



**Faculty of Disability Management and Special Education  
(FDMSE)**

**Ramakrishna Mission Vivekananda  
Educational and Research Institute (RKMVERI)  
Coimbatore Campus**

**Programme Outcomes  
B.Ed Special Education**

## **Programme: B.Ed. Special Education**

PO1. Teaching knowledge: Apply the knowledge of teaching skills such as explanation and illustratory skills, demonstration, stimulus variation, use of various teaching aids and devices, and classroom management in special, integrated and inclusive educational settings.

PO2. Problem Solving: Identify and assess the students with special needs and provide appropriate and timely intervention for them using the principles of Universal Design for Learning.

PO3. Design/development of solutions: Design solutions to address the unique individual challenges of diverse learners by preparing adapted and modified teaching learning materials and equipments which in turn will help them to increase their functional capabilities.

PO4. Conduct projects on emerging issues: Carry out investigations to solve emerging issues prevalent among the stakeholders such as children with special needs, their parents, teachers and professionals working in the field of special education and disability management.

PO5. Assistive technology usage: Select, assess and apply appropriate assistive technological devices and services considering the individual limitations.

PO6. The teacher and society: Apply reasoning informed by the contextual knowledge to assess personal, social, emotional, academic, functional, health and hygiene, safety and security, ethical, and cultural issues and shoulder the responsibilities relevant to teaching profession.

PO7. Environment and sustainability: Understand the impact of the solution evolved from teaching profession in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the teaching profession.

PO9. Individual and collaborative work: Work effectively as an individual, and as a member or leader in diverse teams including para-professional, and other service providers in interdisciplinary, trans-disciplinary and multidisciplinary settings.

PO10. Communication: Communicate effectively to comprehend and prepare effective administrative and academic reports and documentation, make effective presentations and appropriate interaction for further reference.

PO11. Life-long learning: Recognise the need for, and have the preparation and ability to engage in life-long learning for self and children with special needs through online and National Institute of Open School (NIOS).

**Programme Specific Outcomes**  
**B.Ed – Special Education**  
**(Visual Impairment)**

## **Programme Specific Outcome**

### **Programme: B.Ed. Special Education (Visual Impairment)**

B.Ed. Special Education (Visual Impairment) is a two year programme in the area of visual impairment. The course work prepares the student trainees to understand the nature and basic concepts of core subjects like human growth and development, educational psychology, educational planning and management and educational evaluation. It develops skills to identify and assess the needs of individuals with visual impairment. It helps them to plan and adapt curriculum, teaching strategies and materials for individuals with visual impairment. They will be able to learn and apply the expanded core curricular skills such as compensatory academic skills (Braille, use of mathematical devices such as Abacus, Taylor frame etc...), Orientation and Mobility, Sensory Training and Daily Living Skills in training individuals with visual impairment. The programme offers hands on experience to understand and learn about applications of assistive technological devices and softwares pertaining to individuals with visual impairment.

**Course Outcomes**  
**B.Ed – Special Education**  
**(Visual Impairment)**

## Course Outcomes

### Programme: B.Ed. Special Education (Visual Impairment)

Title of the Course	No.	Course Outcomes
Human Growth and Development 1BA1	CO1	Explain the process of development during infancy
	CO2	Explain the process of development during childhood
	CO3	Explain the process of development during adolescence
	CO4	Analyze the developmental variations among children.
	CO5	Describe adolescence as a period of transition and threshold of adulthood
	CO6	Enumerate different factors affecting child development.
Contemporary India and Education 1BA2	CO1	Explain the history, nature and process of education
	CO2	Explain the philosophies and their contributions to education
	CO3	Describe the role of education in the modern context
	CO4	Explain the concept of diversity
	CO5	Enumerate the trends seen in contemporary Indian Education
	CO6	Enumerate the issues and challenges faced by contemporary Indian Education in global context
Learning, Teaching and Assessment 2BA3	CO1	Explain theories of learning and intelligence
	CO2	Enumerate the applications of theories of learning and intelligence for teaching children
	CO3	Describe the learning process
	CO4	Describe the nature and theory of motivation
	CO5	Explain stages of teaching and learning
	CO6	Describe the role of the teacher
	CO7	Narrate experiences of the teaching learning process
	CO8	Explain the scope and role of assessment in teaching learning process to introduce dynamic assessment scheme for educational set up towards enhanced learning
Pedagogy of School Subjects – Paper I 2BA4 Methodology of Teaching Tamil A4 (A)	CO1	Realize the rationale of learning Tamil language
	CO2	Explain the various methods of learning Tamil
	CO3	Illustrate the techniques in teaching prose, poem, grammar and essay
	CO4	Exemplify the fundamental skills of language
	CO5	Comprehend the principles of curriculum development
Methodology of Teaching English A4 (B)	CO1	Explain the role of English language and mother tongue
	CO2	Acquire skills and methods of teaching prose and poetry
	CO3	Demonstrate the skills and methods of teaching vocabulary and composition
	CO4	Comprehend the method of teaching the four-fold language skills
	CO5	Distinguish various approaches and techniques of teaching English

Methodology of Teaching Mathematics A4 (C)	CO1	Describe the history of mathematics and its value in day to day applications
	CO2	Apply different methods and techniques in teaching mathematics effectively
	CO3	Understand and identify influence of various psychological factors in learning
	CO4	Make out the individual differences in learning mathematics and to plan activities according to the needs of the students
	CO5	Organize learning resources and apply them appropriately in everyday teaching
Methodology of Teaching Physical Science A4 (D)	CO1	Understand the need and importance of teaching physical science in higher secondary level
	CO2	Able to prepare a lesson plan and presenting them effectively in the classroom
	CO3	Identify and apply various teaching methods for teaching of physical science
	CO4	Develop theoretical and practical understanding of the hardware and software relating to the technology of teaching.
	CO5	Apply the evaluation techniques in the classroom
Methodology of Teaching Biological Science A4 (E)	CO1	Understand the aims, objectives and challenges in teaching biology
	CO2	Obtain various skills needed for class room instruction
	CO3	Identify and prepare various aids for teaching biology
	CO4	Explain the techniques in preparing special aids for teaching biology
	CO5	Acquire the knowledge on the content of biology syllabus for IX standard
Methodology of Teaching Social Science A4 (F)	CO1	Identify the need of teaching social science in school curriculum
	CO2	Apply various instructional strategies in teaching social science
	CO3	Express the need and types of teaching aids in social science
	CO4	Develop skills in writing objectives, preparing lesson plan, unit plan and the need for developing micro teaching skills.
	CO5	Comprehend the essential qualities and functions of a teacher
Methodology of Teaching Computer Science A4 (G)	CO1	Understand the Bloom's taxonomy of educational objectives
	CO2	List out the objectives of teaching of computer science in schools
	CO3	Apply the micro teaching skills during classroom instruction & Point out the qualities of good computer science text book
	CO4	Comprehend the principles of curriculum development
	CO5	Develop skills in constructing test and evaluation

