

B.Ed. (Special Needs)**(14+1 Model)****Paper II: Introduction to Exceptional Children****03 Credit Hours****Max. Marks:100****Course Descriptions:**

This course provides students with an opportunity to understand knowledge about each category of exceptionalities. Through this course, emphasis has been laid upon the part played by Special School in detecting, identifying assessing and meeting the needs of children with different Special educational needs.

Objectives.

1. Compare categorical and non- categorical perspectives of students with disabilities.
2. Discuss general cross categorical characteristics of students with disabilities.
3. Make comparisons about students with different categories.
4. Discuss organized and environmental causes of various disabilities.

1. Classification System of Exceptionalities.

- 1.1 U.S. Department of Education's classifications
- 1.2 International classifications of Diseases (ICD)
- 1.3 Diagnostic and Statistical Manual (DSM)
- 1.4 World health Organization Classification
- 1.5 Pre-referral and Referral Assessment

2. Learning Disability.

- 2.1 Definitions, prevalence and classification
- 2.2 Characteristics of Learning Disabled Children
- 2.3 Specific Disorders
 - a) Attention Deficit Disorders
 - b) Dyslexia

3. Gifted and Talented Children.

- 3.1 Definition, Concepts, and prevalence
- 3.2 Characteristics
- 3.3 Identification and Instructional Approaches

4. Emotional and Behavior Disorder.

- 4.1 Definition, Concept, Prevalence

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- 4.2 Classification
- 4.3 Characteristics
- 4.4 Specific Disorder
 - a) Anxiety
 - b) Oppositional Behavior
 - c) Temper Tantrums
 - d) Social Problems
 - e) Autism

5. Physical and Other Health Impairments

- 5.1 Definition, Concept, Prevalence
- 5.2 Classification
- 5.3 Characteristics
- 5.4 Specific Impairments
 - a). Traumatic Brain Injury
 - b). Epilepsy
 - c). Cerebral Palsy
 - d). Polio
 - e). Asthma
 - f). Arthritis
 - g). Diabetes
 - h). Cardiac Problems
 - i). Tuberculosis
 - j). Others

6. Mental Retardation

- 6.1 Definition, Prevalence, Classification
- 6.2 Characteristics
- 6.3 Levels of mental retardation
 - 6.4.1 Mild Retardation
 - 6.4.2 Moderate Retardation
 - 6.4.3 Severe Retardation
 - 6.4.4 Profound Retardation

6.4 Offshoots of Mental Retardation

- 6.4.1 Autism
- 6.4.2 Slow learners
- 6.4.3 Down's Syndrom
- 6.4.4 Hydrocephalus
- 6.4.5 Microcephalus

7. Hearing Impairment

- 7.1 Definition, Prevalence, Classification
- 7.2 Characteristics
- 7.3 Other consideration
 - 7.3.1 Reading
 - 7.3.2 Writing
 - 7.3.3 Speech and Language
 - 7.3.4 Social
 - 7.3.5 Emotional

8. Visual Impairment

- 8.1 Definition, Prevalence, Classification
- 8.2 Characteristics
- 8.3 Specific Disorders
 - 8.3.1 Nystagmus
 - 8.3.2 Myopia
 - 8.3.3 Hyperopia
 - 8.3.4 Disorder of lense
 - 8.3.5 Disorder of Acqus humor
 - 8.3.6 Squient
 - 8.3.7 Disorder of optic nerve

Recommended Books:

1. Haring, N.G. (1986). Exceptional Children and Youth. Columbus: Merrill
2. Heward, B. (2000). Exceptional Children, New Jersay: Prentic Hall
3. Smith D.D. (1998). Introduction to Special Education. Boston: Allyn & Bacon
4. Bigge, L.J. (1991). Teaching Individuals with physical and Multipl handicapped (3rd Ed.). New Jersey: Merrill Pub. Co.
5. Tabin & Micheal, J. (1994). Visually handicapped people. London : David Fulton.

