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 Ph.D. Program in Special Education with effect from the Academic Session 2021.

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

Sd/-

Admin. Block,   **Muhammad Rauf Nawaz**
Quaid-i-Azam Campus,   **Registrar**
Lahore.

No. D/____166____/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. Admin officer Statutes
10. PS to the Registrar
11. Assistant Syllabus

Assistant Registrar (Academic)
for Registrar

Program Title: **Ph.D. 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 as per the need of the globe".

2. **Introduction:**

   Conceived as a Federal Government project the department of special education was established in 1990. The objective of special education as a separate entity in education 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 4379 Master degrees have been awarded.

3. **Program Introduction:**

   Ph.D. Program in Special Educational is aligned with the national professional standards delineated in the educational policies. The program infuse knowledge, skills 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.

   Doctor of Philosophy (Ph.D.) program in Special Education is designed to prepare graduates for teaching, research, and administrative positions in schools, colleges and

universities, as well as for leadership positions in other educational agencies. All doctoral students are expected to demonstrate competence in reading, research and independence in implementing ethical practice based on evidence.

The minimum period of completion of Ph.D. Program shall be three years for M. Phil graduates whereas the normal period shall be up to five years. The work load and credit hours will be subjected to the prevalent policies and guidelines of Higher Education Commission (HEC) and Punjab University (PU).

4. **Program Objectives:**

The objectives of the program are to:

1. Develop leadership abilities among scholars to understand history, current legal and ethical standards and resolve emerging issues in the field of special education

2. Prepare instructional leaders for educational policies, ethical practice and appropriate resources based on evidence-based knowledge in a pluralistic society to the entire satisfaction of exceptional needs that diversity demands

3. Develop professionals who can execute knowledge of cognitive science, learning theories and instructional technologies to improve educational programs, pedagogical practices and curriculum standards to the needs of individuals with exceptional challenges

4. Culminate evidence based practices among scholars to bridge the gap between theory and practices

5. Foster environmental support for continuous instructional improvement through the use of literature to resolve issues in professional practice.

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

Ph.D. in special education is the highest academic level being offered in the field. Ph.D. 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.

Doctoral programs in special education differ from M. Phil or Master's programs as they tend to be more advanced, specialized and research-focused. Ph.D. candidates are typically required to complete original research to create and defend a dissertation which is a doctoral-level thesis. After successful completion of the program the

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 consultation positions, etc.

Graduating from a doctoral program in special education can also be a good way to demonstrate competence in research and demonstrate that one has attained the most advanced level of education which may be appealing to employers.

Potential Students for the Program:

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

Potential Employers:

Both public and private sector serve as the potential employers for such graduates in a variety of positions. Being a highest degree holders, employers may include, universities, and colleges in the capacities of professional trainers, policy makers, researchers etc. In general the schools and NGO's offering special/ general 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 given population and efforts are required to address and ensure participation on equitable basis in all spheres of life. 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. Maria Shoaib Qureshi
Assistant Professor,
Department of Special Education

Mr. Munawar Ahmed Malik
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 the oldest students from far flung areas aspire for it and considering the same the 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

- M. Phil in Special Education and or equivalent degree with minimum CGPA > 3.00/4.00/70% OPM/ First division as per HEC rules.
- Candidates have to qualify the written test with 70% and a formal interview.

7. Duration of the Program

Semesters: Two semesters for course work and two years for research work

Duration in Years: Three to five years

Total Credit Hours: 18 credit hours of Course work and two years 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	03	03	0	0	0	0	**9 credit hours**
2	03	0	02	01	0	0	**9 credit hours**
3-6	**Ph.D. Research Work (Thesis): Two years**						

*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		
Semester I							
1.	SE-731	Research, Theory & Practice in Inclusive Education	Core	Nil	3 Credit hours		
2.	SE-732	Research in Special Education	Core	Nil	3 Credit hours		
3.	SE-734	Policy, Legal and Ethical Issues in Disability	Core	Nil	3 Credit hours		
Total Credit Hours = 09							
Semester II							
1.	SE-801	Academic Writing	Basic	SE-732	3 Credit hours		
2.	SE-733 / SE-802	a. Technological Innovations in Special Education OR b. Comparative Special Education	Basic	SE-734 / SE-731 & SE-734	3 Credit hours		

