

SNDT Women's University

Department of Special Education

Name of Program: B.ED Special Education (LD/ID/VI)

Program Outcomes		
<ol style="list-style-type: none"> 1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning. 2. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities. 3. Explain and respond to the educational, physical and vocational needs of persons with disabilities. 4. Develop skills in systematic assessment. 5. Develop curriculum for persons with Learning disabilities (LD) Mental Retardation (MR), and visual Impairment (VI). 6. Plan and implement educational programmes needed for the children with special needs (LD, ID,VI) 7. Familiarize themselves with the management of special education programmes for children with LD, ID,VI. 8. Coordinate and collaborate with parents, family, doctors and the community to help children with disabilities become productive and useful members of the society. 9. Develop abilities and skills to create awareness and sensitivity in the society towards persons with disabilities. 10. Promote and facilitate inclusion of children with special education needs in the mainstream. 11. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings. 12. Enhance knowledge and skills for professional development. 		
Program Specific Outcomes		
<p>At the end of this programme, the teacher trainees should be able to</p> <ol style="list-style-type: none"> 1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning. 2. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities. 3. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings. 4. Enhance knowledge and skills for professional development. 		
Course Outcomes		
B.Ed Special Education Semester-I		
Course Code	Course Name	Course Outcomes
1101	Human Growth & Development	<ul style="list-style-type: none"> • Explain the process of development with special focus on infancy, childhood and adolescence . • Critically analyze developmental variations among children. • Comprehend adolescence as a period of transition and threshold of adulthood. • Analyze different factors influencing child development.

1102	Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Discuss the theories of learning and intelligence and their applications for teaching children • Analyse the learning process, nature and theory of motivation • Describe the stages of teaching and learning and the role of teacher
		<ul style="list-style-type: none"> • Situate self in the teaching learning process • 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.
1201	INTRODUCTION TO SENSORY DISABILITIES	<ul style="list-style-type: none"> • Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss. • Explain the issues & ways to address challenge in educating students with hearing loss. • Describe nature, characteristics & assessment of students with low vision & visual impairment. • Suggest educational placement and curricular strategies for students with low vision & visual impairment. • Explicate the impact of deaf-blindness & practices for functional development.
1202	INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES	<ul style="list-style-type: none"> • Discuss the characteristics and types of learning disability. • Describe the tools, areas of assessment and apply intervention strategies to enhance learning • Explain the characteristics and types of Intellectual disability. • Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living • Explain the characteristics and types of Autism spectrum Disorder • Describe the tools, areas of assessment and apply intervention strategies
1311	LD: Assessment and Identification of Needs	<ul style="list-style-type: none"> • Discuss the concept, the history, causes and manifestations of Learning Disability. • Describe and differentiate among different types of Learning Disability. • Demonstrate the assessment procedures for diagnosis of Learning Disability • Explain the domains and tools for assessment.
1321	ID: Assessment and Identification of Needs	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability. <input type="checkbox"/> Understand various procedures, areas and approaches of assessment and their relevance. <input type="checkbox"/> 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. <input type="checkbox"/> Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment. <input type="checkbox"/> Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

1331	VD: Assessment and Identification of Needs	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the etiology of visual impairment. <input type="checkbox"/> Analyse the implications of visual impairment and identify their needs. <input type="checkbox"/> Develop skills to identify and assess children with visual impairment. <input type="checkbox"/> Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).
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B.Ed Special Education Semester-II