Methodology of Teaching Commerce A4 (H)	CO1	Obtain awareness on nature and scope of commerce and accountancy
	CO2	Understand the aims, objectives and values of teaching commerce and accountancy
	CO3	Plan and prepare lessons and teaching aids for teaching commerce
	CO4	Understand various methods and techniques of teaching commerce and its application to children with learning difficulties
	CO5	Develop skills in preparation and use of appropriate instructional aids
Methodology of Hindi A4 (I)	CO1	Explain Role of Hindi language and mother tongue
	CO2	Acquire skills and methods of teaching prose and poetry
	CO3	Acquire skills and methods of teaching vocabulary and composition
	CO4	Understand method of teaching the four-fold language skills
	CO5	Understand about various approaches and techniques of teaching Hindi
Pedagogy of School Subjects – Paper II 3BA5 Methodology of Teaching Tamil A5 (A)	CO1	Understand the origin and development of Tamil Language
	CO2	Identify the importance of language in curriculum and principles of poem
	CO3	Comprehend the structure of sound in Tamil language
	CO4	Explain the literary appreciation
	CO5	Distinguish the importance and special features of Tamil Language
Methodology of Teaching English A5 (B)	CO1	Employ various methods for teaching English language
	CO2	Clarify the nature of classroom climate and teachers' behaviour
	CO3	Identify the principles of selecting teaching aids and uses of audio visual aids
	CO4	Apply various technologies for teaching English language
	CO5	Explain various strategies, techniques of testing and evaluation in English language
Methodology of Teaching Mathematics A5(C)	CO1	Elaborate the concept, need, principles and types of curriculum construction
	CO2	Describe the stages of developing mathematics curriculum
	CO3	Construct Mathematics curriculum and make out the suggestions for its improvement
	CO4	Use various models of teaching in mathematics
	CO5	Apply and evaluate different techniques including IT in mathematics.



Methodology of Teaching Physical Science A5 (D)	CO1	Know the principles of curriculum construction and science curricular projects.
	CO2	Chalk out the problems of organising and maintaining physics and chemistry laboratories.
	CO3	Classify the individual differences and provide remedial teaching.
	CO4	Develop skills in planning for science clubs and exhibition.
	CO5	Approach the problems with scientific perspective
Methodology of Teaching Biological Science A5 (E)	CO1	Construct curriculum for various levels in school
	CO2	Obtain various skills needed for class room instruction
	CO3	Identify and prepare various aids for teaching biology
	CO4	Explain the techniques in preparing special aids for teaching biology
	CO5	Acquire the knowledge on the content of biology syllabus for IX standard
Methodology of Teaching Social Science A5 (F)	CO1	Understand the need of teaching social science in school curriculum
	CO2	Describe the structure of organizing the Social science content
	CO3	Express the need of resources and equipments in Social science subject
	CO4	Identify the issues in teaching and learning process
	CO5	Comprehend the evaluation procedure in Social science
Methodology of Teaching Computer Science A5(G)	CO1	Understand the software techniques involved in teaching learning process
	CO2	Acquire the knowledge on latest trends in information technology
	CO3	Explain the need and importance of computer laboratory in school
	CO4	Point out the qualities need for computer science teacher
	CO5	Use computer assisted instruction for teaching exceptional children

Methodology of Teaching Commerce A5 (H)	CO1	Obtain awareness on nature and scope of commerce and accountancy
	CO2	Understand the aims, objectives and values of teaching commerce and accountancy
	CO3	Plan and prepare lessons and teaching aids for teaching commerce
	CO4	Understand various methods and techniques of teaching commerce and its application to children with learning difficulties
	CO5	Develop skills in preparation and use of appropriate instructional aids in teaching commerce
Methodology of Teaching Hindi A5 (I)	CO1	Acquire knowledge about the role, status, objectives and problems of teaching Hindi as a second language in India
	CO2	Understand the nature and resources of language and issues related to language acquisition, variation and change
	CO3	Enrich the knowledge of Hindi vocabulary, structures, grammar and usage and to develop the ability to teach them
	CO4	Know, compare and analyse various methods and approaches of teaching Hindi as a second language
	CO5	Improvise and use appropriate aids for teaching Hindi
	CO6	Use various techniques for the evaluation of learner's achievement in Hindi
	CO7	Identify and analyze errors and plan and execute remedial instruction
	CO8	Use various techniques for the evaluation of learner's achievement in Hindi
Introduction to Sensory Disabilities 1BB1	CO1	Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
	CO2	Explain the issues & ways to address challenges in educating students with hearing loss.
	CO3	Describe nature, characteristics & assessment of students with low vision & visual impairment.
	CO4	Suggest educational placement and curricular strategies for students with low vision& visual impairment.
	CO5	Explicate the impact of deaf-blindness & practices for functional development
Introduction to Neuro Developmental Disabilities 1BB2	CO1	Discuss the characteristics and types of learning disability.
	CO2	Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
	CO3	Explain the characteristics and types of Intellectual disability.
	CO4	Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
	CO5	Explain the characteristics and types of Autism

	CO6	Describe the tools, areas of assessment and apply intervention strategies.
Introduction to Locomotor and Multiple Disabilities 1BB3	CO1	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
	CO2	Plan an effective programme for creating awareness about the persons with
	CO3	Locomotor disabilities and Multiple disabilities.
	CO4	Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
	CO5	Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.
Early Childhood Care And Education 3BB4(A)	CO1	Explain the biological & sociological foundations of early childhood education.
	CO2	Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.
	CO3	Enumerate the inclusive early education pedagogical practices.
Application of ICT in Classroom 3BB4(B)	CO1	Gauge the varying dimensions in respect of ICT and Applications in Special Education.
	CO2	Delineate the special roles of ICT Applications.
	CO3	Acquire Familiarity with Different Modes of Computer-Based Learning.
Orientation and Mobility 3BB5 (A)	CO1	Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
	CO2	Acquire basic knowledge of human guide techniques.
	CO3	Describe pre-cane and cane travel skills and devices.
	CO4	Get acquainted with the importance and skills of training in independent living for the visually impaired.
Communication Options: Manual (Indian Sign Language) 3BB5 (B)	CO1	Discuss the two manual options with reference to Indian special schools.
	CO2	Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
	CO3	Describe manual options in the light of issues like language, culture and identify.
	CO4	Exhibit beginner level hands on skills in using manual options.
	CO5	Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.
Vocational Rehabilitation & Transition to Job Placement	CO1	Develop an understanding of vocational education & its relevance for PWD's.
	CO2	Carry out vocational assessment and make vocational

3BB5 (C)		training plan.
	CO3	Plan for transition from School to job.
	CO4	Identify various avenues for job placement.
	CO5	Facilitate PWD's in making choice of vocational trades.
Inclusive Education 4BB6	CO1	Explain Inclusion and the progression from segregation to inclusion
	CO2	Appreciate diversity in an inclusive class
	CO3	Describe key nation and international policies and frameworks facilitating inclusive education
	CO4	Enumerate skills in adapting instructional strategies for teaching in mainstream classrooms
	CO5	Describe inclusive pedagogical practices and its relation to good teaching
	CO6	Describe strategies for collaborative working and stakeholder support in implementing inclusive education
	CO7	Explain the role of society in general for successful inclusion
Assessment and Identification of Needs of Individuals with Visual Impairment 1BC1	CO1	Assess and identify the needs of individuals with visual impairment
	CO2	Identify children who are at risk for visual impairment.
	CO3	Describe the structure of eye and common eye defects.
	CO4	Explain the etiology of visual impairment.
	CO5	Analyse the implications of visual impairment and identify their needs.
	CO6	Develop skills to identify and assess children with visual impairment.
	CO7	Develop skills to do functional vision assessment and enhance the residual vision.
	CO8	Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).
Curriculum Designing, Adaptation and Evaluation for Individuals with Visual Impairment 2BC2	CO1	Design, adapt and evaluate the curriculum for individuals with visual impairment
	CO2	Understand of the concept of curriculum approaches to curriculum development
	CO3	Define curriculum, its types and explain its importance.
	CO4	Demonstrate techniques of teaching functional academic skills.
	CO5	Explain importance and components of independent living skills.
	CO6	Explain curricular adaptations with reasonable accommodations.
	CO7	Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.