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
3.	SE-810	a. Emerging Trends in Sensory Impairments OR b. Emerging Trends in Developmental Disabilities	Major Elective	SE-731 SE-731 & SE-734	3 Credit hours		
Total Credit Hours= 09							
Semester III-VI							
1.	SE-825	Ph.D Thesis	Compulsory				

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

Research Thesis / Project / Internship
Ph.D Thesis / Two years (Four 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.

12. Faculty Strength

Degree	Area/Specialization	Total
PhD	1. Hearing Impairment 03 2. Mental Retardation 02	05
Total		**05**

13. Present Student Teacher Ratio in the Department
Ph.D: 2.0

DEPARTMENT OF SPECIAL EDUCATION
University of the Punjab, Lahore

Doctoral Program
Technological Innovations in Special Education
Course Code: (SE-733)

Second Semester
(3 Credit Hours)

Pre-requisite course requirements/skills

Course Code   **Course Title**

SE-734   Policy, Legal and Ethical Issues in Disability

Learning Outcomes

After the course completion the learners will be able to:

1. Understand meaning and types of the assistive technologies

2. Comprehend the use of sensory aids for persons with visual, auditory, or tactile impairments

3. Enable the learners to understand augmentative and alternative communication systems and their characteristics.

4. Differentiate among different frameworks and models of assistive technology for persons with special needs.

Contents

Unit -1:   Introduction to Assistive Technology

1.1.   Assistive Technologies: A Working Definition

1.1.1   Definition of Assistive Technology Devices and Services

1.2   Characterization of Assistive Technologies

1.3   Evolution of Assistive Technology.

Unit -2:   A Framework for Assistive Technology

2.1   Human Performance and Assistive Technology.

Unit -3:   A Human Activity Assistive Technology Model

3.1   Designing Assistive Technology System for Successful Outcomes

9.6.3   Portable Text-to-Braille Device

9.7   Aids for Persons with Tactile Impairments

Teaching Learning Strategies

Book Reading, Group Discussion, Panel Discussion, Lab Work

Assignments Types and Number with Calendar

Material Development, Quiz, Observational Studies, Documentary

02 Before Mid Term, 02 Before Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9th Week
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 in form of test

Suggested Reading

Clarket, A. (2011). *How to use technology effectively in post-compulsory education*. London: Routledge.

Sing, P.C. (2011). *Advances educational technology. Saurabh Publishing House*.

Kurniawan, S., & Manduchi, R. (2013). *Assistive technology for blindness and low vision.* CRC Press; Taylor & Francis Group.

Macdonald, J.BV., & Duffy-Lever, J.(2011). *Teaching and learning with technology* (4th ed.). PEARSON, Publishing company.

Gargiulo, R.M. (2006). *Special education: in contemporary society*. USA: WADSWOTH CENAGE Learning.

McCulloch, L. (2004). *Assistive technology: A special education guide to assistive technology.* Montana Office of Public Instruction.

Green, I. J. (2011). *The ultimate guide to assistive technology in Special Education.* Prufrock Press.

DEPARTMENT OF SPECIAL EDUCATION

University of the Punjab, Lahore

Doctoral Program
Research in Special Education
Course Code: (SE-732)

First Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Nil

Learning Outcomes

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

1. Do logical literature review, construct research instruments, collect and analyze data according to the nature of variables