2103	Pedagogy Of Teaching	<ul style="list-style-type: none"> • Explain the role of science in day to day life and its relevance to modern society • Describe the aims and objectives of teaching science at school
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	Science	<p>level</p> <ul style="list-style-type: none"> • Demonstrate skills to select and use different methods of teaching the content of sciences • Demonstrate competencies of planning for teaching science, organizing laboratory facilities and equipment designing pupil centred teaching learning experiences. • Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.
2104	Pedagogy Of Teaching Mathematics	<ul style="list-style-type: none"> • Explain the nature of Mathematics and its historical development with contribution of Mathematicians • Describe the aims and objectives of teaching Mathematics at school level. • Demonstrate and apply skills to select and use different methods of teaching Mathematics. • Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centred teaching learning experiences. • Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.
2105	Pedagogy Of Teaching Social Studies	<ul style="list-style-type: none"> • Explain the concept, nature and scope of social science. • Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. • Develop skills in preparation and use of support materials for effective social science teaching. • Develop the ability to organize co-curricular activities and community resources for promoting social science learning
2312	LD: Curriculum Designing, Adaptation And Evaluation	<ul style="list-style-type: none"> • Describe the principles, types, and areas of curriculum • Acquire knowledge about learning hierarchies to help planning • Discuss the different instructional planning and its use • Demonstrate skills in applying different adaptations for inclusive education • Make effective use of different forms of evaluation

2313	LD: Intervention And Teaching Strategies	<ul style="list-style-type: none"> • Explain the purpose and define the principles of educational intervention • Discuss the various Teaching Strategies across the curricular hierarchies • Link the teaching Strategies to the curricular areas • Provide specific strategies for core and collateral curriculum • Plan Programme for skill, process and curricular deficits
2322	MR/ID: Curriculum Designing, Adaptation And Evaluation	<ul style="list-style-type: none"> • Discuss nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation. • Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications. • Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications. • Understand different strategies for curriculum adaptation, accommodation, modification and their significance. • Evaluation and make effective use of different techniques.
2323	MR/ID: Intervention And Teaching Strategies	<ul style="list-style-type: none"> • Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it. • Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation. • Discuss basic of learning and teaching and acquire competency to

		<p>select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.</p> <p>□ State nature and identification of maladaptive behaviour and develop insight into various modes of its management. • Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.</p>
2332	VI: Curriculum Designing, Adaptation and Evaluation	<ul style="list-style-type: none"> • Define curriculum, its types and explain its importance. • Demonstrate techniques of teaching functional academic skills. • Explain importance and components of independent living skills. • Explain curricular adaptations with reasonable accommodations. • Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.
2333	VI: Intervention And Teaching Strategies	<ul style="list-style-type: none"> • Explain various theoretical perspectives related to intervention & teaching strategies. • Demonstrate techniques of teaching Mathematics to visually impaired children. • Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment. • Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment. • Describe the process of assessment visual efficiency and classroom management for children with low vision

2203	Introduction To Locomotor And Multiple Disabilities	<ul style="list-style-type: none"> Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio , Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities
2204	Inclusive Education	<ul style="list-style-type: none"> Explain the construct of inclusive education & the progression from segregation towards valuing& appreciating diversity in inclusive education • Explicate the national &key international policies & frameworks facilitating inclusive education Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms Describe the inclusive pedagogical practices & its relation to good teaching. Expound strategies for collaborative working and stakeholders support in implementing inclusive education
2511/ 2523/ 2533	Practice of Teaching (20 lessons) (Special schools & Cross Disability	<ul style="list-style-type: none"> To expose the student teachers to a variety of teaching learning situation so that s/he develops into a good classroom teacher according to his/her capacity and zeal. To acquaint him/her with different approaches to teaching and communication techniques and help him/her develop skills and competences in using at least the basic ones. To build up in him/her awareness for imparting knowledge and skills as well as for developing desirable attitudes and interests in pupils and provide him/her experience in using the curricular

		<p>programme of school to these ends.</p> <ul style="list-style-type: none"> To develop in him/her the competence in relating learning materials techniques of teaching and teaching aids to the needs of individual pupils and those of the local community particularly in rural setting. To impart to him/her minimum essential technical know-how skills in preparing simple teaching aids. To provide trainees practice in different kinds of lessons e.g. knowledge, skills and appreciation lessons at both the middle and high stages.
2512/ 2521/ 2531	School Observation	<input type="checkbox"/> Observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report
2513/ 2522/ 2532	Micro Teaching	<ul style="list-style-type: none"> Learn and assimilate new teaching skills under controlled conditions. Master a number of teaching skills. States overall and behavioral objectives clearly <input type="checkbox"/> Prepares appropriate teaching materials. <input type="checkbox"/> Reflects on his/her and his/her classmates teaching. Gain confidence in teaching.

