



**GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, NEW DELHI
(UNIVERSITY SCHOOL OF EDUCATION)**

Bachelor of Education - Special Education (HI/ID/LD/ASD)

COURSE OUTCOME (CO)

AREA – A:

CORE COURSES

HUMAN GROWTH & DEVELOPMENT

- CO 1. Explain the process of development with special focus on infancy, childhood and adolescence.
- CO 2. Critically analyze developmental variations among children.
- CO 3. Comprehend adolescence as a period of transition and threshold of adulthood.
- CO 4. Analyze different factors influencing child development.

CONTEMPORARY INDIA AND EDUCATION

- CO 1. Explain the history, nature and process and Philosophy of education.
- CO 2. Analyze the role of educational system in the context of Modern Ethos.
- CO 3. Understand the concept of diversity.
- CO 4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

LEARNING TEACHING AND ASSESSMENT

- CO 1. Comprehend the theories of learning and intelligence and their applications for teaching children
- CO 2. Analyze the learning process, nature and theory of motivation
- CO 3. Describe the stages of teaching and learning and the role of teacher
- CO 4. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

PEDAGOGY OF TEACHING SCIENCE

- CO 1. Explain the role of science in day to day life and its relevance to modern society.
- CO 2. Describe the aims and objectives of teaching science at school level.

- CO 3. Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- CO 4. Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences and demonstrate skills to design and use various evaluation tools to measure learners achievement in sciences.

PEDAGOGY OF TEACHING MATHEMATICS

- CO 1. Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- CO 2. Describe the aims and objectives of teaching Mathematics at school level.
- CO 3. Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- CO 4. Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences and Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

PEDAGOGY OF TEACHING SOCIAL SCIENCE

- CO 1. Explain the concept, nature and scope of social science.
- CO 2. Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- CO 3. Develop skills in preparation and use of support materials for effective social science teaching.
- CO 4. Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

PEDAGOGY OF TEACHING HINDI

- CO 1. Familiar with the contribution of language in the life and development of the individual society
- CO 2. Experience basic language skills and their role in language learning

CO 3. Skilled in unit planning and lesson planning process.

CO 4. Will be able to determine and write specific practical objectives of Hindi teaching

PEDAGOGY OF TEACHING ENGLISH

CO 1. Explain the principles of language teaching, and evolution and trends in English literature.

CO 2. Prepare an instructional plan in English.

CO 3. Adapt various approaches and methods to teach English language.

CO 4. Use various techniques to evaluate the achievement of the learner in English.

AREA – B:

CROSS DISABILITY AND INCLUSION

INCLUSIVE EDUCATION

CO 1. Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.

CO 2. Explicate the national & key international policies & frameworks facilitating inclusive education.

CO 3. Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.

CO 4. Describe the inclusive pedagogical practices & its relation to good teaching.

INTRODUCTION TO SENSORY DISABILITIES

CO 1. Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.

CO 2. Explain the issues & ways to address challenges in educating students with hearing loss.

CO 3. Describe nature, characteristics & assessment of students with low vision & visual impairment.

CO 4. Suggest educational placement and curricular strategies for students with low vision, visual impairment & deaf-blindness.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

- CO 1. Discuss the characteristics and types of learning disability, Intellectual Disability and Autism Spectrum Disorder.
- CO 2. Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- CO 3. Explain the characteristics and types of Intellectual disability.
- CO 4. Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

- CO 1. Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
- CO 2. Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
- CO 3. Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
- CO 4. Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

GUIDANCE & COUNSELLING

- CO 1. Apply the skills of guidance and counselling in classroom situations.
- CO 2. Describe the process of development of self-image and self-esteem.
- CO 3. Appreciate the types and issues of counselling and guidance in inclusive settings.

EARLY CHILDHOOD CARE AND EDUCATION

- CO 1. Explain the biological & sociological foundations of early childhood education.
- CO 2. Describe the developmental systems approach and role responsibilities of

Inter-disciplinary teams for early education of children with disabilities.

CO 3. Enumerate the inclusive early education pedagogical practices.

