10.8 Selection
- 10.9 Training and Development
- 10.10 Performance Appraisal
- 10.11 Compensation

**Unit-11: Budgeting**

- 11.1 Fundamental Assumptions: (Annularity, Comprehensiveness, Balance
- 11.2 Budget Administration
- 11.3 Accounting
- 11.4 Sources
- 11.5 Principles of Preparing a Budget of a Fiscal Year
- 11.6 Budgetary Control and Expenditure
- 11.7 Preparation of PC-I Form

**Unit-12: Total Quality Management and Its Applications in Special Education**

- 12.1 Using Professional Standards to Inform Leadership in Special Education
- 12.2 Factors Influencing Special Education Teacher Quality and Effectiveness

## Teaching Learning Strategies

*Preparation of PC-I Form, Review of Policy Documents, Job Analysis of any organization, Group Discussion, Case Studies*

## Assignments Types and Number with Calendar

*Preparation of PC-I Form, Review of Policy Documents, Job Analysis of any organization*

*01 Before Mid Term, 02 Before Final Term*

## Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, assignments and presentations, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is in the form of a term paper.

## Suggested Readings

Bradley, L. H. (1994). *Total quality management for schools*. R&L Education.

Bush, T. (1995). *Theories of educational management*. Paul Chapman Educational Publishing.

DeCenzo, D. A., & Robbins, S.P. (1998). *Human resource management* (6<sup>th</sup>ed.). New York: John Wiley and Sons Inc.

Director General of Special Education (Compiler). (NA). *Manual of special education management*. Islamabad: National Library and Resource Center.

Hannagan, T., & Bennett, R. (2007). *Management: concepts & practices*. Pearson Education.

Hoy, C., Bayne-Jardine, C. & Wood, M. (2000). *Improving quality in education*. New York: Falmer Press.

Hoy, W. K., & Miskel, G. C. (1996). *Educational administration: Theory research and practice* (5<sup>th</sup>ed.). New York: McGraw Hills.

- Hughes, R. G., Ginnet, R. C., & Curphy, G. (1999). *Leadership*. New York: McGreth.
- Ivancevich, J. M., & Matteson, M. T. (1999). *Organization behaviour in education* (4<sup>th</sup>ed.). New Jersey: Prentice Hall.
- Qaisrani, N. (1989). *Planning of basic education in Pakistan, Islamabad: Report of national workshop* under AEPAM/UNICEF Training Courses/Workshop, No. 91.
- Riaz, P., & Luqman, K. (1983). *Performance of educational planning management and supervision systems as evidenced in the school study in Abbotabad District, Islamabad: AEPAM*.
- Rzaik, T. A., & Swanson, A. D. (1995). *Fundamental concepts of educational leadership and management*. New Jersey: Prentice Hall.
- Webb, L. D., & Norton, M. S. (2003). *Human resources administration: Personnel issues and needs in education*. Prentice Hall.
- Wiske, M. S. (1998). *Teaching for understanding. Linking research with practice. The Jossey-Bass Education Series*. San Francisco: Jossey-Bass Inc.

**DEPARTMENT OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**M.Phil Program**

**Introduction to Statistics and Computer Application**

**Course Code: (SE 507)**

**First Semester**  
**(3 Credit Hours)**

**Pre-requisites of course requirements/skills**

<b>Course Code</b>	<b>Course Title</b>
SE-502	Research Methods in Special Education

**Learning Outcomes**

After the successful completion of this course, the learners will be able to:

- 1 Understand various statistical procedures
- 2 Improve their understanding about the application of various statistical procedures on their data
- 3 Use various computer softwares to analyze the data

**Contents:**

**Unit-1: Introduction to Statistics**

- 1.1 Introduction
- 1.2 Studying Statistics
- 1.3 Basic Concepts
- 1.4 Describing Characteristics by Numerals
- 1.5 Historical Development of Statistics

**Unit-2: Frequency Distribution and Graphs**

- 2.1 Introduction
- 2.2 Frequency Distribution
- 2.3 Introduction to Graphs
- 2.4 Graphs for Qualitative Variables
- 2.5 Graphs for Quantitative Variables
- 2.6 Shapes of Distributions