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(14+1 Model)

Paper III: Human Development and Learning

03 Credit Hours

Max. Marks: 100

Course Descriptions:

A foundation course in the theories, patterns, and principles of development prenatal through adolescence, in depth, including the study of physical, social-emotional, cognitive and language development of typical and typical individuals. An examination of theories to include piaget, Erickson, Vygotsky, Skinner, and others and their implications for cognitive, linguistic, physical, and social/emotional development. An exploration of human development in the context of gender, family, culture, and society.

Objectives.

1. An understanding of the diverse array of theories in the field and the strength and shortcomings of each.
2. An understanding of basic research strategies to investigate child development.
3. Knowledge of both the sequence of child development and the processes that underlie it.
4. An understanding of the impact of context and culture on child development.
5. A sense of the interdependency of all domains of development- physical, cognitive, emotional, and social.

Course Details:

1. **Theory and Research in Child Development**
 - 1.1 Child Development as an Interdisciplinary, Scientific, and Applied Field
 - 1.2 Basic Themes and Issues
 - a) Organismic versus Mechanistic Child
 - b) Continuity versus Discontinuity in Development
 - c) Nature versus Nurture
 - d) A balanced point of view
 - 1.3 Historical Foundations
 - 1.4 Common Methods Used to Study Children
2. **Foundation of Development**
 - 2.1 Biological Foundations, Prenatal Development, and Birth
 - 2.2 Infancy: Early Learning, Motor Skills, and Perceptual Capacities
 - 2.3 Physical Growth

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Paper III: Human Development and Learning

03 Credit Hours

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3. Knowledge of both the sequence of child development and the processes that underlie it.
4. An understanding of the impact of context and culture on child development.
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course Details:

1. Theory and Research in Child Development

- 1.1 Child Development as an Interdisciplinary, Scientific, and Applied Field
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2. Foundation of Development

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- 2.2 Infancy: Early Learning, Motor Skills, and Perceptual Capacities
- 2.3 Physical Growth

3. Cognitive and Language Development

- 3.1 Piagetian and Vygotsky perspectives
- 3.2 An Information- processing Perspectives
- 3.3 A Psychometric Perspective
- 3.4 Language Development

4. Personality and Social Development

- 4.1 Emotional Development
- 4.2 Self and Social Understanding
- 4.3 Moral Development
- 4.4 Development of Sex-Related Differences and Gender Roles

5. Contexts of Development

- 5.1 The Family
- 5.2 Peers, Media, and Schooling

6. Learning

- 6.1 Definition of Learning.
- 6.2 Process of Learning.
- 6.3 Theories of Learning.

Recommended Books:

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

B.Ed. (Special Needs)**(14+1 Model)****Paper IV: CURRICULUM FOR SPECIAL CHILDREN****03 Credit Hours****Max. Marks: 100****Course Descriptions:**

The aims of this course is to provide an introduction to curriculum development. Emphasis will be given to recent development associated with the curriculum in different categories of exceptionalities. The course also aims to examine selected principles and procedures of curriculum construction and in particular emphasizes the place of instructional theory in the curriculum.

Objectives.

1. Conceptualize the term curriculum
2. Describe the various concepts related with curriculum
3. Outline the components of curriculum
4. Contrast between curriculum and instructional models
5. Explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
6. Provide practical suggestions for modifying classroom practices to meet the needs of special children

Course Details:**1. Introduction.**

- 1.1 Definition and Concepts of Curriculum
- 1.2 Definition and Concept of:
 - 1.2.1 Curriculum Planning::
 - 1.2.2 Curriculum Development
 - 1.2.3 Curriculum Implementation
 - 1.2.4 Curriculum Evaluation
- 1.3 Curriculum in Special Education
 - 1.3.1 Normal Curriculum
 - 1.3.2 Modified Curriculum
 - 1.3.3 Development Curriculum

2. Curriculum and Special Needs

- 2.1 Definition and Concept of Special Education Needs
- 2.2 Special Needs and Curriculum Requirements

3. Design of the Curriculum

- 3.1 Design for Special Needs
- 3.2 General Design
- 3.3 Approach the Balance

4. Aspects of Curriculum for Special Needs

- 4.1 The Importance of Clarity and Organization
- 4.2 Curriculum Structure
- 4.3 Teaching Methods
- 4.4 Evaluation

5. Curriculum Development and Delivery

- 1.1 Curriculum and Learner Development
- 1.2 Mastery Learning
- 1.3 Common Core Curriculum
- 1.4 Individualization
- 1.5 The Future

Recommended Books:

Brennan, W.K. (1987). Curriculum for Special Needs. Milton Keynes: Open University press.