2514/ 2525/ 2536	Case Study- IEP (1)	<ul style="list-style-type: none"> Analyze the causes of LD/ID/VI Diagnose case based on profile given. □ Preparation of report
2515	Peer Observation	<ul style="list-style-type: none"> Engage in professional learning to improve teaching Enhance students' learning through reflective practice Demonstrate leadership by observing and supporting other teachers Gather evidence of teaching quality to support career progression Gain feedback on significant teaching or course change
2516/ 2524/	Preparation of T L Aids	<ul style="list-style-type: none"> Explain the importance of TLM in enhancing students' learning Distinguish the use of different TLM in different contexts Prepare low cost TLM using locally available materials 4. Design and Develop a TLM
2526	Development of vacation plan	<ul style="list-style-type: none"> Outline the plan for the vacation Set expectations and goals for the day Prepare a journal/activity book for CwID
2534	Braille	<ul style="list-style-type: none"> Understand the theory behind the braille written language. Visually identify written braille letters of the alphabet. Begin demonstrating familiarity with braille letters by touch. Develop empathy for the visually impaired.
2535	Assistive Devices	<ul style="list-style-type: none"> Acquire a basic foundation of the use of technology for CwVI Learn about the educational and assistive technologies (AT) used to support learners with low and high incidence disabilities and select the best technology applications for the classroom.

B.Ed Special Education Semester-III

3106	Contemporary India And Education	<ul style="list-style-type: none"> Explain the history, nature and process and Philosophy of education Analyse the role of educational system in the context of Modern Ethos Discuss the concept of diversity Develop an understanding of the trends, issues, and challenges faced by
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		the contemporary Indian Education in global context
3107	Pedagogy Of Teaching English	<ul style="list-style-type: none"> Explain the principles of language teaching, and evolution and trends in English literature. Prepare an instructional plan in English. Adapt various approaches and methods to teach English language. Use various techniques to evaluate the achievement of the learner in English.
3314	LD: PsychoSocial And Family Issues	<ul style="list-style-type: none"> Explain the concept of psycho-social issues. Reflect on various dimensions of Psycho-social issues among children with learning disabilities. Discuss various Family issues of children with LD. Learn the importance of intervening strategies and ways of handling issues. Discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's

3324	ID: PsychoSocial And Family Issues	<ul style="list-style-type: none"> • Discuss importance and role of family in rehabilitation of children with ID. • Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach. • state importance of family involvement in rehabilitation process by forming parents self help group and parent association. • Explain various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them. • Analyse role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.
3334	VI: PsychoSocial And Family Issues	<ul style="list-style-type: none"> • Describe the effect of birth of a child with visual impairment on the family. • Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood. • Explain the role of parent community partnership in the rehabilitation of a person with visual impairment. • Develop different skills to empower families in meeting the challenges of having a child with visual impairment
3241	Guidance & Counselling	<ul style="list-style-type: none"> • Apply the skills of guidance and counselling in classroom situations. • Describe the process of development of self-image and self-esteem • Appreciate the types and issues of counselling and guidance in inclusive settings.
3242	Early Childhood Care And Education	<ul style="list-style-type: none"> • Explain the biological & sociological foundations of early childhood education. • Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities. • Enumerate the inclusive early education pedagogical practices.
3243	Applied Behaviour Analysis	<ul style="list-style-type: none"> • Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA) • Use various measures of behavioural assessment. • Apply methods of ABA in teaching and learning environments. • Integrate techniques of ABA in teaching programs. • Select suitable strategies for managing challenging behaviours.
3244	Community Based Rehabilitation	<ul style="list-style-type: none"> • Explain the concept, principles and scope of community based rehabilitation. • Learn the strategies for promoting public participation in CBR. • Apply suitable methods for preparing persons with disability for rehabilitation within the community. • Provide need-based training to persons with disabilities. • Develop an understanding of the role of government and global agencies in CBR.
3245	Application Of Ict In Classroom	<ul style="list-style-type: none"> • Gauge the varying dimensions in respect of ICT and Applications in Special Education. • Delineate the special roles of ICT Applications. • Acquire Familiarity with Different Modes of Computer-Based Learning