APPLIED BEHAVIOUR ANALYSIS

CO 1. Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).

CO 2. Use various measures of behavioural assessment.

CO 3. Apply methods of ABA in teaching and learning environments.

CO 4. Integrate techniques of ABA in teaching programs.

CO 5. Select suitable strategies for managing challenging behaviours.

COMMUNITY BASED REHABILITATION

CO 1. Explain the concept, principles and scope of community based rehabilitation.

CO 2. Learn the strategies for promoting public participation in CBR.

CO 3. Apply suitable methods for preparing persons with disability for rehabilitation within the community.

CO 4. Provide need-based training to persons with disabilities.

CO 5. Develop an understanding of the role of government and global agencies in CBR

APPLICATION OF ICT IN CLASSROOM

CO 1. Gauge the varying dimensions in respect of ICT and Applications in Special Education.

CO 2. Delineate the special roles of ICT Applications.

CO 3. Acquire Familiarity with Different Modes of Computer-Based Learning.

GENDER AND DISABILITY

CO 1. Develop an understanding of human rights based approach in context of disability.

CO 2. Explain the impact of gender on disability.

CO 3. Describe the personal and demographic perspectives of gender and disability.

CO 4. Analyze the issues related to disabled women and girl children.

BRaille AND ASSISTIVE DEVICES

CO 1. Acquire basic information about Braille, its relevance and some important functional aspects.

CO 2. Get basic information on types and significance of different Braille devices.

CO 3. Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability

ORIENTATION AND MOBILITY

CO 1. Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.

CO 2. Acquire basic knowledge of human guide techniques.

CO 3. Describe pre-cane and cane travel skills and devices.

CO 4. Get acquainted with the importance and skills of training in independent living for the visually impaired.

COMMUNICAITON OPTIONS: ORALISM

CO 1. Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.

CO 2. Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.

CO 3. Exhibit beginner level hands on skills in using these options.

CO 4. Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.

COMMUNICAITON OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

CO 1. Discuss the two manual options with reference to Indian special schools.

CO 2. Discuss the relevant issues like literacy, inclusion and training with reference to manual options.

CO 3. Describe manual options in the light of issues like language, culture and identify.

CO 4. Exhibit beginner level hands on skills in using manual options.

CO 5. Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

CO 1. The student-teachers will be equipped with a basic knowledge of Augmentative Alternative Communication.

CO 2. Student teachers will learn about various AAC systems

CO 3. Develop expertise in AAC Assessment, programme planning and strategies.

MANAGEMENT OF LEARNING DISABILITY

CO 1. Explain the concept, causes and characteristics of learning disabilities.

CO 2. Discuss different types of learning disabilities and its associated conditions.

CO 3. Develop teacher made assessment test in curricular areas.

CO 4. Plan appropriate teaching strategies as per the specific needs of children with learning disability.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

CO 1. Develop an understanding of vocational education & its relevance for PWD's.

CO 2. Carry out vocational assessment and make vocational training plan.

CO 3. Plan for transition from School to job.

CO 4. Identify various avenues for job placement at various trades for independent living and empowerment.

**Program: Bachelor of Education - Special Education (Hearing Impairment) -
B.Ed.Spl.Ed.HI**

Program Outcomes (PO)

- PO 1: Comprehend the complexity of human development, contemporary Indian education, pedagogy of various school subjects and assessment for learning.
- PO 2: Develop expertise to understand the nature and education of children with special needs specifically children with hearing impairment.
- PO 3: Gain a conceptual understanding of educational provisions and capabilities for working with children with various disabilities specifically children with hearing impairment in special and inclusive settings.

PROGRAMME SPECIFIC OUTCOMES (PSO)

- PSO 1: Understand the nature and basic concepts of core subjects like human growth and development, educational psychology, educational planning and management and educational evaluation and plan, apply, manage and evaluate the techniques.
- PSO 2: Understand the different types of disabilities and educational setup such as special, integrated and inclusive educational settings as well as in home based programmes. Will be able to work in early intervention centers, all types of schools such as Special, Integrated, Inclusive in the pre-primary and primary levels and home based programmes.
- PSO 3: Develop skills to identify and assess the needs of individuals with Hearing Impairment.
- PSO 4: Develop individualized educational plan/programme, lesson plans and behavior modification strategies for children with Hearing Impairment by assessing case history, case studies proforma.
- PSO 5: Plan and adapt curriculum, teaching strategies and material development to teach children with Hearing Impairment.