B.Ed. (Special Needs)**(14+1 Model)****Paper V: Educational Diagnosis and Assessment in
Special Education****03 Credit Hours****Max. Marks: 100****Course Descriptions:**

This course aims to introduce concepts, principles, and strategies underling the assessment and monitoring of children with special needs. Its basic aims are to develop professional skills in diagnostic assessment, consultation and reporting results.

Objectives.

1. To understand the use of different assessment methods in various phases of special education process.
2. To conceptualized the decisions that school personnel make using assessment information.
3. To familiarize with different methods are used to collect assessment information.
4. To understand the major assumptions underlying contemporary assessment practices.
5. To conceptualize the guidelines that should be followed in the assessment process.

Course Details:**1. Introduction****1.1 Definition and Concepts of:**

- 1.1.1 Assessment
- 1.1.2 Test
- 1.1.3 Measurement
- 1.1.4 Evaluation
- 1.1.5 Portfolio

1.2 Steps in the Assessment Process

- 1.2.1 Screening Students
- 1.2.2 Classifying and Placing Students
- 1.2.3 Measuring Student progress

1.3 Measurement Concepts

- 1.3.1 Basic Statistical Concepts
- 1.3.2 Reliability
- 1.3.3 Validity
- 1.3.4 Norm-Reference and Criterion-Referenced Testing

2. Essential Skills

- 2.1 Test Scores and What they Mean
 - 2.1.1 Raw Scores
 - 2.1.2 Norm-Referenced Scores
 - 2.1.3 Criterion-Referenced Scores
- 2.2 Selecting and Evaluation Assessment Instrument
- 2.3 Test Administration, Scoring, Interpretation and Reporting.

3. Case History

- 3.1 Definition and Concept
- 3.2 Areas of Case History
- 3.3 How to gather Information through Case History
- 3.4 Working on Different Case History Proformas

4. Assessment of Different Areas

- 4.1 Developmental Assessment
- 4.2 Assessment of Perception and Motor Proficiency
- 4.3 Assessment of Language
- 4.4 Assessment of Behavior
- 4.5 Assessing the Intelligence
- 4.6 Assessment of Adaptive Behavior

5. Assessment of Academic Areas

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

Recommended Books:

1. Mccloughlin, J.A. and Lewis, R.B. (1986) Assessing Special Students. (2nd Ed.). Columbus Charles & Merrill
2. Swausow, H.L. and Watson, B.L. (1982) Educational and Psychological Assessment of Exceptional Children. St. Loui. The C.V. Mosby,
3. Carr, M. (2002) Assessment in Early Childhood Setting. Lodow: Paul Chapman.
4. Venn, J.J. (2000) Assessing Students with Special Needs. (2nd Ed.). New Jersey: Merrill.
5. Salvia, J. and Ysseldyke, J.E. (1991). Assessment (5th Ed.) Boston: Houghton Mifflin.
6. Walsh, W.B. and Betz, N.E (1990). Test and Assessment. (2nd Ed.). New Jersey:

B.Ed. (Special Needs)**(14+1 Model)****Paper VI: Learning and Instructional Program****03 Credit Hours****Max. Marks: 100****Course Descriptions:**

This course involves a study of the concepts of learning theory and application of the principles of learning to instructional program. It provides focuses on the design and evaluation of an instructional program for a child with special needs.

Objectives.