Application of Assistive Technology for Individuals with Visual Impairment 3BC3	CO1	Get acquainted with various devices for making effective teaching- learning process.
	CO2	Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
	CO3	Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.
	CO4	Get familiar with technologies for print-access for children with visual impairment.
	CO5	Describe and use different technologies for teaching low vision children as also various school subjects.
	CO6	Demonstrate understanding of computer-based teaching-learning processes.
Intervention and Teaching Strategies for Individuals with Visual Impairment 4BC4	CO1	Identify the challenges of curriculum transaction, at par with their sighted peers.
	CO2	Explain various theoretical perspectives related to intervention & teaching strategies.
	CO3	Demonstrate techniques of teaching Mathematics to visually impaired children.
	CO4	Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
	CO5	Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
	CO6	Describe the process of assessment visual efficiency and classroom management for children with low vision.
PsychoSocial and Family Issues of Individuals with Visual Impairment 4BC5	CO1	Describe the effect of birth of a child with visual impairment on the family.
	CO2	Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
	CO3	Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
	CO4	Develop different skills to empower families in meeting the challenges of having a child with visual impairment.
Fundamental Concepts in Educational Research & Statistics 2BD1	CO1	Describe the concept and relevance of research in education and special education.
	CO2	Develop an understanding of the research process and acquire competencies for conducting a research.
	CO3	Apply suitable measures for data organization and analysis.

Reading and Reflecting on Texts (EPC) 4BD2	CO1	Reflect on student's own current level of literacy
	CO2	Undertake practice in basic reading skills to become active readers
	CO3	Undertake practice in basic writing skills to become independent writers
	CO4	Describe strategies to facilitate development of good reading skills among students
	CO5	Describe strategies to facilitate development of good writing skills among students
	CO6	Chooses to read books or write stories or poems as leisure time activity
Drama and Art in Education (EPC) 4BD3	CO1	Explain art appreciation, art expression and art education
	CO2	Describe strategies for facilitating learning of various arts for students with and without disabilities
	CO3	Describe adaptive strategies of artistic expression
	CO4	Explain how art can enhance learning

**Programme Specific Outcomes**  
**B.Ed – Special Education**  
**(Hearing Impairment)**

**Programme specific outcomes**  
**B.Ed of Special Education (Hearing Impairment)**  
**B.Ed.Spl.Ed (HI)**

PSO1.

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.

PSO2.

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 too.

PSO3.

Develop skills to identify and assess the needs of individuals with Hearing Impairment.

PSO4.

Develop individualized educational plan/programme, lesson plans and behavior modification strategies for children with Hearing Impairment by assessing case history, case studies proforma.

PSO5.

Plan and adapt curriculum, teaching strategies and material development to teach children with Hearing Impairment.

PSO6.

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

PSO7.

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

PSO8.

Able to carry out projects to solve the current issues in the class room, home environment and in the community.

PSO9.

Communicate effectively in the three communication options for hearing impaired.

PSO10.

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



**Course Outcomes**  
**B.Ed – Special Education**  
**(Hearing Impairment)**

**Course Outcomes**  
**B.Ed of Special Education (Hearing Impairment)**  
**B.Ed.Spl.Ed (HI)**

After the completion of the course, the student trainees will be able to:

<b>Title of the Course</b>	<b>No.</b>	<b>Course Outcomes</b>
Human Growth and Development 1BA1	CO1	Explain the process of development during infancy
	CO2	Explain the process of development during childhood
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	CO2	Enumerate the applications of theories of learning and intelligence for teaching children
	CO3	Describe the learning process
	CO4	Describe the nature and theory of motivation
	CO5	Explain stages of teaching and learning
	CO6	Describe the role of the teacher
	CO7	Narrate experiences of the teaching learning process

	CO8	Explain the scope and role of assessment in teaching learning process to introduce dynamic assessment scheme for educational set up towards enhanced learning
Pedagogy of School Subjects – Paper I 2BA4 Methodology of Teaching Tamil A4 (A)	CO1	Realize the rationale of learning Tamil language
	CO2	Explain the various methods of learning Tamil
	CO3	Illustrate the techniques in teaching prose, poem, grammar and essay
	CO4	Exemplify the fundamental skills of language
	CO5	Comprehend the principles of curriculum development
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	CO5	Distinguish various approaches and techniques of teaching English
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	CO2	Apply different methods and techniques in teaching mathematics effectively
	CO3	Understand and identify influence of various psychological factors in learning
	CO4	Make out the individual differences in learning mathematics and to plan activities according to the needs of the students
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Methodology of Teaching Physical Science A4 (D)	CO1	Understand the need and importance of teaching physical science in higher secondary level
	CO2	Able to prepare a lesson plan and presenting them effectively in the classroom
	CO3	Identify and apply various teaching methods for teaching of physical science
	CO4	Develop theoretical and practical understanding of the hardware and software relating to the technology of teaching.

	CO5	Apply the evaluation techniques in the classroom
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Methodology of Teaching Social Science A4 (F)	CO1	Identify the need of teaching social science in school curriculum
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	CO3	Express the need and types of teaching aids in social science
	CO4	Develop skills in writing objectives, preparing lesson plan, unit plan and the need for developing micro teaching skills.
	CO5	Comprehend the essential qualities and functions of a teacher
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	CO2	List out the objectives of teaching of computer science in schools
	CO3	Apply the micro teaching skills during classroom instruction & Point out the qualities of good computer science text book
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	CO2	Understand the aims, objectives and values of teaching commerce and accountancy
	CO3	Plan and prepare lessons and teaching aids for teaching commerce
	CO4	Understand various methods and techniques of teaching commerce and its application to children with learning difficulties
	CO5	Develop skills in preparation and use of appropriate instructional aids

Methodology of Hindi A4 (I)	CO1	Explain Role of Hindi language and mother tongue
	CO2	Acquire skills and methods of teaching prose and poetry
	CO3	Acquire skills and methods of teaching vocabulary and composition
	CO4	Understand method of teaching the four-fold language skills
	CO5	Understand about various approaches and techniques of teaching Hindi
Methodology of Teaching Children with Learning Problems in an Inclusive Setting A4 (J)	CO1	Develop skills to screen, assess and understand the children with learning difficulties
	CO2	Organize the resource room
	CO3	Assess and plan remedial teaching in English
	CO4	Assess and plan remedial teaching in Indian language
	CO5	Assess and plan remedial teaching in mathematics
Pedagogy of School Subjects – Paper II 3BA5 Methodology of Teaching Tamil A5 (A)	CO1	Understand the origin and development of Tamil Language
	CO2	Identify the importance of language in curriculum and principles of poem
	CO3	Comprehend the structure of sound in Tamil language
	CO4	Explain the literary appreciation
	CO5	Distinguish the importance and special features of Tamil Language
Methodology of Teaching English A5 (B)	CO1	Employ various methods for teaching English language
	CO2	Clarify the nature of classroom climate and teachers' behaviour
	CO3	Identify the principles of selecting teaching aids and uses of audio visual aids
	CO4	Apply various technologies for teaching English language
	CO5	Explain various strategies, techniques of testing and evaluation in English language
Methodology of Teaching Mathematics A5(C)	CO1	Elaborate the concept, need, principles and types of curriculum construction
	CO2	Describe the stages of developing mathematics curriculum
	CO3	Construct Mathematics curriculum and make out the suggestions for its improvement