PSO 6: Understand the applications of various methods and techniques pertaining to children with Hearing Impairment.

PSO 7: Prepare and use of various teaching aids and uses various assistive devices in classroom management in special, integrated and inclusive educational settings.

PSO 8: Carry out projects to solve the current issues in the class room, home environment and in the community.

PSO 9: Communicate effectively in the three communication options for hearing impaired.

PSO 10: Follows ethical principles and commit to professional ethics and responsibilities and norms of the teaching profession.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):

PEO 1 : Demonstrate effective and professional written, verbal and non-verbal communication, from a personal and interpersonal perspective, in the delivery of Special Educational Services within an organizational environment for Children with Hearing Impairment.

PEO 2 : Demonstrate skills to identify and assess the individuals needs of Children with Hearing Impairment.

PEO 3 : Develop proficiency to Plan and adapt curriculum, teaching strategies and material development to teach children with Hearing Impairment.

PEO 4 : Develop Understanding about different types of disabilities and educational setup such as special, integrated and inclusive educational settings as well as in home based programmes so they will be able to work in all types of schools such as Special, Integrated, Inclusive in the pre-primary and primary levels, Secondary and home based programmes too.

PEO 5: Develop and use of various teaching aids and assistive devices in classroom management in different educational settings.

PEO 6: Develop and Carry out educational rehabilitation projects to solve the current issues in the class room, home environment and in the community.

PEO 7: Develop a system to Communicate effectively in the three communication options for hearing impaired.

PEO 8 : Develop self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.

COURSE OUTCOME (CO)

DISABILITY SPECIALIZATION (HI)

ASSESSMENT AND IDENTIFICATION OF NEEDS (BEDSEHI122111)

- CO 1: Analyze the need and employ the suitable techniques for early identification of hearing loss in children.
- CO 2: Decide about Audiological and speech assessment needed for providing better education to children with hearing impairment.
- CO 3: Analyze and adopt adequate language and communication to smoothen developmental phases of language.
- CO 4: Execute assessment to exhibit specific educational needs of individual with hearing impairment and prepare an educational plan accordingly.

CROSS DISABILITY AND INCLUSION (BEDSE100151)

- CO 1: Synthesize about all disabilities (theory, practical as well as field engagement) and specialization in hearing impairment.
- CO 2: Develop their own perspective about hearing impairment and their inclusion in school (special/inclusive).

INCLUSIVE EDUCATION (BEDSE100114)

- CO 1: Explain Inclusion and the progression from segregation to inclusion.
- CO 2: Appreciate diversity in an inclusive class.

CO 3: Describe key national and international policies and frameworks facilitating inclusive education.

CO 4: Enumerate skills in adapting instructional strategies for teaching in mainstream classrooms.

CO 5: Describe inclusive pedagogical practices and its relation to good teaching.

CO 6 : Describe strategies for collaborative working and stakeholder support in implementing inclusive education.

CO 7 : Explain the role of society in general for successful inclusion.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION (BEDSEHI122116)

CO 1: Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.

CO 2: Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.

CO 3: Describe the need for curricular adaptation and decide suitable adaptation and undertake it.

CO 4: Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

DISABILITY SPECIALIZATION (BEDSEHI122152)

CO 1: Assess hearing capacities of children with hearing impairment.

CO 2: Develop ability to interpret audiogram of children with hearing impairment.

CO 3: Assess and identify parameters of speech of children with or without hearing impairment.

CO 4: Describe the language capacity of a child with hearing impairment.

CO 5: Analyze the cognitive abilities of a child with hearing impairment.

INTERVENTION AND TEACHING STRATEGIES (BEDSEHI122201)

CO 1: Formulate various early intervention programmes to identify infants and children with Hearing Impairment.