1. Define learning and instruction.
2. Describe the influence of the nature of learning on instructional method.
3. Describe the implications of learning style on instructional delivery.
4. Explain how theories of learning can influence a learning student.
5. Define and describe the various taxonomies of educational objectives and their significance.
6. Write objectives suitable for the various levels of domains.
7. Define and understand the concept of task analysis.
8. Prepare an IEP for a child with special needs.
9. Describe different methods of instructions for a child with special needs.
10. Explain how instructional strategies can be adapted to meet the needs of students with exceptionalities.

Course Details:

1. **Specific Principles of Learning.**
 - 1.1 Definition and Concept of Learning
 - 1.2 Principles of Learning
 - a) Concept Learning
 - b) Verbal Learning
 - c) Discrimination Learning
 - d) Learning Connected Discourse
 - 1.3 Theories of Learning
2. **Instructional Objectives and Task Analysis**
 - 2.1 Relationship of Annual Goals and Instructional Objectives to the IEP
 - 2.2 Annual Goals
 - 2.3 Instructional Objectives
 - 2.4 Task Analysis and Skill Sequencing
 - 2.5 Methods of Generating Task Analysis

3. Instructional Strategies

- 3.1 Basic Teaching Model
- 3.2 Application of General principles Influencing Acquisition
- 3.3 Application of General Principles Influencing Retention
- 3.4 Application of General principles Influencing Transfer of knowledge

4. Reinforcement Condition

- 4.1 positive Reinforcement
- 4.2 Type of Reinforcers
- 4.3 Designing a Token-Reinforcement System
- 4.4 Selection of Reinforcers
- 4.5 Delivery of Reinforcement
- 4.6 Self-Management: Implications for Developing Independent Behavior

5. Technology and Children with Exceptionality

- 5.1 Assistive Technology and independence
- 5.2 Instructional Technology
- 5.3 Technology for Assessing Classroom Performance
- 5.4 Technology and the Future

Recommended Books:

Wehman, P. and McLaughlin, P.J. (1981). Program Development in Special Education: Designing Individualized Education Program. New York: McGraw Hill Book Co.

Couthinho, M.J. and Repp, A.C. (1999). Inclusion: The Integration of Students With Disabilities Belmont, CA: Wadsworth Pub. Co. 183-205.

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Paper VII: Optional 1 (student will select any one of the following

- i) Teaching Reading to Exceptional children**
- ii) Teaching Science to Exceptional children**
- iii) Teaching Oral Language to Exceptional Children**

03 Credit Hours

Max. Marks: 100

i) Teaching Reading to Exceptional children

Course Descriptions:

A study of the nature of reading disability, diagnostic and corrective instructional
Techniques and materials for use with students in regular and self-contained classroom.

Objectives:

- 1) Identify the major features of the reading process.
- 2) Describe activities for building vocabulary while teaching the children with special needs.
- 3) Describe the major aspects of reading comprehension while teaching children with special needs.
- 4) Describe the steps in effective study.
- 5) Distinguish various problems of readers.
- 6) Plan activities for children with special needs to include directed reading, supervised reading.
- 7) Conduct diagnostic and assessment tools of reading difficulties in detail.

PART- A (35 Marks)

Assessment of Reading Skills

- 1. Consideration of Reading in Assessment
- 2. Diagnostic Reading Scales
- 3. Test of Reading Comprehension
- 4. Informal Reading Inventory
- 5. Formal Reading Tests

Recommended Books:

McLoughlin, J.A. (1986). Assessing Special students. Columbus: Merrill
pub. Co,pp,248-286

PART-B (35 Marks)

Teaching Reading Skills

1. Reading in the curriculum
2. Teaching Reading Skills
3. General Approach to Reading Instruction
4. Implementing the Reading Program
5. Activities

Recommended Reading

1. Wood, J.W. (1989). Mainstreaming: A practical Approach for Teachers. Columbus: Merrill pub. Co, pp, 201-226.
2. Stakes, R. and Hornby, G. (1988). Meeting Special Needs in Mainstream Schools: A Practical Approach to Teachers. London: David Fulton pub. Co, pp, 55-63

PART-C (30 Marks)