2. Interpret and present the results of advance statistical analysis

3. Evaluate and review qualitative and quantitative research articles in Special Education

4. Conduct research work according to global trends.

Contents

Unit-1:   Introduction to Qualitative Research

1.1   Need and Importance of Qualitative Research

1.2   General Characteristics of Qualitative Research

1.3   Quantitative Versus Qualitative Research

1.4   Philosophical Assumptions Underlying Qualitative Research

1.5   The Infrastructure of Qualitative Field Research

Unit-2:   Ethics in Qualitative Research

2.1   Informed Consent

2.2   Deception

2.3   Confidentiality

2.4   Plagiarism

2.5   Penalty on Plagiarism

Unit-3:   Approaches to Qualitative Research

3.1   Content Analysis (Critical Review/Meta Analysis)

3.2   Biography

3.3   Phenomenology

3.4   Grounded Theory

3.5   Case Studies

3.6   Ethnographic and Historical Research

Unit-4:   Sampling in Qualitative Research

4.1   A Typical Sample

4.2   A Critical Sample

4.3   A Homogenous Sample

4.4   A Theoretical Sample

4.5   A Snowball Sample

4.7   An Opportunistic Sample

4.7   A Confirming Sample

4.8   A Maximum Variation Sample

Unit-5:   Methods of Data Collection in Qualitative Research

5.1   Observation

5.2   Interview

5.3   Field Notes

5.4   The Subjects Written Words

5.5   Photography

5.6   Fieldwork Relations

Unit-6:   Data Analysis in Qualitative Research

6.1   Coding, its Types and Strategies for Improving Coding

6.2   Memoing and Descriptions

6.3   Triangulation

6.4   Patterns

6.5   Key Events

6.6   Visual Representation

6.7   Statistics

6.8   Crystallizations

6.9   Softwares for Qualitative Data Analysis

Quantitative Research Methods

Unit-7: A Refresher to the Research Methods

7.1   Nature of Realities of the Educational Settings

7.2   Means and Methods of Obtaining Objective Knowledge

7.3   The Concept of Objective Knowledge and its Implication for Educational Research.

7.4   The Scientific Method and its Application in Education

7.5   Limitations of Scientific Methods

Unit-8: The Basics of Education Research

8.1   The Research Problem

8.2   Variables and Hypotheses

8.3   Sampling

8.4   Instrumentation

8.5   Validity and Reliability

8.6   Internal Validity

Unit-9: Quantitative Research Methodologies

9.1   Experimental Research

9.2   Co-Relational Research

9.3   Causal-Comparative Research

9.4   Survey Research

Unit-10: Data Analysis

10.1   Descriptive Statistics

10.2   Inferential Statistics

10.3   Statistics in Perspective

Unit-11: Developing a Research Proposal

11.1   Identification of the Problem

11.2   Exploring Literature Review

11.3   Significance of the Study

11.4   Statement of the Problem

11.5   Writing Objectives and Research Questions

11.6   Drawing Sample

11.7   Identifying Instruments

11.8   Data Analysis Techniques

      11.9   Writing References

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 Reading

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

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th 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.

Fraenkel, J. R., & Wallen, N. E. (2007). *How to design and evaluate research in education*. New York: McGraw-Hill.

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

Doctoral Program
Policy, Legal and Ethical Issues in Disability
Course Code: (SE-734)

First Semester
(3 Credit Hours)

Pre-requisite course requirements/skills

Nil

Learning Outcomes

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

1. Review the policy on disability for its effectiveness and compatibility with the disability challenges in Pakistan

2. Identify the gaps in comparisons with the policy and practices of the advanced countries

3. Apply various tools to identify the bias, prejudice and discrimination against minority group including persons with disabilities