CO 2 :Adopt multisensory approaches to ensure development of verbal communication in children with hearing impairment.

CO 3:Employ different methods, techniques and options to facilitate language and communication.

CO 4 : Take several steps, using principals of developing language, in education of children with hearing impairment.

TECHNOLOGY AND DISABILITY (BEDSEHI122203)

CO 1:Comprehend the availability of assistive listening devices and classroom acoustics and its role in educating children with hearing impairment.

CO 2 :Classify different ICT based software and equipment to utilize it in managing speech of individual with hearing impairment.

CO 3 :Use computer programmes and softwares for the development language and communication in children with hearing impairment.

CO 4 :Develop skills and competencies in use of ICT based equipment and softwares to integrate technology for instructions and inclusion.

CO 5 :Apply technology for developing lesson plan and adapted assistive devices.

PSYCHO SOCIAL AND FAMILY ISSUES (BEDSEHI122205)

CO 1:Explain psycho social development of early childhood and role of family.

CO 2 :Assess the family needs and find self-ready to support families for empowering the child with disability.

CO 3 :Appreciate family involvement in educational programs.

DISABILITY SPECIALIZATION (BEDSEHI122251)

CO 1: Carry out aural and speech intervention of children with hearing impairment.

CO 2 : Converse basic Indian Sign Language.

CO 3 :Plan and execute language and subject lessons for children with hearing impairment in school (Special/Inclusive).

MAIN DISABILITY SPECIAL SCHOOL (Related to Area C) (BEDSEHI122253)

CO 1 : Value the work executed by teacher of children with hearing impairment.

CO 2 : Undertaking continuous whole day activities of a teacher and also organize school examination.

CO 3 : Develop teaching learning material useful in teaching children with hearing impairment.

CO 4 : Utilize internet and modern technology for improving the class processes and execute lessons with the help of ICT.

COMMUNICATION OPTIONS: ORALISM (BEDSE100218)

CO 1 : Identify the hearing loss, available oral options and importance of neural plasticity and utilize the early listening opportunities.

CO 2 : Practicing skills required for development of oral communication and ability to monitor and assess auditory skills and speech development.

CO 3 : Utilizing auditory verbal approach in Indian schools and reflect on it to initiate change.

CROSS DISABILITY AND INCLUSION (BEDSE100252)

CO 1 : Examine and remove barriers in education of children with hearing impairment in inclusive school.

CO 2 : Perform all duties of an inclusive teacher in an inclusive school where children with special needs are enrolled.

OTHER DISABILITY SPECIAL SCHOOL (BEDSEHI122254)

CO 1 : Execute the duties of a special teacher in a special school where children with disability other than hearing impairment are enrolled.

CO 2 : Decide the current level of functioning of a child with disability by analyzing the case history.

CO 3 : Support the children with disabilities by improving classrooms with the help of internet and modern technology.

INCLUSIVE SCHOOL (BEDSE100256)

CO 1 : Identify the capacity of children studying in inclusive classrooms.

CO 2 : Construct the various types of plans, calendar of activities and progress report.

CO 3 : Provide the teaching and remedial support by adapting the content, operating the lesson plans and using the TLM and ICT.

CO 4 : Evaluate the attempts made and efforts put by children with special needs in inclusive school.

**Program: Bachelor of Education - Special Education (Intellectual Disability) -
B.Ed.Spl.Ed. (ID)**

PROGRAMME SPECIFIC OUTCOME (PSO)

- PSO 1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning especially to provide intervention for children with Intellectual disability.
- PSO 2. Acquire knowledge & skills about nature and educational needs of children with Intellectual and developmental disabilities.
- PSO 3. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- PSO 4. Enhance knowledge and skills for professional development.