	CO4	Use various models of teaching in mathematics
	CO5	Apply and evaluate different techniques including IT in mathematics.
Methodology of Teaching Physical Science A5 (D)	CO1	Know the principles of curriculum construction and science curricular projects.
	CO2	Chalk out the problems of organising and maintaining physics and chemistry laboratories.
	CO3	Classify the individual differences and provide remedial teaching.
	CO4	Develop skills in planning for science clubs and exhibition.
	CO5	Approach the problems with scientific perspective
Methodology of Teaching Biological Science A5 (E)	CO1	Construct curriculum for various levels in school
	CO2	Obtain various skills needed for class room instruction
	CO3	Identify and prepare various aids for teaching biology
	CO4	Explain the techniques in preparing special aids for teaching biology
	CO5	Acquire the knowledge on the content of biology syllabus for IX standard
Methodology of Teaching Social Science A5 (F)	CO1	Understand the need of teaching social science in school curriculum
	CO2	Describe the structure of organizing the Social science content
	CO3	Express the need of resources and equipments in Social science subject
	CO4	Identify the issues in teaching and learning process
	CO5	Comprehend the evaluation procedure in Social science
Methodology of Teaching Computer Science A5(G)	CO1	Understand the software techniques involved in teaching learning process
	CO2	Acquire the knowledge on latest trends in information technology
	CO3	Explain the need and importance of computer laboratory in school
	CO4	Point out the qualities need for computer science teacher
	CO5	Use computer assisted instruction for teaching exceptional children
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	CO2	Understand the nature and resources of language and issues related to language acquisition, variation and change
	CO3	Enrich the knowledge of Hindi vocabulary, structures, grammar and usage and to develop the ability to teach them
	CO4	Know, compare and analyse various methods and approaches of teaching Hindi as a second language
	CO5	Improvise and use appropriate aids for teaching Hindi
	CO6	Use various techniques for the evaluation of learner's achievement in Hindi
	CO7	Identify and analyze errors and plan and execute remedial instruction
	CO8	Use various techniques for the evaluation of learner's achievement in Hindi
Methodology of Transition of Persons with Mental Retardation from School to Work A5 A5 (J)	CO1	Define the term transition and explain various stages of Individualized Vocational Transition Plan
	CO2	Identify generic/work readiness skills and conduct job survey and prepare job analysis for persons with mental retardation
	CO3	Explain approaches to vocational assessment, select tools and conduct vocational Assessment
	CO4	Describe various types of employment and related activities to train and place the persons with mental retardation.
	CO5	Introduce the adult related needs such as sex education, self advocacy and recreation
Introduction to Sensory Disabilities	CO1	Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.

1BB1	CO2	Explain the issues & ways to address challenges in educating students with hearing loss.
	CO3	Describe nature, characteristics & assessment of students with low vision & visual impairment.
	CO4	Suggest educational placement and curricular strategies for students with low vision& visual impairment.
	CO5	Explicate the impact of deaf-blindness & practices for functional development
Introduction to Neuro Developmental Disabilities  1BB2	CO1	Discuss the characteristics and types of learning disability.
	CO2	Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
	CO3	Explain the characteristics and types of Intellectual disability.
	CO4	Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
	CO5	Explain the characteristics and types of Autism Spectrum Disorder.
	CO6	Describe the tools, areas of assessment and apply intervention strategies.
Introduction to Locomotor and Multiple Disabilities  1BB3	CO1	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
	CO2	Plan an effective programme for creating awareness about the persons with
	CO3	Locomotor disabilities and Multiple disabilities.
	CO4	Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
	CO5	Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.



Early Childhood Care And Education 3BB4(A)	CO1	Explain the biological & sociological foundations of early childhood education.
	CO2	Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.
	CO3	Enumerate the inclusive early education pedagogical practices.
Application of ICT in Classroom 3BB4(B)	CO1	Gauge the varying dimensions in respect of ICT and Applications in Special Education.
	CO2	Delineate the special roles of ICT Applications.
	CO3	Acquire Familiarity with Different Modes of Computer-Based Learning.
Orientation and Mobility 3BB5 (A)	CO1	Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
	CO2	Acquire basic knowledge of human guide techniques.
	CO3	Describe pre-cane and cane travel skills and devices.
	CO4	Get acquainted with the importance and skills of training in independent living for the visually impaired.
Communication Options: Manual (Indian Sign Language) 3BB5 (B)	CO1	Discuss the two manual options with reference to Indian special schools.
	CO2	Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
	CO3	Describe manual options in the light of issues like language, culture and identify.
	CO4	Exhibit beginner level hands on skills in using manual options.
	CO5	Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.
Vocational Rehabilitation & Transition to Job Placement	CO1	Develop an understanding of vocational education & its relevance for PWD's.
	CO2	Carry out vocational assessment and make vocational training plan.

3BB5 (C)	CO3	Plan for transition from School to job.
	CO4	Identify various avenues for job placement.
	CO5	Facilitate PWD's in making choice of vocational trades.
Inclusive Education 4BB6	CO1	Explain Inclusion and the progression from segregation to inclusion
	CO2	Appreciate diversity in an inclusive class
	CO3	Describe key nation and international policies and frameworks facilitating inclusive education
	CO4	Enumerate skills in adapting instructional strategies for teaching in mainstream classrooms
	CO5	Describe inclusive pedagogical practices and its relation to good teaching
	CO6	Describe strategies for collaborative working and stakeholder support in implementing inclusive education
	CO7	Explain the role of society in general for successful inclusion
Assessment and Identification of Needs of Individuals with Hearing Impairment 1BC1	CO1	Explain the need and techniques for early identification of hearing loss in children.
	CO2	Acquire knowledge in the area of Audiological assessment and its relevance in education.
	CO3	To discuss communicative and language related needs with the understanding of its development and assessment.
	CO4	Understand the need for assessment of various processes involved in production of speech.
	CO5	Describe and identify different components of educational assessment and analyze various educational needs of individuals with hearing impairment.
Curriculum Designing, Adaptation and Evaluation for	CO1	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.
	CO2	Develop capacity of developing literacy skills of reading

Individuals with Hearing Impairment  2BC2		and writing in children with hearing impairment.
	CO3	Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
	CO4	Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.
Application of Assistive Technology for Individuals with Hearing Impairment  3BC3	CO1	Enumerate various listening devices and describe ways of effective usage and maintenance.
	CO2	Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.
	CO3	Narrate the range of technological applications that can be used for facilitating communication and language.
	CO4	Explain the present and future technologies facilitating the education of children with hearing impairment.
	CO5	Identify different resources (financial & human) to obtain technology.
Intervention and Teaching Strategies for Individuals with Hearing Impairment  4BC4	CO1	To understand about programmes for early intervention of infants and children with Hearing Impairment.
	CO2	Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
	CO3	Explain various approaches to teaching, strategies for speech intervention.
	CO4	Describe methods, techniques and options to facilitate language and communication.
	CO5	Explain the concept, principles and practices, linkages and outcomes of educational intervention.
Psycho Social and Family Issues of Individuals with Hearing Impairment  4BC5	CO1	Explain psycho social development of early childhood and role of family.
	CO2	To understand the family needs and find self-ready to support families for empowering the child with disability.
	CO3	Ensure family involvement in educational programs.