4. Conduct ethnographic studies to understand the culture of disability and communities with disabilities

5. Provide consultancy services to the Govt., INGOs and NGOs working in the field of disability.

Contents

Unit-1:   Framework for Education Policy Analysis

1.1   Policy Definition and Scope

1.2   Policy Making

1.3   Conceptual Framework for Policy Analysis

   1.3.1   Analysis of the Existing Situation

   1.3.2   The Process of Generating Policy Options

   1.3.3   Evaluation of Policy Options

   1.3.4   Making the Policy Decision

   1.3.5   Planning Policy Implementation

1.3.6   Policy Impact Assessment

1.3.7   Subsequent Policy Cycles

Unit-2:   Application of Policy Analysis in Educational Planning Activities

2.1   Peru: A Case of Comprehensive/Revolutionary Approach

2.2   Jordan: A Case of Going from the Incremental to the Comprehensive

2.3   Thailand: A Case of Going from the Specific to the Strategic

2.4   Burkina Faso: A Case of Externally Influenced Comprehensive Approach

Unit-3:   Review of Policy Documents

3.1   Reviews of Policy Documents and History of Policy Development on Disability in Pakistan

3.2   Reviews of Policies and Practice and Their Impact on the Quality of Life of Persons with Disabilities (PWDS).

3.3   The Policy Gaps in Early Identification, Assessment and Intervention of Disabilities

3.4   The Policy Gaps in the Access to Equitable Quality Inclusive Education

3.5   Policy Gaps in the Access and Provision of Healthcare Services to PWDS.

3.6   Policy Gaps in the Access to and Provision of Decent Employment.

3.7   Policy Gaps in the Provision of Leisure Time Facilities

3.8   Policy Gaps in Provision of Old Age Benefits

3.9   Policy Gaps in Prevention and Control of Disability

3.10   Policy Gaps in Protection of Basic Human Rights

3.11   Policy Gaps in Safety, Justice and Protection

Teaching Learning Strategies

Review and Analysis of Policy Documents, Group Discussion, Case Studies

Assignments Types and Number with Calendar

Review of Policy Documents, Critical Analysis of Policy Documents
01 Before Mid Term, 01Before Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9th Week
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 in the form of a term paper.

Suggested Reading

Archer, M. (1979). *Social origins of educational systems*. Beverley Hills: SAGE.

Archer, M. (1992). *The sociology of education expansion*: *Take-off, growth, and inflation in educational systems*. Beverley Hills: SAGE.

Baird, R. M., Stuart R., & Toombs, S. K. (2009). *Disability: The social, political, and ethical debate.* Amherst: Promethus.

Bickenbach, J.E. (2012). *Ethics, law and policy*. New Delhi: SAGE.

Blaug, M. (1987). *The economics of education and the education of an economist*. Oxford: Pergamon Press.

Botth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. Manchester: Centre for Studies on Inclusive Education (CSIE).

Brock, B., & Swinton, J. (Eds.). (2012). *Disability in the Christian tradition: A reader.* Cambridge: Eerdmans Publishing Company.

Caillods, F.(1991). *Educational planning for the year 2000*. IEP Contributions No. 4.

Paris: UNESCO/International Institute for Educational Planning.

Crouch, L. A. l., Spratt J.E. & Cubeddu L. M.(1992). *Examining social and economic impact of education investment and participation in developing countries:*

Educational Impacts Model (EIM) approach. Cambridge: BRIDGES Project.

Galatsidas, A. & Sheehy, F. (2015, July 6). What have the millennium development goals achieved? *The Guardian*. Retrieved 8 April 2016 from millennium - development-goals-achieved-mdgs.

Montoya, S. (2015, June 17). *Why media reports about learning assessment data make me cringe*. Retrieved 8 April 2016 fromhttps://gemreportunesco.wordpress.com/2015/06/17/why-media-reports-about-learning-assessment-data-make-me-cringe/

Quah, J. (2016). *The Role of the Public Bureaucracy in Policy Implementation in Five ASEAN Countries*. Cambridge University Press.

DEPARTMENT OF SPECIAL EDUCATION
University of the Punjab, Lahore

Doctoral Program
Academic Writing
Course Code: (SE-801)

Second Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SE-732	Research in Special Education

Learning Outcomes

After the course completion the learners will be able to:

1. Demonstrate writing skills required for writing a research paper of thesis
2. Demonstrate analytical skills by comparing and reviewing the research work of multiple authors
3. Support their proposed research topics with appropriate research based agreements
4. Prepare the research reports in cohesive and coherent manner