Programme Educational Objectives (PEO's):

- PEO 1** Demonstrate effective and professional written, verbal and non-verbal communication, from a personal and interpersonal perspective, in the delivery of Special Educational Services within an organizational environment for PwID's.
- PEO 2** Critically reflect on personal leadership qualities and create a professional development plan to optimize readiness for assuming leadership roles in organizations and the profession
- PEO 3** Develop proficiency in the analysis of activity as a core skill in the practice of special education.
- PEO 4** Develop educational intervention plans for children with intellectual and other developmental disabilities studying at various settings like special and Inclusive schools.
- PEO 5** Locate and use national and International resources, including appropriate literature within and outside Special Education.
- PEO 6** Develop evidence based intervention plans to rehabilitate children with intellectual disabilities for current practice setting.
- PEO 7** Become the foundation of all education and all civilization of mankind, present and future and personality influence the most, he/she is the model for the students and plays an important role for society and nation building.

PEO 8

Practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. They will be able to promote democratic values and practices in schools and society. Within the school, the teacher will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners.

AREA – C: DISABILITY SPECIALIZATION: INTELLECTUAL DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

- CO 1. Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- CO 2. Understand various procedures, areas and approaches of assessment and their relevance.
- CO 3. Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre-school level
- CO 4. Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

- CO 1. Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
- CO 2. Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
- CO 3. Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
- CO 4. Understand different strategies for curriculum adaptation, accommodation, modification, evaluation and their significance.

INTERVENTION AND TEACHING STRATEGIES

- CO 1. Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.
- CO 2. Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.
- CO 3. Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
- CO 4. Understand nature and identification maladaptive behaviour, develop insight into various modes of its management and various therapeutics interventions, their objectives, scope, modalities, and require intervention.

TECHNOLOGY AND DISABILITY

- CO 1. Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
- CO 2. Understand nature of ICT, its basis, development and apply technology for developing lesson plan and adapted assistive devices.
- CO 3. Use computer programme and software for the benefit of children with ID.
- CO 4. Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.

PSYCHO-SOCIAL AND FAMILY ISSUES

- CO 1. Realize importance and role of family in rehabilitation of children with ID.
- CO 2. Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.
- CO 3. To realize importance of family involvement in rehabilitation process by forming parents self-help group and parent association.
- CO 4. Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
- CO 5. Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.

CROSS DISABILITY AND INCLUSION

- CO 1: Understand the concept of all disabilities (theory, practical as well as field engagement) and specialization in hearing impairment.
- CO 2: Develop their own perspective about intellectual and developmental disabilities and their inclusion in school (special/inclusive).

DISABILITY SPECIALIZATION

- CO 1: Assessment of Special needs of children with intellectual disability.
- CO 2: Develop ability to plan and implement programme.

CO 3: Develop skills to teach concepts as per the requirement of the CwID.

CO 4: Ability to choose appropriate adaptations to teach.

DISABILITY SPECIALIZATION

CO 1: Ability to assess the needs of Special children on various tools.

CO 2: Develop skills to teach students at various levels and settings.

CO 3: Enhance ability to sensitize siblings, peer group, teachers and parents of PwID's.

MAIN DISABILITY SPECIAL SCHOOL

CO 1: Planning and Implementation of Lessons using various adaptations, accommodations and CCE at various levels.

CO 2: Ability to transact lessons across all class levels and curricular domains.

CO 3: Develop teaching learning material useful in teaching children with intellectual disability.

CO 4: Utilize internet and modern technology for improving the class processes and execute lessons with the help of ICT.

CROSS DISABILITY AND INCLUSION

CO 1: Examine and remove barriers in education of children with intellectual disability at inclusive school.

CO 2: Perform all duties of an inclusive teacher in an inclusive school where children with special needs are enrolled.

OTHER DISABILITY SPECIAL SCHOOL

CO 1: Execute the duties of a special teacher in a special school where children with disability other than intellectual disability are enrolled.

CO 2: Decide the current level of functioning of a child with disability by analyzing the case history.

CO 3: Support the children with disabilities by improving classrooms with the help of internet and modern technology.

INCLUSIVE SCHOOL

- CO 1: Identify the capacity of children studying in inclusive classrooms.
- CO 2: Construct the various types of plans, calendar of activities and progress report.
- CO 3: Provide the teaching and remedial support by adapting the content, operating the lesson plans and using the TLM and ICT.
- CO 4: Evaluate the attempts made and efforts put by children with special needs in inclusive school.