2.7 Misleading Graphs

**Unit-3: Measures of Central Tendency**

3.1 Introduction

3.2 The Mode, the Mean, the Median

3.3 Relative Merits of the Mean, Median & Mode

3.4 Location of the Mean, Median & Mode in a Distribution

3.5 Mean of Two or More Means

**Unit-4: Measures of Dispersion, Skewness and Kurtosis**

4.1 Introduction to Measures of Dispersion

4.2 Five Measures of Dispersion

4.3 Relative Merits of the Measures of Dispersion

4.4 Dispersion and the Normal Distribution

4.5 Detecting Outliers

4.6 Skewness and Kurtosis

**Unit-5: Correlation**

5.1 Introduction

5.2 A Numeral Index of Correlation

5.3 Pearson Product-Moment Correlation Coefficient

5.4 Interpretation of  $r$  Explained and Unexplained Variation

5.5 Some Common Errors in Interpreting  $r$

5.6 Factors That Affect the Size of  $r$

5.7 Spearman Rank Correlation

5.8 Other Kinds of Correlation Coefficient

**Unit-6: Regression**

6.1 Introduction

6.2 Criterion for Line of Best Fit

6.3 Another Measure of Ability to Predict: The Standard Error of Estimate

6.4 Assumptions Associated with Regression and the Standard Error of Estimate

6.5 Multiple Regression and Multiple Correlation

**Unit-7: Probability**

1.5 Introduction to Probability

1.6 Basic Concepts

1.7 Probability of Combined Events

1.8 Counting Simple Events

**Unit-8: Random Variables and Probability Distributions**

- 8.1 Random Sampling
- 8.2 Random Variables and Their Distributions
- 8.3 Binomial Distribution

**Unit-9: Normal Distribution and Sampling Distributions**

- 9.1 Normal Distribution
- 9.2 Interpreting Scores in Terms of  $z$  Scores and Percentile Ranks
- 9.3 Sampling Distributions

**Unit-10: Statistical Inference: One Sample**

- 10.1 Introduction to Hypothesis Testing
- 10.2 One-Sample  $z$  Test for  $\mu$  when  $\sigma^2$  is Known
- 10.3 One-Sample  $t$  Test for  $\mu$  when  $\sigma^2$  is Unknown
- 10.4 One-Sample Chi-Square Test for Population Variance
- 10.5 One-Sample  $z$  Test for a Population Proportion
- 10.6 One Sample  $t$  and  $z$  Test for a Population Correlation
- 10.7 Introduction to Hypothesis Testing for Two Samples
- 10.8 Two-Sample  $z$  Test for  $\mu_1 - \mu_2$  using Independent Sample
- 10.9 Two Randomization Strategies: Random Sampling and Random Assignment
- 10.10 Two-Sample Tests for Equality of Variances
- 10.11 Two-Sample Tests for  $p_1 - p_2$

**Unit-11: Interval Estimation**

- 11.1 Introduction to Interval Estimation
- 11.2 Confidence Interval for  $\mu$  and  $\mu_1 - \mu_2$  when  $\sigma^2$  is Unknown
- 11.3 Confidence Interval for  $\sigma^2$  and  $\sigma_1^2/\sigma_2^2$
- 11.4 Confidence Interval for  $p$  and  $p_1 - p_2$
- 11.5 Confidence interval for  $p$  and  $p_1 - p_2$

**Unit-12: Introduction to the Analysis of Variance**

- 12.1 Introduction to Analysis of Variance
- 12.2 Basic Concepts in ANOVA
- 12.3 Completely Randomized Design
- 12.4 Assumptions Associated with A Type CR-p Design
- 12.5 Multiple Comparison Procedures
- 12.6 Other Analysis of Variance Designs
- 12.7 Basic Experimental Design Concepts

- 12.8 Randomized Block Design
- 12.9 Completely Randomized Factorial Design
- 12.10 Assumptions Associated the ANOVA Designs