Contents

Unit-1:   Reading Previous Research Work

1.1   Search and Download Previous Researches Related to Your Area of Interest.

1.2   Read the Downloaded Researches Related to Your Area of Interest.

Unit-2:   Review Previous Researches Conducted by Using Following Research Designs

2.1.   Quantitative

  2.1.1   Descriptive

  2.1.2. Experimental

  2.1.3. Co-relational

  2.1.4. Historical

Unit-3:   Qualitative

3.1.   Case study

3.2. Observation

3.2.1. Grounded theory

3.2.2. Phenomenology

Unit-4:   Writing for Academic Research Purpose

4.1.   Compare and Contrast Previous Researches

4.1.1. Write Comparisons Clearly

4.1.2. Write Comparisons Cohesively

4.1.3. Write Comparisons Concisely

4.1.4. Analyze Previous Researches Clearly, Cohesively and Concisely.

4.2.   Summarize the Research Work

4.2.1. Write the Summary Clearly

4.2.2. Write the Summary Cohesively

4.2.3. Write the Summary Concisely

Unit-5:   Writing Evaluation Report of a Dissertation and Research Article

5.1   Writing Research Article

5.2   Writing Dissertation Report

Teaching Learning Strategies

Article Review, Journal Review, Book Review, Report Review, Group Discussion

Assignments Types and Number with Calendar

Proposal /Synopsis /Report Development, Article Writing, Case Studies Development

02 Before Mid Term, 01 Before Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9th Week
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. Comparative Document Analysis OR Critical Review of 02 field dissertations

Suggested Readings

Bailey, S. (2015). *Academic writing: A handbook for international students*. Routledge.

Charles, B., Chris, D., & Jessica, E. (2012). *International advances in writing research: Cultures, places, measures* (Perspectives on Writing). Parlor Press.

Howard, S. B*., & Pamela, R. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). University of Chicago Press.

James, D. L. (2001).*Writing research papers: a complete guide* (10th ed.). Longman.

Judith, M. M. (2001). *Writing the qualitative dissertation: Understanding by doing* (2nd ed.). Psychology Press.

Linda, B. (2009). *Academic research and writing: Inquiry and argument in college* (1st ed.). Pearson.

Linda, L. M., & Edward R. B. M. (2010). *How to succeed in academics*. University of California Press.

Rowena, M. (2005).*Writing for academic journals*. Open University Press.

Steven, D. E. (2005). Disability: Definitions, Value and Identity. Radcliffe Publishing.

Ruszkiewicz, J. J., Friend, C., Seward, D. E., & Hairston, M. C. (2011). *The Scott foresman handbook for writers*. Longman.

Barnet, S., Bellanca, P., & Stubbs, M. (2005). *A short guide to college writing*. Pearson/Longman.

Douglass, F. (1845). Chapter VII*: Learning to Read and Write" from *Narrative of the life of frederick douglass, an American slave*.
http://sscwriting.kellimcbride.com/pol_douglass_learning.pdf

DEPARTMENT OF SPECIAL EDUCATION
University of the Punjab, Lahore

Doctoral Program
Comparative Special Education
Course Code: (SE-802)

Second Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SE-731	Research, Theory & Practice in Inclusive Education
SE-734	Policy, Legal and Ethical Issues in Disability

Learning Outcomes

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

1. Comprehend existing scenarios of Special Education in national and international perspectives

2. Make comparisons and seek probable solutions to emerging issues

3. Aware about the legislative, instructional and adaptive domains across the countries for better understanding in the field of Special Education