Fundamental Concepts in Educational Research & Statistics  2BD1	CO1	Describe the concept and relevance of research in education and special education.
	CO2	Develop an understanding of the research process and acquire competencies for conducting a research.
	CO3	Apply suitable measures for data organization and analysis.
Reading and Reflecting on Texts (EPC)  4BD2	CO1	Reflect on student's own current level of literacy
	CO2	Undertake practice in basic reading skills to become active readers
	CO3	Undertake practice in basic writing skills to become independent writers
	CO4	Describe strategies to facilitate development of good reading skills among students
	CO5	Describe strategies to facilitate development of good writing skills among students
	CO6	Chooses to read books or write stories or poems as leisure time activity
Drama and Art in Education (EPC)  4BD3	CO1	Explain art appreciation, art expression and art education
	CO2	Describe strategies for facilitating learning of various arts for students with and without disabilities
	CO3	Describe adaptive strategies of artistic expression
	CO4	Explain how art can enhance learning

Programme Specific Outcomes  
**B.Ed – Special Education**  
**(Mental Retardation)**

**Programme Specific Outcomes**  
**Programme: Bachelors in Special Education (Mental Retardation)**  
**B.Ed Special Education (MR)**

PSO1

Understand the nature and basic concepts of core subjects like Developments in Special Education, Research Methodology and Statistics, Psychology of Development and Learning, Curriculum Design & Development, Inclusive Education, Perspectives in Teacher Education and Educational Evaluation.

PSO2

Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance inclusive education for children with disabilities.

PSO3

Apply leadership skills in advocating and meeting educational needs of children with disabilities in various settings.

PSO4

Develop specialized capacity for leadership in curriculum, pedagogy and universal design.

PSO5

Understand the curriculum and teaching strategies for individuals with mental retardation.

PSO6

Apply advanced technology for individuals with mental retardation.

Course Outcomes

**B.Ed – Special Education  
(Mental Retardation)**

## Course Outcomes

### Programme: Bachelors in Special Education (Mental Retardation)

#### B.Ed Special Education (MR)

After the completion of the course, the student trainees will be able to:

Title of the Course	No.	Course Outcomes
Human Growth and Development 1BA1	CO1	Explain the process of development during infancy
	CO2	Explain the process of development during childhood
	CO3	Explain the process of development during adolescence
	CO4	Analyze the developmental variations among children.
	CO5	Describe adolescence as a period of transition and threshold of adulthood
	CO6	Enumerate different factors affecting child development.
Contemporary India and Education 1BA2	CO1	Explain the history, nature and process of education
	CO2	Explain the philosophies and their contributions to education
	CO3	Describe the role of education in the modern context
	CO4	Explain the concept of diversity
	CO5	Enumerate the trends seen in contemporary Indian Education
	CO6	Enumerate the issues and challenges faced by contemporary Indian Education in global context
Learning, Teaching and Assessment 2BA3	CO1	Explain theories of learning and intelligence
	CO2	Enumerate the applications of theories of learning and intelligence for teaching children
	CO3	Describe the learning process
	CO4	Describe the nature and theory of motivation
	CO5	Explain stages of teaching and learning
	CO6	Describe the role of the teacher
	CO7	Narrate experiences of the teaching learning process
	CO8	Explain the scope and role of assessment in teaching learning process to introduce dynamic assessment scheme for educational set up towards enhanced learning
Pedagogy of School Subjects – Paper I 2BA4 Methodology of Teaching Tamil A4 (A)	CO1	Realize the rationale of learning Tamil language
	CO2	Explain the various methods of learning Tamil
	CO3	Illustrate the techniques in teaching prose, poem, grammar and essay
	CO4	Exemplify the fundamental skills of language
	CO5	Comprehend the principles of curriculum development
Methodology of Teaching English A4 (B)	CO1	Explain the role of English language and mother tongue
	CO2	Acquire skills and methods of teaching prose and poetry



	CO3	Demonstrate the skills and methods of teaching vocabulary and composition
	CO4	Comprehend the method of teaching the four-fold language skills
	CO5	Distinguish various approaches and techniques of teaching English
Methodology of Teaching Mathematics A4 (C)	CO1	Describe the history of mathematics and its value in day to day applications
	CO2	Apply different methods and techniques in teaching mathematics effectively
	CO3	Understand and identify influence of various psychological factors in learning
	CO4	Make out the individual differences in learning mathematics and to plan activities according to the needs of the students
	CO5	Organize learning resources and apply them appropriately in everyday teaching
Methodology of Teaching Physical Science A4 (D)	CO1	Understand the need and importance of teaching physical science in higher secondary level
	CO2	Able to prepare a lesson plan and presenting them effectively in the classroom
	CO3	Identify and apply various teaching methods for teaching of physical science
	CO4	Develop theoretical and practical understanding of the hardware and software relating to the technology of teaching.
	CO5	Apply the evaluation techniques in the classroom
Methodology of Teaching Biological Science A4 (E)	CO1	Understand the aims, objectives and challenges in teaching biology
	CO2	Obtain various skills needed for class room instruction
	CO3	Identify and prepare various aids for teaching biology
	CO4	Explain the techniques in preparing special aids for teaching biology
	CO5	Acquire the knowledge on the content of biology syllabus for IX standard
Methodology of Teaching Social Science A4 (F)	CO1	Identify the need of teaching social science in school curriculum
	CO2	Apply various instructional strategies in teaching social science
	CO3	Express the need and types of teaching aids in social science
	CO4	Develop skills in writing objectives, preparing lesson

		plan, unit plan and the need for developing micro teaching skills.
	CO5	Comprehend the essential qualities and functions of a teacher
Methodology of Teaching Computer Science A4 (G)	CO1	Understand the Bloom's taxonomy of educational objectives
	CO2	List out the objectives of teaching of computer science in schools
	CO3	Apply the micro teaching skills during classroom instruction & Point out the qualities of good computer science text book
	CO4	Comprehend the principles of curriculum development
	CO5	Develop skills in constructing test and evaluation
Methodology of Teaching Commerce A4 (H)	CO1	Obtain awareness on nature and scope of commerce and accountancy
	CO2	Understand the aims, objectives and values of teaching commerce and accountancy
	CO3	Plan and prepare lessons and teaching aids for teaching commerce
	CO4	Understand various methods and techniques of teaching commerce and its application to children with learning difficulties
	CO5	Develop skills in preparation and use of appropriate instructional aids
Methodology of Hindi A4 (I)	CO1	Explain Role of Hindi language and mother tongue
	CO2	Acquire skills and methods of teaching prose and poetry
	CO3	Acquire skills and methods of teaching vocabulary and composition
	CO4	Understand method of teaching the four-fold language skills
	CO5	Understand about various approaches and techniques of teaching Hindi
Methodology of Teaching Children with Learning Problems in an Inclusive Setting A4 (J)	CO1	Develop skills to screen, assess and understand the children with learning difficulties
	CO2	Organize the resource room
	CO3	Assess and plan remedial teaching in English
	CO4	Assess and plan remedial teaching in Indian language
	CO5	Assess and plan remedial teaching in mathematics
Pedagogy of School Subjects – Paper II 3BA5 Methodology of Teaching Tamil A5 (A)	CO1	Understand the origin and development of Tamil Language
	CO2	Identify the importance of language in curriculum and principles of poem
	CO3	Comprehend the structure of sound in Tamil language