Practicum

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

ii) Teaching Science to Exceptional Children

PART-A (35 Marks)

Assessment

1. Assessing Students
2. Assessing the Learning Environment
3. Assessing Instructional Material
4. Basic Problems for the Understanding of Science Concepts
5. Formal and Informal Methods

Recommended Books:

Wood, J.W. (1989). Mainstreaming: A practical Approach for Teachers. Columbus: Merrill pup. Co, pp. 301-341

PART-B (35- Marks)**Remediation:**

1. Goals and Objectives
2. Major Approaches to Teaching Science
3. Instructional Methodologies
4. Adaptations and Modifications
5. Computer Application in Teaching of Science for Children with Special Needs

Recommended Books:

Thurber, W.A. and Collette, A.T.(1977). Teaching Science in Today's Secondary School (2nd ed). Boston :Allyn and Bacon,pp.447-480

PART-C (30 Marks)**Practicum:**

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

iii) Teaching Oral Language to Exceptional Children**Course Description:**

A study of the nature of Oral Language, diagnostic and corrective instructional techniques and material for use with students in regular and self-contained classroom.

Objectives:

1. Identify the major features of the oral language.
2. Describe activities for development of oral language when teaching children special needs.
3. Describe the major aspects of oral language when teaching children with special needs.
4. Describe the steps involve in oral language development.
5. Distinguish among various types of oral language problems.
6. Plan activities in the area of oral language development for children with special needs.
7. Conduct diagnostic and assessment tools of oral language difficulties in detail.

PART- A (35 Marks)**Assessment:**

1. Consideration in Assessment of Oral Language
2. Comprehensive Measures of Oral Language
 - a. Strategies for Assessing Articulation
 - b. Strategies for Assessing Comprehension Oral language
 - c. Assessment of Oral Language within the Context of the classroom.

Recommended Book:

1. McLoughlin, J.A. and Lewis, R.B. (1986). Assessing Special Children (2nd ed). Columbus: Merrill pub. Co., pp., 351-387.
2. Venn, J.J. (2000). Assessing Students with Special Needs (2nd ed.). Newjersey: Merrill pub. Co., pp., 274-317.

PART-B (35 Marks)**Remediation:**

1. Language Programming within the Curriculum
2. Instructional Approaches
3. Important Areas
 - 1.1 Pronunciation
 - 1.2 Spelling
4. Instructional Activities
5. Remedial Models

Recommended Book:

Wood, J.W. (1989). Mainstreaming: A practical Approach for Teachers. Columbus: Merrill pub Co., pp., 196-249

PART- C (30 Marks)**Practical:**

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

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Paper VIII: Optional II:

Student will select any one of the Following:

- i) Teaching Writing to Exceptional children**
- ii) Teaching Mathematics to Exceptional children**
- iii) Teaching Art and Creative Skills to Exceptional Children.**

i) Teaching Writing to Exceptional Children:

Course Descriptions:

Theories and practices of writing as related to the education of students with special needs and handicapping conditions. Specific topics include assessment, individualized educational plans, instructional delivery, and inclusive writing programs for exceptional children.

Objectives:

1. To develop and/or improve rate, comprehension and quality of writing of children with special needs.
2. To develop / improve writing skills and written products of children with special needs.
3. To make writing skills meaningful for children with special needs.
4. To develop / improve writing skills necessary for living with community.
5. To foster motivation and interest of special children in developing writing skills.

Part- A (35 Marks)

Assessment of Writing Difficulties:

1. Consideration in Assessment of writing Language
2. Strategies for Assessing Spelling
3. Strategies for Assessing Handwriting
4. Strategies for Assessing Composition
5. Assessment within the Context of the Classroom

Recommended Book:

1. McLoughlin, J.A. (1986). Assessing Special Students: Columbus: Merrill pub. Co., pp., 351-387.
2. Venn, J.J. (2000). Assessing Students with Special Needs (2nd ed). Newjersey: Merrill pub. Co., pp., 274-317