4. Demonstrate foundational knowledge about systematic comparisons across regions, countries, cultures and institutions.

Contents

Unit-1: **Prime Requisites of Special Education at Beginner Level**

1.1 Legal Support System

1.2 Screening, Referral and Early Intervention

1.3 Equality & Equity in Education, Accessibility and Right to Live

Unit-2: **Adaptations**

2.1 Environment

2.2 Curriculum

2.3 Instruction

2.4 Assessment

Unit-3: **Broader Agenda at Secondary & Higher Education**

3.1   Ensuring Inclusion in all Routines of Life Financial Support System

3.2   Empowerment Through jobs and self-Reliance Development of Leadership Skills.

3.3   Social Support and Contribution

Unit-4: **Comparative Knowledge about Developing and Developed Countries**

4.1   Countries of Western Origin (Developed and Developing Countries)

        USA, UK, France, China Russia, Australia, Canada, Japan

4.2   Countries of Asian Origin (Developing and Developed Countries)

        India, Bangladesh, Sri Lanka, Nepal, UAE, Africa, Malaysia

Unit-5: **Comparing Special Education**

5.1   Global Institution of Special Education

5.2   Historical Models and Social Logics of Special Education

5.3   The Institutionalization of Special Education

Teaching Learning Strategies

Reading of Books and Journals, Group Discussions, Document Review and Analysis, Class seminars

Assignment- Types and Number with Calendar

Class Presentations, Paper Writing, Pennell Discussion, Comparative Report

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, paper writing, short tests, quizzes etc.
3	Final Assessment	40%	Written test, term paper, report writing, and open book test etc. will be taken in the sixteenth week of the semester

Suggested Reading

Cowen, R., & Kazamias, A. M. (Eds.). (2009). *International handbook of comparative education* (Vol. 22). Springer Science & Business Media.

Hegarty, S. (1995). *Review of the present situation in special needs education*. UNESCO.

Marshall, J. (2014). Introduction to comparative and international education. London: SAGE.

Richardson, J., & Powell, J. (2011). *Comparing special education: Origins to contemporary paradoxes*. Stanford University Press.

DEPARTMENT OF SPECIAL EDUCATION
University of the Punjab, Lahore

Doctoral Program
Research, Theory & Practice in Inclusive Education
Course Code: (SE-731)

Second Semester
(3 Credit Hours)

Pre-requisite course requirements/skills

Nil

Learning Outcomes

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

1. Review and analyze online resources on research in theory and practice of inclusive education.
2. Analyze research in inclusive education in order to align them with our national needs.
3. Critically review relevant case studies to learn lessons for local consumption.
4. Conduct small-scale studies on local projects to see their usefulness for improvement.
5. Prepare a monograph on inclusive education in Pakistan.

Contents

Unit- 1:   A review of Resources in Inclusive Education

1.1   The Current State of Inclusive Education: Contradictions and Concerns

1.2   Globalization: Internationalization of Inclusive Education

1.3   The Impact of International Agencies on Inclusive Policies

Unit -2:   Current Lines of Research in Inclusive Education

2.1   Different Stakeholders' Perspective on Inclusive Education

2.2   Curriculum and Instructional Accommodation

2.3   Building Partnership Through Collaboration

Unit -3:   Research and Practice in Inclusive Education

3.1   Large-scale Studies on Practice in Inclusive Education

3.2   Small-Scale Studies on Practice in Inclusive Education

3.3   Examining equity in South Asian Countries

3.4   Inclusive Education Policies and Practices in Europe

Unit-4:   Disability Studies and Inclusive Education

4.1   Low Incidence Disability in Inclusive Classroom

4.2   High Incidence Disability in Inclusive Classroom

Unit-5:   Trends in Inclusive Education Practice

5.1   Trends in Inclusive Education Practice at Regional Level

5.2   Trends in Inclusive Education Practice at Interregional Level

5.3   Seminar: Reflection of Inclusive Education Pilot Projects

Unit -6:   Writing a Monograph: Structure and Methodology

6.1   Outlining a Monograph

6.2   Selection of the Content

6.3   Writing and Composing the Content for Monograph

6.4   Finalizing the Manuscript for Monograph

6.5   Printing and Dissemination

Teaching Learning Strategies

Book Reading, Group Discussion, Panel Discussion, Field Visits

Assignments Types and Number with Calendar

Material Development, Quiz, Observational Studies, Documentary

02 Before Mid Term, 02 Before Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9th Week. Paper will be taken
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%	Final term paper, field work and report writing etc.

Suggested Reading

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., & 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. (2002*). Documentation of good practices in special needs and inclusive education.* 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, HKIE, Hong Kong.