	CO4	Explain the literary appreciation
	CO5	Distinguish the importance and special features of Tamil Language
Methodology of Teaching English A5 (B)	CO1	Employ various methods for teaching English language
	CO2	Clarify the nature of classroom climate and teachers' behaviour
	CO3	Identify the principles of selecting teaching aids and uses of audio visual aids
	CO4	Apply various technologies for teaching English language
	CO5	Explain various strategies, techniques of testing and evaluation in English language
Methodology of Teaching Mathematics A5(C)	CO1	Elaborate the concept, need, principles and types of curriculum construction
	CO2	Describe the stages of developing mathematics curriculum
	CO3	Construct Mathematics curriculum and make out the suggestions for its improvement
	CO4	Use various models of teaching in mathematics
	CO5	Apply and evaluate different techniques including IT in mathematics.
Methodology of Teaching Physical Science A5 (D)	CO1	Know the principles of curriculum construction and science curricular projects.
	CO2	Chalk out the problems of organising and maintaining physics and chemistry laboratories.
	CO3	Classify the individual differences and provide remedial teaching.
	CO4	Develop skills in planning for science clubs and exhibition.
	CO5	Approach the problems with scientific perspective
Methodology of Teaching Biological Science A5 (E)	CO1	Construct curriculum for various levels in school
	CO2	Obtain various skills needed for class room instruction
	CO3	Identify and prepare various aids for teaching biology
	CO4	Explain the techniques in preparing special aids for teaching biology
	CO5	Acquire the knowledge on the content of biology syllabus for IX standard
Methodology of Teaching Social Science A5 (F)	CO1	Understand the need of teaching social science in school curriculum
	CO2	Describe the structure of organizing the Social science content
	CO3	Express the need of resources and equipments in Social science subject
	CO4	Identify the issues in teaching and learning process
	CO5	Comprehend the evaluation procedure in Social science
Methodology of Teaching Computer Science A5(G)	CO1	Understand the software techniques involved in teaching learning process

	CO2	Acquire the knowledge on latest trends in information technology
	CO3	Explain the need and importance of computer laboratory in school
	CO4	Point out the qualities need for computer science teacher
	CO5	Use computer assisted instruction for teaching exceptional children
Methodology of Teaching Commerce A5 (H)	CO1	Obtain awareness on nature and scope of commerce and accountancy
	CO2	Understand the aims, objectives and values of teaching commerce and accountancy
	CO3	Plan and prepare lessons and teaching aids for teaching commerce
	CO4	Understand various methods and techniques of teaching commerce and its application to children with learning difficulties
	CO5	Develop skills in preparation and use of appropriate instructional aids in teaching commerce
Methodology of Teaching Hindi A5 (I)	CO1	Acquire knowledge about the role, status, objectives and problems of teaching Hindi as a second language in India
	CO2	Understand the nature and resources of language and issues related to language acquisition, variation and change
	CO3	Enrich the knowledge of Hindi vocabulary, structures, grammar and usage and to develop the ability to teach them
	CO4	Know, compare and analyse various methods and approaches of teaching Hindi as a second language
	CO5	Improvise and use appropriate aids for teaching Hindi
	CO6	Use various techniques for the evaluation of learner's achievement in Hindi
	CO7	Identify and analyze errors and plan and execute remedial instruction
	CO8	Use various techniques for the evaluation of learner's achievement in Hindi
Methodology of Transition of Persons with Mental Retardation from School to Work A5 A5 (J)	CO1	Define the term transition and explain various stages of Individualized Vocational Transition Plan
	CO2	Identify generic/work readiness skills and conduct job survey and prepare job analysis for persons with mental retardation
	CO3	Explain approaches to vocational assessment, select tools and conduct vocational Assessment
	CO4	Describe various types of employment and related activities to train and place the persons with mental retardation.
	CO5	Introduce the adult related needs such as sex education, self advocacy and recreation

Introduction to Sensory Disabilities 1BB1	CO1	Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
	CO2	Explain the issues & ways to address challenges in educating students with hearing loss.
	CO3	Describe nature, characteristics & assessment of students with low vision & visual impairment.
	CO4	Suggest educational placement and curricular strategies for students with low vision & visual impairment.
	CO5	Explicate the impact of deaf-blindness & practices for functional development
Introduction to Neuro Developmental Disabilities 1BB2	CO1	Discuss the characteristics and types of learning disability.
	CO2	Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
	CO3	Explain the characteristics and types of Intellectual disability.
	CO4	Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
	CO5	Explain the characteristics and types of Autism Spectrum Disorder.
	CO6	Describe the tools, areas of assessment and apply intervention strategies.
Introduction to Locomotor and Multiple Disabilities 1BB3	CO1	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
	CO2	Plan an effective programme for creating awareness about the persons with
	CO3	Locomotor disabilities and Multiple disabilities.
	CO4	Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
	CO5	Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.
Early Childhood Care And Education 3BB4(A)	CO1	Explain the biological & sociological foundations of early childhood education.
	CO2	Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.
	CO3	Enumerate the inclusive early education pedagogical practices.
Application of ICT in Classroom	CO1	Gauge the varying dimensions in respect of ICT and Applications in Special Education.

3BB4(B)	CO2	Delineate the special roles of ICT Applications.
	CO3	Acquire Familiarity with Different Modes of Computer-Based Learning.
Orientation and Mobility 3BB5 (A)	CO1	Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
	CO2	Acquire basic knowledge of human guide techniques.
	CO3	Describe pre-cane and cane travel skills and devices.
	CO4	Get acquainted with the importance and skills of training in independent living for the visually impaired.
Communication Options: Manual (Indian Sign Language) 3BB5 (B)	CO1	Discuss the two manual options with reference to Indian special schools.
	CO2	Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
	CO3	Describe manual options in the light of issues like language, culture and identify.
	CO4	Exhibit beginner level hands on skills in using manual options.
	CO5	Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.
Vocational Rehabilitation & Transition to Job Placement 3BB5 (C)	CO1	Develop an understanding of vocational education & its relevance for PWD's.
	CO2	Carry out vocational assessment and make vocational training plan.
	CO3	Plan for transition from School to job.
	CO4	Identify various avenues for job placement.
	CO5	Facilitate PWD's in making choice of vocational trades.
Inclusive Education 4BB6	CO1	Explain Inclusion and the progression from segregation to inclusion
	CO2	Appreciate diversity in an inclusive class
	CO3	Describe key nation and international policies and frameworks facilitating inclusive education
	CO4	Enumerate skills in adapting instructional strategies for teaching in mainstream classrooms
	CO5	Describe inclusive pedagogical practices and its relation to good teaching
	CO6	Describe strategies for collaborative working and stakeholder support in implementing inclusive education
	CO7	Explain the role of society in general for successful inclusion
Assessment and Identification of Needs of Individuals with Mental Retardation 1BC1	CO1	Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability
	CO2	Understand various procedures, areas and approaches of assessment and their relevance

	CO3	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 preschool level
	CO4	Get familiarized with the assessment tools for independent living, provisions
	CO5	Understand the schemes for vocational skills development and implication of assessment
	CO6	Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration
Curriculum Designing, Adaptation and Evaluation for Individuals with MR/ID 2BC2	CO1	Understand the nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation
	CO2	Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
	CO3	Acquire about curriculum domains at secondary, prevocational and vocational level and understand its implications
	CO4	Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
	CO5	Write down the significance of evaluation of the curriculum taught
	CO6	Explain evaluation and make effective use of different techniques
Application of Assistive Technology for Individuals with MR/ID 3BC3	CO1	Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes
	CO2	Understand nature of ICT, its basis, development and use
	CO3	Use computer programme and software for the benefit of children with ID
	CO4	Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion

	CO5	Apply technology for developing lesson plan and adapted assistive devices
Intervention and Teaching Strategies for Individuals with MR/ID 4BC4	CO1	Understand, plan and use interventional techniques appropriately and demonstrate
	CO2	Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation
	CO3	Understand basic of learning and teaching
	CO4	Demonstrate appropriate teaching strategies for teaching in different curriculum areas
	CO5	Understand nature and identification maladaptive behaviour and learn various modes of its management.
	CO6	Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention
Psycho Social and Family Issues of Individuals with MR/ID 4BC5	CO1	Realise importance and role of family in rehabilitation of children with ID
	CO2	Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach
	CO3	To realize importance of family involvement in rehabilitation process by forming parentsself help group and parent association
	CO4	Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them
	CO5	Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs
Fundamental Concepts in Educational Research & Statistics 2BD1	CO1	Describe the concept and relevance of research in education and special education.
	CO2	Develop an understanding of the research process and acquire competencies for conducting a research.
	CO3	Apply suitable measures for data organization and analysis.
Reading and Reflecting on Texts (EPC) 4BD2	CO1	Reflect on student's own current level of literacy
	CO2	Undertake practice in basic reading skills to become active readers
	CO3	Undertake practice in basic writing skills to become independent writers
	CO4	Describe strategies to facilitate development of good reading skills among students



	CO5	Describe strategies to facilitate development of good writing skills among students
	CO6	Chooses to read books or write stories or poems as leisure time activity
Drama and Art in Education (EPC) 4BD3	CO1	Explain art appreciation, art expression and art education
	CO2	Describe strategies for facilitating learning of various arts for students with and without disabilities
	CO3	Describe adaptive strategies of artistic expression
	CO4	Explain how art can enhance learning



**Faculty of Disability Management and Special Education  
(FDMSE)**

**Ramakrishna Mission Vivekananda  
Educational and Research Institute (RKMVERI)  
Coimbatore Campus**

**Programme Outcomes  
M.Ed Special Education**

**Programme Outcomes**  
**Programme: Masters in Special Education**  
**(M.Ed Special Education)**

PO1.Teaching knowledge: Apply the knowledge of teaching skills in special, integrated and inclusive educational settings as well as in higher educational institutions.

PO2. Problem Solving: Develop problem solving skills, analytical and critical thinking skills required to be a good problem solver.

PO3. Leadership: Apply leadership skills in advocating and meeting educational needs of children with disabilities in various settings.

PO4.Design/development of solutions: Design solutions to address the unique individual challenges of diverse learners by preparing adapted and modified teaching learning materials and equipments by applying the principles of research.

PO5.Conduct projects on emerging issues: Carry out projects / investigations / action research to address developing issues in the field of special education and contribute innovative teaching techniques and strategies.

PO6.Assistive technology usage: Select, assess and apply appropriate assistive technological devices and customize the services considering the individual limitations.

PO7.The teacher and society: Apply leadership skills in advocating and meeting educational needs of children with disabilities in various social settings.

PO8.Environment and sustainability: Apply professional knowledge and skill for the sustainable development of the society.

PO9.Ethics: Imbibe values required for personal and national development.

PO10.Individual and collaborative work: Learn and apply skills pertaining to individual and collaborative work.

PO11.Communication: Acquire effective communication skills for conducive classroom interaction and work environment.

PO12.Life-long learning: Understand and apply skills to update knowledge throughout life.

**Programme Specific Outcomes**  
**M.Ed – Special Education**  
**(Visual Impairment)**

**Programme: Masters in Special Education (Visual Impairment)**  
**M.Ed Special Education (Visual Impairment)**

PSO1. Understand the nature and basic concepts of core subjects like Developments in Special Education, Research Methodology and Statistics, Psychology of Development and Learning, Curriculum Design & Development, Inclusive Education, Perspectives in Teacher Education and Educational Evaluation.

PSO2. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance inclusive education for children with disabilities.

PSO3. Identify and analyse critically the emerging challenges in the society and create solutions using structured method.

PSO4. Identify the existing problems pertaining to special education and disability management and initiate appropriate measures to solve them.

PSO5. Develop leadership abilities that help them to learn to collaborate and communicate while working in team projects.

PSO6. Equip with the leadership qualities such as decision making skills, communication and delegation skills that are required while working as teacher educators/ administrators.

PSO7. Develop specialized capacity for leadership in designing and implementing curriculum by applying universal design.

PSO8. Use their research aptitude in planning, developing and adapting the curriculum, teaching strategies and materials based on the individualized needs of children with visual impairment.

PSO9. Apply innovative methods to teach the expanded core curricular skills such as compensatory academic skills (Braille, use of mathematical devices such as Abacus, Taylor frame etc...), Orientation and Mobility, Sensory Training and Daily Living Skills for children with visual impairment.

PSO10. Grasping the concept of project phases such as initiation, planning, execution, and closure and systematically apply in the research work.

PSO11. Acquire mastery over skills to assess and apply the current technological devices and services for individuals with visual impairment and customize based on their unique needs.

PSO12. Acquire 21<sup>st</sup> century teaching skills to encounter the real time challenges of diverse learners in the classroom as well as in the society.

PSO13. Understand the impact of the solution evolved from teaching profession in societal and environmental contexts, demonstrate the knowledge, and need for sustainable development.

PSO14. Apply ethical principles to carry out research which promotes moral and social values, such as social responsibility and human rights.

PSO15. Acquire skills to work effectively as an individual/leader in interdisciplinary, trans-disciplinary and multidisciplinary settings as well as in higher educational institutions to enhance productive working relationships.

PSO16. Learn to communicate effectively and efficiently to transact the curricular content, prepare research proposals/reports and convey appropriate and suitable suggestions for their professional development.

PSO17. Realize the need for life-long learning and update their knowledge continuously on emerging developments in the respective fields through various sources including online.

**Course Outcomes**  
**M.Ed – Special Education**  
**(Visual Impairment)**

**Course Outcomes**  
**Programme: Masters in Special Education (Visual Impairment)**  
**M.Ed Special Education (VI)**

<b>Title of the Course</b>	<b>No.</b>	<b>Course Outcomes</b>
Developments in Education and Special Education 1MA1	CO1	Explain the developments of general and special education in India
	CO2	Explain implications of recommendations of various committees and commissions for educational developments in India
	CO3	Describe the issues in the present day educational system
	CO4	Describe the challenges in the present day educational system
	CO5	Describe the important quality related issues which need to be considered for revision/development of new education policy
Research Methodology and Statistics 1MA2	CO1	Explain the concept and need for research
	CO2	Enumerate the ethical research practices
	CO3	Explain the types of research
	CO4	Describe the methods and processes of research
	CO5	Describe the application of statistical techniques for analysis of data
	CO6	Explain the methods and techniques of qualitative research
	CO7	Write a research proposal and a research report
Psychology of Development and Learning 2MA3	CO1	Explain the psychological principles and their application in specific context of education and special education.
	CO2	Explain the principles and their implication for growth and development.
	CO3	Critically analyse the process from the point of view of cognitive psychology.
	CO4	Explain role of motivation in learning, learning processes and theories of personality.
	CO5	Apply psychological aspects to teaching - learning situations.
Curriculum Design & Development 2MA4	CO1	Define and identify different components of curriculum.
	CO2	Understand and analyse various approaches to curriculum development.
	CO3	Explain and demonstrate curriculum differentiation.
Inclusive Education 2MA5	CO1	Explain the philosophical, sociological and rights perspective of inclusive education.
	CO2	Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
	CO3	Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.