3246	Gender And Disability	<ul style="list-style-type: none"> • Develop an understanding of human rights based approach in context of disability • Explain the impact of gender on disability • Describe the personal and demographic perspectives of gender and disability • Analyse the issues related to disabled women and girl children
3247	Braille And Assistive Devices	<ul style="list-style-type: none"> • Acquire basic information about Braille, its relevance and some important functional aspects • Acquire basic information on types and significance of different Braille devices. • Discuss types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.

B.Ed Special Education Semester-IV

4315	LD: Technology & Disability	<ul style="list-style-type: none"> • Analyse the learning needs in relation to Technology. • Understand and use the various types of technology for presenting, engaging and evaluating. • Discuss the trends and issues related to the use of technology.
4325	ID: Technology & Disability	<ul style="list-style-type: none"> • Discuss role of technology in educating children with ID and acquire knowledge about its various approaches and modes. • State nature of ICT, its basis, development and use.
	Disability	<ul style="list-style-type: none"> • Use computer programme and software for the benefit of children with ID. • Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion. • Apply technology for developing lesson plan and adapted assistive devices.
4335	VI: Technology & Disability	<ul style="list-style-type: none"> • Relate the concept and nature of educational technology and ICT to the education of children with visual impairment. • Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques. • Get familiar with technologies for print-access for children with visual impairment. • Describe and use different technologies for teaching low vision children as also various school subjects. • Demonstrate understanding of computer-based teaching-learning processes

4251	Orientation And Mobility	<ul style="list-style-type: none"> • Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher. • Acquire basic knowledge of human guide techniques. • Describe pre-cane and cane travel skills and devices. • Get acquainted with the importance and skills of training in independent living for the visually impaired.
4252	Communication Options: Oralism/Aural Rehabilitation And Auditory Verbal Approach	<ul style="list-style-type: none"> • Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India • Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation • Exhibit beginner level hands on skills in using these options

		<ul style="list-style-type: none"> 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.
4253	Communication Options: Manual Options	<ul style="list-style-type: none"> Discuss the two manual options with reference to Indian special schools Discuss the relevant issues like literacy, inclusion and training with reference to manual options Describe manual options in the light of issues like language, culture and identify Exhibit beginner level hands on skills in using manual options Motivate self to learn and practice more skills leading to linguistic adequacy and fluency
4254	Augmentative And Alternative Communication	<ul style="list-style-type: none"> Equipped with a basic knowledge of AAC, AAC systems, AAC assessment ,programme planning and strategies
4255	Management Of Learning disability	<ul style="list-style-type: none"> Explain the concept, causes and characteristics of learning disabilities. Discuss different types of learning disabilities and its associated conditions. Develop teacher made assessment test in curricular areas. Plan appropriate teaching strategies as per the specific needs of children with learning disability.
4256	Vocational Training, Transition & Job Placement	<ul style="list-style-type: none"> Develop an understanding of vocational education & its relevance for PWD's. Carry out vocational assessment and make vocational training plan. Plan for transition from School to job. Identify various avenues for job placement. Facilitate PWD's in making choice of vocational trades. Acquire the concept of independent living and empowerment.
4401	Reading And Reflecting On Text .	<ul style="list-style-type: none"> Reflect upon current level of literacy skills of the self. Acquire basic skills to be active readers in control of own comprehension. Acquire basic skills to be independent writers understanding adequate intent, audience and organization of the content. Prepare self to facilitate good reading writing in students across the ages.
4402	Drama And Art In Education	<ul style="list-style-type: none"> Exhibit Basic understanding in art appreciation, art expression and art education. Plan and implement facilitating strategies for students with and without special needs. Discuss the adaptive strategies of artistic expression. Discuss how art can enhance learning.
4403	Basic Research And Statistics	<ul style="list-style-type: none"> Describe the concept and relevance of research in education and special education. Develop an understanding of the research process and acquire