**Unit-13: Statistical Inference for Frequency Data**

- 13.1 Three Applications of Pearson’s Chi-Square Statistics
- 13.2 Mann-Whitney *U* Test for Two Independent Samples
- 13.3 Wilcoxon *t* Test for Dependent Samples
- 13.4 Comparison of Parametric Test and Assumption-Freer Tests for Rank Data

**Teaching Learning Strategies**

*Reading of Books and Journals, Group Discussions, Document Review and Analysis, Class seminars, Studies Reflections and Field Work*

**Assignment- Types and Number with Calendar**

*Class Presentations, Data Entry, Data Analysis, Paper Writing*  
*02 assignments before mid-term exam and 02 assignments after mid-term exam*

**Assessment and Examinations**

Sr.No.	Elements	Weightage	Details
1	Mid-term Assessment	35%	Written test will be taken at mid-point of the semester probably in the ninth week
2	Formative Assessment	25%	Classroom participation, assignments and presentation, seminars, paper writing, short tests, quizzes etc.
3	Final Assessment	40%	Written test, term paper, research proposal development, report writing, and open book test etc. will be taken in the sixteenth week of the semester

**Suggested Readings**

Altman, D. G. (1990). *Practical statistics for medical research*. CRC Press.

Anderson, C. W., & Loynes, R. M. (1987). *The teaching of practical statistics*. John Wiley & Sons, Inc.

- Gelman, A., & Nolan, D. (2017). *Teaching statistics: A bag of tricks*. Oxford University Press.
- Hulsizer, M. R., & Woolf, L. M. (2009). *A guide to teaching statistics: Innovations and best practices* (Vol. 10). John Wiley & Sons.
- Ravid, R. (2014). *Practical statistics for educators*. Rowman & Littlefield.
- Rustagi, J. S., & Wolfe, D. A. (Eds.). (2014). *Teaching of statistics and statistical consulting*. Academic Press.
- Ware, M. E., & Brewer, C. L. (2013). *Handbook for teaching statistics and research methods*. Psychology Press.

**DEPARTMENT OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**M.Phil Program**

**Advanced Research in Sensory Impairment**

**Course Code: (SE-508)**

**Second Semester**  
**(3 Credit Hours)**

**Pre-requisites of course requirements/skills**

<b>Course Code</b>	<b>Course Title</b>
SE-501	Perspectives of Special Education
SE-503	Differentiated Instruction and Curriculum for Students with Special Needs

**Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Identify latest technology helpful for the education of students with sensory impairment
2. Reach to the frontiers of research and development in the field of education of hearing impaired and visually impaired students
3. Reflect upon the educational provisions available to students with sensory impairment in Pakistan by considering the international perspective of rehabilitation
4. Play leadership role for the improvement of educational standards for students with sensory impairment in Pakistan.

**Contents:**

**Unit-1: Overview to Hearing Impairment.**

- 1.1 Practical Aspects of Being Deaf
- 1.2 Deaf Population
- 1.3 Causes and Consequences of Early Hearing Loss
- 1.4 Deaf Culture
- 1.5 Deafness with Additional Disability Condition
- 1.6 Early Identification of Hearing Loss
- 1.7 Hearing Aids and other Hearing Technological

- 1.8 The Impact of a Deaf Child on a Family from Early Identification to Adulthood

**Unit-2: Deafness: Cognitive and Social Emotional Characteristics**

2.1 Cognitive Functioning

- 2.1.1. Review of Research on Cognitive Development of a Deaf Child
- 2.1.2. Effects of Deafness on Cognitive Development.
- 2.1.3. The Assessment of Cognitive Abilities
- 2.1.4. The Relationship among Thought, Language and Deafness
- 2.1.5. Recent Research on Cognitive Development

2.2 Social Emotional Adjustment

- 2.2.1 Deafness Leading to Emotional Problems
- 2.2.2 Limitations of Research on Social Emotional Development of the Deaf
- 2.2.3 Study of the Deaf Personality and Self-Concept
- 2.2.4 Psychiatric and Mental Health Services for Deaf Persons
- 2.2.5 Counseling Techniques and Use of Interpreters