Part – B (35 Marks)**Remediation:**

1. Definition and Concept
2. The classification of Learning Difficulties in Writing
 - 2.1 The development of Writing
 - 2.2 Remediation of Writing and Spelling Difficulties
3. Writing Difficulties
 - 3.1 Difficulties in Composition, Formulation, and planning Grammatical Structure
 - 3.2 Difficulties with Handwriting
4. Spelling and other Difficulties
 - 4.1 Spelling Difficulties
 - 4.2 Problems with Punctuation and Space
5. Formal and Informal Measures

Recommended Books:

Wood, J.W. (1989). Mainstreaming: A Approach for Teachers. Columbus: Merrill pub. Co., pp., 254-298.

Part – C (30 Marks)**Practical:**

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

ii) Teaching Mathematics to Exceptional Children:**Course Descriptions:**

Developing a comprehensive perspective of diagnostic and corrective needs of individual with mild disabilities. Emphasis will stress on concept and skill development.

Objectives:

1. To develop / improve rate, comprehension and quality of mathematical skills in children with special needs.
2. To develop / improve mathematical skills its products of children with special needs.
3. To make mathematical skills meaningful for children with special needs.
4. To develop / improve mathematical skills necessary for living in community.
5. To foster motivation and interest of special children in developing mathematical skills.

Part-A (35 Marks)

Assessment:

1. Consideration in Assessment of Mathematics
2. Keymath Diagnostic Arithmetic Test
3. Other Formal and Informal Measures
4. Diagnosis of Mathematical Problems
5. Assessment of Mathematical Skills within the Context of the Classroom

Part – B (35 Marks)

Remediation:

1. Definition and Concept of Mathematics Disorder
2. The classification of Learning Difficulties in Mathematics
3. The Remediation of Difficulties in Mathematics
4. Specific Difficulties in Mathematics
 - 4.1 Difficulty with Reading and Writing Numbers
 - 4.2 Difficulty with Calculations
 - 4.3 Spatial Difficulties
5. Higher Order Difficulties in Mathematics
 - 5.1 Difficulty in Understanding mathematics
 - 5.2 Difficulty with the Language of Mathematics

Part - C (30 Marks)

Practical:

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

Recommended Books:

1. Harding, L. (1986). Learning Disabilities in the Regular Education Classroom London Croom Helm
2. Segal, S. and Varma, V. (1991). Prospects for people with Learning Difficulties. London: David Fulton Publishers
3. Shears, R. and Suewood (1986). Teaching Children with Learning Difficulties. London: Croom Helm
4. Stakes, R. and Hornby, G. (1988). Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers: London: David Fulton Publishers

iii) Teaching Art and Creative Skills to Exceptional Children:

Course Descriptions:

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

Part – A. (35 Marks)

Art Activities for Children with Special Needs:

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

Part – B (35 marks)

Art Activities for Gifted Children:

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

Part – C(30 marks)

Practical:

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

Recommended Books:

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

B.Ed. (Special Needs)**(14+1 Model)****Paper IX: Teaching of Exceptional Children in Regular Classroom****03 Credit Hours****Max. Marks: 100****Course Descriptions:**

A study of models for the planning and delivering of instruction to students with special educational needs who require an individualized general curriculum with emphasis on methods for meeting these needs within the regular classroom.

Objectives.

1. Define mainstreaming and describe the models of mainstreaming.
2. Identify the variables that affect mainstreaming and plan how to remove it.
3. Define effective instruction and good pedagogy.
4. Design a model for effective instruction and implement on it.
5. Define IEP and design it according to the special educational needs of children.
6. Work effectively with special students, paraprofessionals, regular classroom teachers, and parents of exceptional children.
7. Understand how to manage a mainstreamed environment.