		<p>competencies for conducting a research.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply suitable measures for data organization and analysis.
4511/ 4521/ 4532	Practice of Teaching (20 lessons) (Special & Inclusive schools)	<ul style="list-style-type: none"> <input type="checkbox"/> To expose the student teachers to a variety of teaching learning situation so that s/he develops into a good classroom teacher according to his/her capacity and zeal. <input type="checkbox"/> To acquaint him/her with different approaches to teaching and communication techniques and help him/her develop skills and competences in using at least the basic ones. <input type="checkbox"/> To build up in him/her awareness for imparting knowledge and skills as well as for developing desirable attitudes and interests in pupils and provide him/her experience in using the curricular programme of school to these ends. <input type="checkbox"/> To develop in him/her the competence in relating learning materials techniques of teaching and teaching aids to the needs of individual pupils and those of the local community particularly in rural setting. <input type="checkbox"/> To impart to him/her minimum essential technical know-how skills in preparing simple teaching aids. <input type="checkbox"/> To provide trainees practice in different kinds of lessons e.g. knowledge, skills and appreciation lessons at both the middle and high stages.
4512	Classroom Observation Cross Disability	<ul style="list-style-type: none"> <input type="checkbox"/> Observe class at various levels from preprimary, primary, secondary, prevocational levels <input type="checkbox"/> Prepare a Report based on the observations
4513/ 4522/	Case Study (1)	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the causes of LD <input type="checkbox"/> Diagnose case based on profile given. <input type="checkbox"/> Preparation of report
4514/ 4524/ 4536	Internship	<ul style="list-style-type: none"> <input type="checkbox"/> Develop observational skills of teaching profession. <input type="checkbox"/> Develop a comprehensive and critical understanding on school plant and related activities. <input type="checkbox"/> Develop the managerial skills required in schools. <input type="checkbox"/> Understand pedagogical skills and how to apply these skills in real teaching situations.
4515	Development & Administration of Teacher Made Test	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the meaning of Teacher made Test <input type="checkbox"/> Distinguish between Teacher made Test and standardized test <input type="checkbox"/> Elucidates the importance of Teacher made Test <input type="checkbox"/> 4. Develop Teacher made Test for a child with LD
4516/ 4523/	Curriculum Adaptation	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the concept of Curriculum Adaptation <input type="checkbox"/> Discuss the scope and sequence of curriculum adaptation <input type="checkbox"/> Discuss the adaptation in subject areas <input type="checkbox"/> Explain the adaptation in co curricular area <input type="checkbox"/> Adapt a content according to the need of the child with LD
4517	Vacation Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Outline the plan for the vacation <input type="checkbox"/> Set expectations and goals for the day <input type="checkbox"/> Prepare a journal/activity book for CwLD

4525	Project Work	<ul style="list-style-type: none"> • Prepare and Create awareness about ID among teachers and parents • Prepare e-learning material related to ID. • Develop an Action research. • Prepare resource materials and translate the material in local language
		language
4533	Braille: Languages	<input type="checkbox"/> Demonstrate skills of reading and writing of Braille in various languages
4534	Braille: Mathematics	<input type="checkbox"/> Demonstrate skills of reading and writing of Braille using nemethe code
4535	Abacus & Geometric Kit	<input type="checkbox"/> Acquire skills to solve maths on Abacus <input type="checkbox"/> Describe the types and relevance of various devices used in teaching <input type="checkbox"/> Acquire the skills to develop Low Vision Aids and materials
4537	Orientation & Mobility	<input type="checkbox"/> Acquire basic knowledge of human guide techniques. Describe pre-cane and cane travel skills and devices. <input type="checkbox"/>
4538	Daily Living Skills	<input type="checkbox"/> Acquire basic knowledge of DLS <input type="checkbox"/> Break down the steps and teach DLS. <input type="checkbox"/> Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.