**Unit-3: Deaf Children: Communication and Language Development**

3.1 Sign Language

- 3.1.3 Components of Signs and Sign Language
- 3.1.4 Standardization of Sign Language
- 3.1.5 Controversy on Logical Signs and Natural Signs

3.2 Spoken Language

- 3.2.1 Teaching Speech to the Deaf
- 3.2.2 Methods of Speech Reading

3.3 Reading and Writing

- 3.3.1 Investigation into Reading Writing
- 3.3.2 Script, Print, Literacy
- 3.3.3 Teaching Reading and Writing

**Unit-4: Developments in Curriculum and Instructions**

4.1 The Content

- 4.2.1 Mathematics Education and Deaf Learner
- 4.2.2 Teaching Science
- 4.2.3 The Social Studies Curriculum
- 4.2.4 Revisiting the Role of Physical Education
- 4.2.5 Print Literacy: The Acquisition of Reading and Writing Skills

## 4.2 Instructional Considerations

4.2.1 Optimizing Academic Performance of Deaf Students

4.2.2 Cognitive Strategy Instruction

4.2.3 Web-Based Technologies Resources and Applications

## **Unit-5: Introduction to Blindness and Low Vision**

5.1 The Effects of Visual Loss

5.2 Common Eye Defects and their Educational Implication

5.3 Multiple Disabilities and Visual Impairment

5.4 Understanding Low Vision and Blindness

## **Unit-6: Curriculum of Visually Impaired**

6.1 The Special Curriculum

6.1.1. Sensory Skills

6.1.2. Listening Skills

6.1.3. The Development of Literacy Through Touch  
Mobility and Independence Skill

6.2 The Mainstream Curriculum

6.2.1. Curriculum of English

6.2.2. Curriculum of Mathematics

6.2.3. Curriculum of Science

6.2.4. Curriculum of Humanities

6.2.5. Curriculum of Information Technology

6.2.6. Physical Education

6.2.7. Art and Design

6.2.8. Extra-Curricular Activities

## **Unit-7: Children and Youth with Low Vision**

7.1 Functional Vision Assessment of Children with Low Vision

7.2 Instruction in Visual Techniques for Students with Low Vision

7.3 Selection and Assessment of Learning and Literacy Media

7.4 Instruction of Literacy Skills

7.5 Optical Devices

7.6 The Impact of Assistive Technology

7.7 Orientation Mobility Services For Low Vision

**Unit-8: Career and Vocational Education and Job Placement of Persons with Sensory Impairment**

- 8.1 International Review of Vocational Education
- 8.2 Job Placement and its Problems
- 8.3 The Economic Cost of Deafness
- 8.4 Deaf and the Higher Education
- 8.5 Attrition of deaf Students

**Teaching-learning Strategies**

*Text Reading, Class discussion, Lecture, Presentations*

**Assignments- Types and Number with Calendar**

*Quiz, Discussion, Field visit for Case Studies*

*2 before midterm and 02 after mid term*

**Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. Test or Term paper

**Suggested Readings**

Crandell, J. M., & Robinson, L. M. (2007). *Living with low vision and blindness*. USA: Springfield.

Corve, A. L., & Erin, J. N. (2010). *Foundations of low vision*. (2<sup>nd</sup> ed.). USA: American Foundation for the Blind.

Fielder, A. R., Best, A. B., & Mart. (1993). *The management of visual impairment in childhood*. London: Cambridge.



- Lavature, S. (2001). *A parents, guide to special education for children with visual impairment*. USA: American Foundation for the Blind.
- Manduchi, R., & Kurniawan, S. (2013). *Assistive technology for blindness and low vision*. New York: CRC Press.
- Mason, H., & McCall, S. (1997). *Visual impairment: Access to education for children and young people*. UK: David Fulton Publishers.
- Moore, D. F. (2000). *Educating the deaf*. Boston: Houghton Mifflin Company.
- Sanders, M. D. (1988). *Teaching deaf children*. America: Brown and Company.
- Sardegna, J., Shelly, S., Rutzen, A. R., & Steidl, S. M. (2010). *Blindness and Vision impairment*. (2<sup>nd</sup> ed). New Delhi: Vindo Vasisht Private Limited
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Great Britain Ltd.
- Wiener, W.R., Welsh, R. L. & Blasch, B. B. (2010). *Foundations of orientation and mobility*. USA: American Foundation for the Blind.