**Program: Bachelor of Education - Special Education (Learning Disability) –
B.Ed.Spl.Ed. (LD)**

PROGRAMME SPECIFIC OUTCOME (PSO)

PSO 1. Build understanding of specific disability areas, cross disability areas, and other disability areas.

PSO 2. Understand basic concepts, causes of Learning Disability and differentiate among different types of Learning Disability.

PSO 3. Develop understanding about teaching, Training in different pedagogies of teaching in inclusive school.

PSO 4. Emphasis on developing skills and knowledge and understanding how to make the curriculum for special need children.

ASSESSMENT AND IDENTIFICATION OF NEEDS

CO 1. Develop an understanding about concept, the history, causes and manifestations of Learning Disability.

CO 2. Acquire conceptual knowledge and differentiate among different types of Learning Disability.

CO 3. Build knowledge and Understand the assessment and analyse the assessment procedures for Learning Disability diagnosis.

CO 4. Develop an understanding of the concept of assessment tools and its practices.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

CO 1. Develop an understanding about the principles, types, and areas of curriculum.

CO 2. Acquire conceptual knowledge about learning hierarchies to help planning in inclusive set up.

CO 3. Build knowledge and Understand the different instructional planning and its uses.

CO 4. Demonstrate skills in applying different adaptations for inclusive education.

CO 5. Acquire conceptual knowledge to make effective use of different forms of evaluation

INTERVENTION AND TEACHING STRATEGIES

- CO 1. Acquire conceptual knowledge about the purpose and define the principles of educational intervention.
- CO 2. Discuss the various Teaching Strategies across the curricular hierarchies.
- CO 3. Acquire conceptual knowledge how to Link the teaching Strategies to the curricular areas.
- CO 4. Build knowledge and Understand about specific strategies for core and collateral curriculum.
- CO 5. Develop a Plan Programme for skill, process and curricular deficits.

TECHNOLOGY & DISABILITY

- CO 1. Acquire conceptual knowledge about meaning, scope and use of Technology.
- CO 2. Analyse the learning needs in relation to Technology.
- CO 3. Understand and use the various types of technology for presenting, engaging and evaluating.
- CO 4. Build knowledge and understand about trends and issues related to the use of technology.

PSYCHO-SOCIAL AND FAMILY ISSUES

- CO 1. Acquire conceptual knowledge of psycho-social issues.
- CO 2. Develop an understanding on various dimensions of Psycho-social issues among children with learning disabilities.
- CO 3. Understand various Family issues and Learn the importance of intervening strategies and ways of handling issues.
- CO 4. Discuss the concept of networking and liaison with the parents, community, family, school and NGO's

Practical-EI Cross Disability and Inclusion

1. Observe children and the teaching learning process in a systematic manner.
2. Learn to relate to and communicate with children at different level for all subjects in inclusive schools.
3. Learn the nuances (points) of the practice of teaching in an inclusive School for other disabilities using appropriate methods, materials and skills.
4. Learn to plan individualized teaching lessons on different levels for selected subjects using school textbooks and other resource materials with the context to Children's development and pedagogic approach.
5. Develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions.

F 2: Other Disability Special School

1. Collect background information through educational assessment on all students with special need of the class.
2. Develop conceptual understanding of the Select primary goals and specific objective.
3. Develop and implement the Lesson Plan with appropriate TLM of the different level of the students
4. Evaluate the effect of teaching on the student with special needs and prepare correct measures.
5. Develop lesson plan (select aim, objective, strategies, teaching aids, time and place) in yogasana, physical training, music, drama, dance and movement arts and crafts and games
6. Develop conceptual understanding of converting the planned lesson into an instruction class for developing appropriate skills, used to enhance the adaptive repertoire of the child with special needs.
7. Evaluate the effect of teaching on the student with special needs and difficulties faced in imparting instructions and suggest changes for improving the effectiveness of the programme.