Hameed, A. (2005). *Implementing inclusive education in Pakistan: a concept paper*. Lahore: Department of Special Education, University of the Punjab.

Hameed, A. (2005). *Inclusive school: An emerging trend in Pakistan*. Retrieved January3, 2014 from http://www.ied.edu.hk/csnsie/info/proc14.pdf .

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.

Ministry of Social Welfare and Special Education. (2002). *National policy for persons with disabilities*. Islamabad: Govt. of Pakistan

Ministry of Social Welfare and Special Education. (2006). *Plan of action for implementation of national policy for persons with disabilities*. Islamabad: Govt. of Pakistan.

UNESCO (2004). *Changing teaching practice: Using curriculum differentiation to respond to student's diversity*. UNESCO, France.

DEPARTMENT OF SPECIAL EDUCATION
University of the Punjab, Lahore

Doctoral Program
Emerging Trends in Sensory Impairment
Course Code: (SE-810)

Second Semester
(3 Credit Hours)

Pre-requisites of course requirements/skills

Course Code   **Course Title**

SE-731   Research, Theory & Practice in Inclusive Education

Learning Outcomes

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

1. Acquire knowledge about the latest technology applied for the education and assessment of students with sensory impairment

2. Reflect upon the educational provisions available to students with sensory impairment in Pakistan by considering the international perspective of rehabilitation

3. Accomplish frontiers of research and development in the field of sensory impairments.

Contents

Unit-1:   Introduction to Hearing Impairment

1.1   Early Identification of Hearing Loss

1.2   Etiology of Hearing Loss

1.3   Effects of Early Intervention and Early Amplification

1.4   Hearing Aids and other Assistive Technological

1.5   Cochlear Implantation

Unit -2:   Audiologic Evaluation

2.1   Hearing Screening

2.2   Standardization and Precision in the Audiologic Evaluation

2.3   Steps in the Hearing Evaluation

2.4   Speech Audiometry and Additional Test Considerations

2.5   Review of Types of Hearing Loss

2.6   Conductive Hearing Losses Additional Test Considerations

Unit -3:   Hearing, Language and Literacy

3.1   Early Literacy Development

3.2   Nature of Reading and Writing

3.3   Relations Between Spoken and Written Language

3.4   Interrelations Among Phonology, Working Memory, and Reading

3.5   Internal Coding Strategies and Deafness

3.6   Alternative Approaches for Representing Phonology

Unit-1:   Deaf Children: Communication and Language Development

4.1   Sign Language

   4.1.1   Components of Signs and Sign Language

   3.1.2   Standardization of Sign Language

   3.1.3   Controversy on Logical Signs and Natural Signs

4.2   Spoken Language

   4.2.1   Teaching Speech to the Deaf

   4.2.2   Methods of Speech Reading

4.3   Reading and Writing

   4.3.1   Investigation into Reading Writing

   4.3.2   Script, Print, Literacy

   4.3.3   Teaching Reading and Writing

Unit-5:   The Senses and Perception

 5.1.   The Nervous System

 5.2.   The Visual Senses

 5.3.   The Eye

 5.4.   Adaptations for Missing Senses

 5.5.   The Effects of Sensory Loss

Unit-6:   Understanding Low Vision and Blindness

6.1   Concept Development

6.2.   Growth and Development

6.3.   Cognitive Development

6.4.   Vision and Motivation

6.5.   Vision and Emotions

Unit-7:   Basic Areas of Visual Impairment

7.1   Literacy and Visual Impairment

7.2. Curriculum and Visual Impairment

7.2 The Mainstream Curriculum

7.3. Orientation and Mobility

Unit-8:   Management of Deaf-Blindness

8.1. Psychology of Deaf-Blindness

8.2. Classroom Management and deaf –blindness

8.2. Intervention for Deaf-blindness

Teaching Learning Strategies

Text Review, Case Study Review, Panel Discussion, Holding Seminar

Assignments Types and Number with Calendar

Case Studies, Comparison of Research Studies, Lab Assessments, Field Observation
02 Before Mid Term, 01 Before Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9th Week
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 Preparation of 02Case Studies in both areas

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. (2nd ed.). USA: American Foundation for the Blind.