**DEPARTMENT OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**M.Phil Program**

**Advanced Researches in Developmental Disabilities**

**Course Code: (SE-508)**

**Second Semester**  
**(3 Credit Hours)**

**Pre-requisites of course requirements/skills**

<b>Course Code</b>	<b>Course Title</b>
SE-501	Perspectives of Special Education
SE-503	Differentiated Instruction and Curriculum for Students with Special Needs

**Learning Outcomes**

After successful completion of this course, the learners will be able to:

1. Understand the core concept and construct of developmental disabilities
2. Understand the etiology and characteristics of children with developmental disabilities
3. Plan intervention and educational program for pre-school and school aged children with developmental disabilities
4. Conduct research in the area of developmental disabilities.

**Contents**

**Unit-1: Foundations**

- 1.1 The Construct of Developmental Disabilities
- 1.2 Public Policy and Developmental Disabilities

**Unit-2: Current Issues**

- 2.1 Health, Neuroscience, and Genetics
- 2.2 Neuroscience of Developmental Disabilities

**Unit-3: Epidemiology and Etiology of Mental Retardation**

- 3.1 Definitions and Classifications
- 3.2 Classification Schemes
- 3.3 Incidence and Prevalence

### 3.4 Etiology

- 3.4.1 Selected Periconceptual Courses
- 3.4.2 Telemetric Rearrangements
- 3.4.3 Down Syndrome
- 3.4.4 Sex-Linked Single Gene
- 3.4.5 Fragile X Syndrome
- 3.4.6 Segmental Autonomy Syndromes
- 3.4.7 Williams Syndrome
- 3.4.8 Prader Willi /Angelman Syndrome
- 3.4.9 Combinations of Genetic and Nutritional Factors
- 3.4.10 Infections
- 3.4.11 Prematurity and low Birth Weight
- 3.4.12 Fetal Stroke
- 3.4.13 Birth and Trauma and Asphyxia
- 3.4.14 Harmful Chemical and Compounds
- 3.4.15 Therapeutic and Diagnostic Agents
- 3.4.16 Postnatal Infections
- 3.4.17 Environmental Exposures in Infancy and Early Childhood
- 3.4.18 Injuries
- 3.4.19 Deprivation

### **Unit-4: The Autism Spectrum**

- 4.1 Definition and Classification (ICD-10 and DSM-IV and V) Criteria
- 4.2 Epidemiology
- 4.3 Clinical Picture
  - 4.3.1 The Severe Impairment of Reciprocal Social Interaction
  - 4.3.2 The severe Impairment in Reciprocal Communication
  - 4.3.3 The Severe Restriction in the Behavioral Repertoire
- 4.4 Differential Diagnosis and Comorbidity
  - 4.4.1 Attention Deficit and Hyperactivity Disorder
  - 4.4.2 Developmental Coordination Disorder
  - 4.4.3 Tic Disorders
  - 4.4.4 Depression
  - 4.4.5 Bipolar Disorder
  - 4.4.6 Anxiety Disorders

- 4.4.7 Eating Disorders
- 4.4.8 Other Developmental, Psychiatric, and Personality Disorders Diagnoses
- 4.4.9 Semantic Pragmatic Disorder
- 4.4.10 Nonverbal Learning Disability
- 4.4.11 Medical Disorders
- 4.5 Screening, Diagnosis and Assessment Diagnostic Instruments
- 4.6 Causes and Risk Factors
- 4.7 Cognitive Neuropsychology
- 4.8 Interventions
  - 4.8.1 Education
  - 4.8.2 Psychological Interventions
  - 4.8.3 Neuro Psychopharmacology
  - 4.8.4 Information to Parents and Patients