F 3: Inclusive School

1. Observe children with Special needs in inclusive setup and teaching in Inclusive classroom at different level for different school subject.
2. Appreciate its Philosophy in the context of Education for All.
3. Identify and address the diverse needs of all learners.
4. Learn to relate to and communicate with students at different level for all subjects in inclusive schools.
5. Acquaint with the trends and issues in Inclusive Education.
6. Appreciate various inclusive practices to promote Inclusion in the classroom

Program: Bachelor of Education - Special Education-Autism Spectrum Disorder

PROGRAMME OUTCOMES (PO)

PO 1: Comprehend the complexity of human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.

PO 2: Develop expertise to understand the nature and educational needs of Children with disabilities as well as of few select specific disabilities.

PO 3: Gain conceptual understanding of education provisions and capabilities for working with children with various disabilities in Special and inclusive Settings.

PO 4: Apply knowledge and skills for professional development and research.

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1: Apply the knowledge of the needs and skills of students with ASD and related disorders in facilitating identification, assessment and designing curriculum, evaluative methods in different educational settings.

PSO2: Create an adaptive and accommodating learning environment for students with ASD in different educational settings by the use of various teaching strategies and use of ICT.

PSO 3: Build competencies and skills of self-expression, reflective practice, ethical practice, effective communication integrating art and drama in education with students with ASD.

Course Outcomes

IDENTIFICATION & ASSESSMENT OF NEEDS

CO 1: Illustrate an understanding of concept, history and theoretical perspectives of autism spectrum disorders (ASD).

CO 2: Develop an understanding of various types of ASD & disorders related to ASD.

CO 3: Acquire conceptual knowledge about various tools and tests for identification and differential assessment for screening and diagnosing children for Autism.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

CO 1: Demonstrate the understanding of the approaches to curriculum, its types and process.

CO 2: Build knowledge about the process of developing a curriculum and educational program.

CO 3: Acquire knowledge and skills to develop and adapt curriculum to suit the needs of children with ASD in different educational settings.

CO 4: Demonstrate skills to select evaluative methods to suit the needs of children with ASD

TEACHING APPROACHES & STRATEGIES

CO1: Develop understanding of various developmental, behavioural, cognitive and social approaches for teaching children with autism.

CO 2: Demonstrate skill to select and apply a teaching approach and use it with methods and strategies relevant for learning needs of children with ASD.

CO 3: Acquire knowledge to apply various strategies for enhancement of learning in children with autism.

ASSISTIVE INTERVENTION & TECHNOLOGY

CO 1: Highlight understanding of etiological aspects of autism spectrum disorder

CO 2: Develop suitable interventions of language and communication for children with autism spectrum disorder

CO 3: Understand the role of sensory integration therapy for children with autism spectrum disorder

CO 4: Build knowledge about various assistive intervention and technology and integrate these essential interventions into classroom settings.

ADULTHOOD & FAMILY ISSUES

CO1: Demonstrate an understanding of the issues and challenges of adolescence and adulthood faced by adults with autism.

CO 2: Create need-based transition program from adolescence to adulthood for students with autism.

CO 3: Discuss the needs and role of parents, family and community in rehabilitation of persons with ASD.

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

READING AND REFLECTING ON TEXTS

- CO 1. Reflect upon current level of literacy skills of the self.
- CO 2. Show interest and begin working upon basic skills required to be active readers in control of own comprehension.
- CO 3. Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
- CO 4. Prepare self to facilitate good reading writing in students across the ages.
- CO 5. Find reading writing as learning and recreational tools rather than a course task.

PERFORMING AND VISUAL ARTS

- CO 1. Exhibit Basic understanding in art appreciation, art expression and art education.
- CO 2. Plan and implement facilitating strategies for students with and without special needs.
- CO 3. Discuss the adaptive strategies of artistic expression.
- CO 4. Discuss how art can enhance learning.

BASIC RESEARCH AND STATISTICS

- CO 1. Describe the concept and relevance of research in education and special education.
- CO 2. Develop an understanding of the research process and acquire competencies for conducting a research.
- CO 3. Apply suitable measures for data organization and analysis.