Manduchi, R., & Kurniawan, S. (2013). *Assistive technology for blindness and low vision*. New York: CRC Press.

McGuinness, D. (2006). *Language development and learning to read: The scientific study of how language development affects reading skill*. Mit Press.

McGuinness, D. (2006). *Language development and learning to read: The scientific study of how language development affects reading skill*. Mit Press.

National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), & United States Department of Health. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.

Burton, M. (2009). *Acquired sensorineural hearing loss*. In J. Graham & D. Baguley (Eds.), Ballantyne's Deafness (7th ed., pp. 101–114). London: Wiley.

Crandall, C., & Smaldino, J. (2002). Room acoustics and auditory rehabilitation technology. In J. Katz (Ed.), *Handbook of clinical audiology* (5th ed., pp. 607–630). Philadelphia: Lippincott Williams & Wilkins.

DEPARTMENT OF SPECIAL EDUCATION
University of the Punjab, Lahore

Doctoral Program
Emerging Trends in Developmental Disabilities
Course Code: (SE-810)

Second Semester
(3 Credit Hours)

Pre-requisites of course requirements/skills

Course Code	Course Title
SE-731	Research, Theory & Practice in Inclusive Education
SE-734	Policy, Legal and Ethical Issues in Disability

Learning Outcomes

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

1. Understand the historical and contemporary contexts of developmental disabilities
2. Get in depth understanding about the etiology and causative factors of developmental disabilities
3. Design and implement effective intervention programs for persons with developmental disabilities
4. Plan and execute transition of persons with developmental disabilities
5. Managing aging and gender issues of persons with developmental disabilities.

Contents

> **Unit-1:** **Developmental Disabilities in Todays Context**
>
> 1.1 Introduction to Developmental Disabilities
>
> 1.2 Historical Overview of Developmental Disabilities
>
> 1.3 Changing Perspectives on Developmental Disabilities
>
> 1.4 Trends and Issues in Developmental Disabilities
>
> 1.5 Advocacy and Legal Consideration to Insure Human Rights of Persons with Developmental Disabilities
>
> **Unit-2:** **Emerging Trends in Support and Intervention**
>
> 2.1 An Introduction to Assessment, Diagnosis, Intervention and Services

6.3   Evolving Employment Strategies for Persons with Developmental Disabilities

Unit-7:   Aging and Gender Issues in Developmental Disabilities

7.1   History of Gender and Developmental Disabilities

7.2   Gender Issues in Employment of Developmental Disabilities

7.3   Input of Gender on Relationship and Friendship

7.4   Health Care Disparities

7.5   Health Management and Health Promotion as People Age

7.6   Social Connectedness and Quality of Life

Teaching Learning Strategies

Reading of Books and Journals, Group Discussions, Case Study, Class seminars, Field Work and Discussion

Assignment- Types and Number with Calendar

Class Presentations, Development of Case Study, Development of IEP and portfolio, Development of Transitional Plan and Develop Guidebook for Intervention Planning

02 assignments before mid-term exam and 03 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, presentation of case study, development of portfolio, short tests, quizzes etc.
3	Final Assessment	40%	Written test, term paper will be taken in the sixteenth week of the semester

Reading Material

Wehmeyer, M. L., Brown, I., Percy M., Shogren, K. A., & Fung, W. L. A. (2017). *A comprehensive guide to intellectual & developmental disabilities (2nd 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.

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

Rioux, M.H., Pinto, P. C., & Perekh, G. (2015). *Disability rights monitoring, and social change: Building power out of evidence.* Toronto: Canadian Scholars' Press.

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

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.

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.

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.

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.

Shannon, P., & Tappan, C. (2011). Identification and assessment of children with developmental disabilities in child welfare. *Social Work*, 56(4), 297-305.