

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

- 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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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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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.