**Unit-5: Cerebral Palsy**

- 5.1 Epidemiology and Prevention Efforts
- 5.2 Classification of Cerebral Palsy
  - 5.2.1 Classification Based on Severity Level
  - 5.2.2 Classification Based on Topographical Distribution
  - 5.2.3 Classification Based on Motor Function
  - 5.2.4 Classification Based on Gross Motor Function
- 5.3 Diagnosing Cerebral Palsy
- 5.4 Brain Imaging
- 5.5 Giving the Diagnosis
- 5.6 Interventions: A Multidisciplinary Process
  - 5.6.1 Cognitive Impairment and Learning Disability
  - 5.6.2 Role of Schools
  - 5.6.3 Social Adjustment
  - 5.6.4 Medical Management
  - 5.6.5 Growth
  - 5.6.6 Oromotor Dysfunction
  - 5.6.7 Gastrointestinal Dysmotility
  - 5.6.8 Spasticity Management
  - 5.6.9 Oral Medications
  - 5.6.10 Intrathecal Baclofen

- 5.6.11 Nerve Blocks
- 5.6.12 Selective Dorsal Rhizotomy
- 5.7 Orthopedic Management (Hip, Foot & Spine)
- 5.8 Therapeutic Intervention
- 5.9 Intervention and Support for Adults with CP
  - 5.9.1 Medical Care
  - 5.9.2 Vocational Services

**Unit-6: Epilepsy in People with Mental Retardation**

- 6.1 Prevalence of Epilepsy in People Who Have Mental Retardation
- 6.2 Etiologies of Epilepsies and Mental Retardation
- 6.3 Diagnosis of Epilepsy
- 6.4 Investigations
- 6.5 Management of Epilepsy
- 6.6 Use of Specific Antiepileptic Medications in People Who Have Mental Retardation
- 6.7 Neurosurgical Treatment

**Unit-7: Pediatric Brain Injury**

- 1.1 Definition, Classification and Incidence
- 1.2 Children and Brain Injuries
- 1.3 Causes of Traumatic Brain Injury in Children
- 1.4 Consequences of Brain Injury
- 1.5 Treatment Strategies
- 1.6 Behavioral Assessment and ABI
  - 1.6.1 Caveats in the Use of ABA Assessment
  - 1.6.2 Identifying Targets and Taking Baselines
  - 1.6.3 Functional Assessment
  - 1.6.4 Antecedents and Consequences
  - 1.6.5 Input from Multiple Sources

**Unit-8: Early Intervention**

- 8.1 Early Intervention for Infants and Toddlers with Developmental Disabilities
- 8.2 Framework for Investigating Early Intervention Practices
- 8.3 Practice-Based Research Syntheses
- 8.4 Research Foundations for Early Intervention Practices

- 8.4.1 Response-Contingent Child Learning
- 8.4.2 Parent Responsiveness
- 8.4.3 Natural Learning Opportunities
- 8.4.4 Capacity-Building Help-Giving Practices
- 8.5 Early Intervention for Children with Autism Spectrum Disorder
- 8.6 Communication Intervention for Young Children with Disabilities
  - 8.6.1 Naturalistic Language Interventions
  - 8.6.2 Milieu Language Teaching
  - 8.6.3 Participants and Procedures
  - 8.6.4 Paralinguistic Milieu Teaching
  - 8.6.5 Responsive Interaction
  - 8.6.6 Pivotal Response Training
  - 8.6.7 Peer-Directed Interventions
  - 8.6.8 Implications and Limitations of Naturalistic Intervention Research

**Unit-9: School-Age Education and Intervention**

- 9.1 Advances in Instruction
- 9.2 Inclusive Education
- 9.3 Academic Skills
- 9.4 Social Interaction Interventions
- 9.5 Augmentative and Alternative Communication
- 9.6 Physical Activity and youth with Developmental Disabilities

**Unit-10: Post-school and Adult Issues**

- 10.1 Transition and Quality of Life
- 10.2 Employment
- 10.3 Living with Support in the Community
- 10.4 Independent Living
- 10.5 Adult Social Relationships

**Teaching Learning Strategies**

*Reading of Books and Journals, Group Discussions, Review of Case Studies, Class seminars. Field Work*

## Assignment- Types and Number with Calendar

*Class Presentations, Development of IEP, Development of Case Study, Development of Transition Plan*

*02 assignments before mid-term exam and 02 assignments after mid-term exam*

## Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test will be taken at mid-point of the semester probably in the ninth week
2.	Formative Assessment	25%	Classroom participation, assignments and presentation, seminars, presentation of case studies, portfolio reports, short tests, quizzes etc.
3.	Final Assessment	40%	Written test, term paper and open book test etc. will be taken in the sixteenth week of the semester

## Suggested Readings

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: Author.