Course Details:**1. Mainstreaming: An Overview**

- 1.1 Definition and Concept of Mainstreaming
- 1.2 Benefits of Mainstreaming
 - b) Benefits for the Regular Classroom Student
 - c) Benefits for the Exceptional Student
 - d) Benefits for the Teachers
 - e) Benefits for the School
 - f) Benefits for the Society
- 1.3 Setting the Stage for Mainstreaming
 - a) Attitudes
 - b) Preparation
 - c) Facilitating the Development of peer Relationships

2. Effective Instruction

- 2.1 Definition and Concept
- 2.2 Good pedagogy
- 2.3 A model for Effective Instruction
- 2.4 Instructional Strategies

3. Strategies to Develop Individualized program

- 3.1 Identification and Assessment
- 3.2 Individualized Education Program
- 3.3 Assessment Based Instruction
- 3.4 Evaluation

4. Feelings, Expectations, and Interactions

- 4.1 The Importance of good Personal Interactions
- 4.2 Handicapped Student or Handicapping Situations
- 4.3 Teacher Expectation and Student Behavior
- 4.4 The Quality of Student Interaction
- 4.5 Enhancing Interaction Between Exceptional students and their peers
- 4.6 Strategies for Working with others significantly
 - a) Paraprofessionals
 - b) Regular Class Teachers
 - c) Parents

5. Designing a Mainstreamed Environment

- 5.1 The Learning Environment
 - a) Physical Facilities
 - b) Affective Climate
 - c) Instructional Materials, Equipment and Resources
 - d) Scheduling
- 5.2 Classroom Management
 - a) Instructional Management
 - b) Behavioral management
- 5.3 The Instructional Process

Recommended Books:

Wood, J.W. (1989). Mainstreaming: A Practical Approach for Teachers. Columbus: Merrill pub. Co., pp., 2-34

Gearheart, B.R. et al. (1988). The Exceptional Student in the Regular Classroom (4th ed). Columbus: Merrill Pub. Co., pp., 53-88

Ysseldyke, J.K. and Algozzine, B. (1995). Special Education: A Practical Approach to Teachers (3rd ed). Boston: Houghton Mifflin Co., pp., 121-160

B.Ed. (Special Needs)**(14+1 Model)****Paper X: Practicum****03 Credit Hours****Max. Marks: 100**

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

1. Attachment as teaching assistant in different classes for a period of one month in any one of the following area of specialization:
 - 1.1. Hearing Impairment
 - 1.2. Visual Impairment
 - 1.3. Physical Handicap
 - 1.4. Learning Disability
 - 1.5. Mental Retardation
1. Carefully supervise practicum where students plan and teach 30 lessons. There practicum will be carefully supervised and all teachers working with students will evaluate the performance. This informance will then be shared and discussed with students. Emphasis will be on development of proper competence and work attitude in the student 2nd teachers.

Examples of practicum activities included:

- Teaching organization skills (following daily schedule)
- Provision of instructional support, parallel curriculum, and efforts to actively modify the general education curriculum
- Use of augmentative and alternative communication (AAC) techniques to support individuals with visual impairments and multiply disabilities.
- Consultation with classroom staff to support newly acquired communication skills.
- Social skills instruction using peer tutoring arrangements
- Consultation with teachers to facilitate the generalization of social skills across school and vocational settings.
- Instruction of functional reading skills that include choice-making to enhance daily living activities and sight words to facilitate transition between classes.
- A functional behavior assessment should be conducted to understand a frequent and complicated set of behaviors.

Consultation and collaboration with the paramedical personnel to develop appropriate intervention.

The practicum opportunity in Special Education should be provided to serve as a culmination of the students' training to work with exceptional children. The experience provides students with the opportunity for guided application and practice of skills learned through coursework and earlier field based survey, and the opportunity for continued skill acquisition and development.

- a) Select content area goals appropriate to the teaching site;
- b) administer and, when necessary, construct initial and ongoing assessment measures.
- c) Construct an in-class individualized education program for at least one student;
- d) Maintain student performance data and records;
- e) Plan and deliver instruction;
- f) Provide an organized instructional program for individuals and groups;
- g) Evaluate the classroom instructional program ;
- h) Effectively communicate with parents, teachers, principals, and other school personnel;
- i) Provide assistance to training others;
- j) Make specialized adaptations for students with special needs;
- k) Performing of practicum requirements in a thoroughly professional and ethical manner;