Austin, J.K., Fraser, R.T., Kanner, A.M., Michael, R., Trimble, M.R., & Engel, J., Jr. (Section Eds.). (2008). Psychiatric and social issues. In J. Engel & T. A. Pedley, (Eds.), *Epilepsy: A comprehensive textbook* (Vol. 3, pp. 2075-2282). New York, NY: Lippincott, Williams and Wilkins.

Berkson, G. (2006). Mental disabilities in Western civilization from Ancient Rome to the Prerogativa Regis. *Mental Retardation*, 44, 28-40.

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Buron, K. D., & Wolfberg, P. J. (Eds.). (2014). *Learners on the autism spectrum: preparing highly qualified educators and related practitioners*. AAPC Publishing.

Dodd, S. (2005). *Understanding autism*. Elsevier Australia.

Dunlap, G., Iovannone, R., & Kincaid, D. (2008). Essential components for effective educational programs. In J. Luiselli, D.C. Russo, W.P. Christi, & S.M. Wilczynski

- (Eds.), *Effective practices for children with autism: Education and behavior support interventions that work* (pp.111-136). New York, NY: Oxford University Press.
- Jacobson, J. W., Mulick, J. A., & Rojahn, J. (Eds.). (2007). *Handbook of intellectual and developmental disabilities*. Springer Science & Business Media.
- Kluth, P., & Shouse, J. (2009). *The autism checklist: A practical reference for parents and teachers* (Vol. 2). John Wiley & Sons.
- Odom, S. L., Horner, R. H., & Snell, M. E. (Eds.). (2009). *Handbook of developmental disabilities*. Guilford press.
- Patricia, H. (1997). *Autism: preparing for adulthood*. Routledge.
- Pierangelo, R., & Giuliani, G. (2008). *Teaching students with autism spectrum disorders: A step-by-step guide for educators*. Corwin Press.
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- Shannon, P., & Tappan, C. (2011). Identification and assessment of children with developmental disabilities in child welfare. *Social Work*, 56(4), 297-305.
- Siegel, B. (2003). *Helping children with autism learn: Treatment approaches for parents and professionals*. Oxford university press.
- Siegel, B. (2008). *Getting the best for your child with autism: An expert's guide to treatment*. Guilford Press.
- Tarrago, O. (2007). Case studies in environmental medicine: Lead toxicity [Internet]. *Atlanta, GA: Agency for Toxic Substances and Disease Registry*.
- Volkmar, F. R., & Wiesner, L. A. (2004). *Healthcare for children on the autism spectrum: a guide to medical, nutritional, and behavioral issues*. Woodbine House Inc.
- Walker, V. L., & Snell, M. E., (2013). Effects of augmentative and alternative communication on challenging behavior: A meta-analysis. *Augmentative and Alternative Communication*, 29(2), 117-131. Doi:10.3109/07434618.213.785020.
- Wehmeyer, M. L., Brown, I., Percy M., Shogren, K. A., & Fung, W. L. A. (2017). *A comprehensive guide to intellectual & developmental disabilities (2<sup>nd</sup> ed.)*. Baltimore, Paul H. Brookes Publishing Co.



Wehmeyer, M. L. (2013). *The story of intellectual disability: An evolution of meaning, understanding, and public perception*. Baltimore, MD: Paul H. Brookes Publishing Co.

Wong, C., Odom, S.L., Hume, K., Cox, A.W., Fettig, A., Kucharczyk, S., Schultz, T.R. (2013). *Evidence-based practices for children, youth, and young adults with autism spectrum disorder*. Chapel Hill: University of North Carolina.