Perspectives in Teacher Education – In-service and Pre-service 3MA6	CO1	Explain development of teacher education with reference to education of children with disabilities
	CO2	Describe issues and problems related to teacher preparation for education of children with disabilities
	CO3	Enumerate the different organizations working to prepare teachers for children with disabilities
	CO4	Explain the responsibilities of these organizations and critically examine them
	CO5	Describe the importance of in-service programmes
	CO6	Demonstrate planning and execution of in-service programme as per specific need and purpose
	CO7	Appraise the existing teacher education curriculum and its relevance, issues and challenges
Educational Evaluation 3MA7	CO1	Explain the key concepts of evaluation
	CO2	Describe the developments in evaluation
	CO3	Describe the scope of evaluation in education
	CO4	Explain the use of evaluation as an effective tool in teaching-learning process
	CO5	Describe the ways and means of evaluation of programmes
	CO6	Explain the current trends in evaluation
Identification, Assessment and Needs of Individuals with Visual Impairment 1MB1	CO1	Trace the historical development of visual impairment and discuss the attitudinal change of society over time.
	CO2	Describe the causes and implications of different eye disorders.
	CO3	Critically examine the needs arising at different stages of persons with visual impairment.
	CO4	Develop skills to identify and assess children with blindness, low vision, and children with VIMD.
	CO5	Develop skills to plan and implement vision efficiency training for children with low vision.
Curriculum And Teaching Strategies for Individuals with Visual Impairment 1MB2	CO1	Appreciate the importance of various basis to curriculum development.
	CO2	Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis.
	CO3	Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas.
	CO4	Demonstrate appropriate teaching strategy in teaching reading, writing, and math
	CO5	Critically examine approaches to curriculum development for VIAD

Application of Advanced Technology and Individuals with Visual Impairment 2MB3	CO1	Explain the relevance of technology for persons with visual impairment.
	CO2	Illustrate various devices to facilitate the education of persons with visual impairment.
	CO3	Describe various technological devices for promoting quality of life of persons with visual impairment.
	CO4	Critically analyse suitability/ appropriateness for various technological devices for persons with visual impairment.
	CO5	Discuss various trends in research on technology for persons with visual impairment
Adulthood and Family Issues of Individuals with Visual Impairment 3MB4	CO1	Understand the challenges that are often associated with a family of a person with visual impairment
	CO2	Analyze the role of family as a support system from birth to adulthood.
	CO3	Discuss the concerns of the family of a person with visual impairment.
	CO4	Meet the challenges faced at different stages of transition of a person with visual impairment.
	CO5	Develop the skills to prepare an Individualized Transition Plan (ITP) and Individualized Family Support Plan (IFSP).
	Co6	Develop a critical understanding of schemes for equal opportunities
Educational Management 3MC1	CO1	Explain the basic fundamental areas of management.
	CO2	Describe the skills required for enhancing institutional quality for sustained development.
	CO3	Enumerate the skills required for capacity building of human resources.
	CO4	Explain the skills needed to manage data for various information management processes.
	CO5	Prepare cost effective budgets, proposals and describe ways of managing financial resources
Educational Technology 3M C2	CO1	Discuss roles of Educational Technologists in various contexts.
	CO2	Apply appropriate instructional strategies.
	CO3	Develop appropriate instructional media.
	CO4	Integrate suitable ICT effectively in teaching-learning-evaluation.
	CO5	Suggest suitable modality of instruction (Online, Blended, etc.).
Guidance and Counseling 3M C3	CO1	State the basic concepts in Guidance & Counseling.
	CO2	Discuss Educational, Vocational and Personal Guidance.
	CO3	Describe testing devices and non-testing techniques of guidance.
	CO4	Analyze the problems faced by students in the contemporary world.
	CO5	Discuss the problems faced by children with disabilities.

**Programme Specific Outcomes**  
**M.Ed – Special Education**  
**(Hearing Impairment)**

## **Programme: Masters in Special Education (Hearing Impairment)**

PSO1. Understand the nature and basic concepts of core subjects like Developments in Special Education, Research Methodology and Statistics, Psychology of Development and Learning, Curriculum Design & Development, Inclusive Education, Perspectives in Teacher Education and Educational Evaluation.

PSO2. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance inclusive education for children with disabilities.

PSO3. Identify and analyse critically the emerging challenges in the society and create solutions using structured method.

PSO4. Identify the existing problems pertaining to special education and disability management and initiate appropriate measures to solve them.

PSO5. Develop leadership abilities that help them to learn to collaborate and communicate while working in team projects.

PSO6. Equip with the leadership qualities such as decision making skills, communication and delegation skills that are required while working as teacher educators/ administrators.

PSO7. Develop specialized capacity for leadership in designing and implementing curriculum by applying universal design.

PSO8. Use their research aptitude in planning, developing and adapting the curriculum, teaching strategies and materials based on the individualized needs of children with hearing impairment.

PSO9. Grasping the concept of project phases such as initiation, planning, execution, and closure and systematically apply in the research work.

PSO10. Acquire mastery over skills to assess and apply the current technological devices and services for individuals with hearing impairment and customize based on their unique needs.

PSO11. Acquire 21st century teaching skills to encounter the real time challenges of diverse learners in the classroom as well as in the society.

PSO12. Understand the impact of the solution evolved from teaching profession in societal and environmental contexts, demonstrate the knowledge, and need for sustainable development.

PSO13. Apply ethical principles to carry out research which promotes moral and social values, such as social responsibility and human rights.

PSO15. Acquire skills to work effectively as an individual/leader in interdisciplinary, trans-disciplinary and multidisciplinary settings as well as in higher educational institutions to enhance productive working relationships.

PSO16. Learn to communicate effectively and efficiently to transact the curricular content, prepare research proposals/reports and convey appropriate and suitable suggestions for their professional development.

PSO17. Realize the need for life-long learning and update their knowledge continuously on emerging developments in the respective fields through various sources including online.

**Course Outcomes**  
**M.Ed – Special Education**  
**(Hearing Impairment)**

## Course Outcomes

### Programme: Masters in Special Education (Hearing Impairment)

Title of the Course	No.	Course Outcomes
Developments in Education and Special Education 1MA1	CO1	Explain the developments of general and special education in India
	CO2	Explain implications of recommendations of various committees and commissions for educational developments in India
	CO3	Describe the issues in the present day educational system
	CO4	Describe the challenges in the present day educational system
	CO5	Describe the important quality related issues which need to be considered for revision/development of new education policy
Research Methodology and Statistics 1MA2	CO1	Explain the concept and need for research
	CO2	Enumerate the ethical research practices
	CO3	Explain the types of research
	CO4	Describe the methods and processes of research
	CO5	Describe the application of statistical techniques for analysis of data
	CO6	Explain the methods and techniques of qualitative research
	CO7	Write a research proposal and a research report
Psychology of Development and Learning 2MA3	CO1	Explain the psychological principles and their application in specific context of education and special education.
	CO2	Explain the principles and their implication for growth and development.
	CO3	Critically analyse the process from the point of view of cognitive psychology.
	CO4	Explain role of motivation in learning, learning processes and theories of personality.
	CO5	Apply psychological aspects to teaching - learning situations.
Curriculum Design & Development 2MA4	CO1	Define and identify different components of curriculum.
	CO2	Understand and analyse various approaches to curriculum development.
	CO3	Explain and demonstrate curriculum differentiation.
Inclusive Education 2MA5	CO1	Explain the philosophical, sociological and rights perspective of inclusive education.
	CO2	Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
	CO3	Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.

Perspectives in Teacher Education – In-service and Pre-service 3MA6	CO1	Explain development of teacher education with reference to education of children with disabilities
	CO2	Describe issues and problems related to teacher preparation for education of children with disabilities
	CO3	Enumerate the different organizations working to prepare teachers for children with disabilities
	CO4	Explain the responsibilities of these organizations and critically examine them
	CO5	Describe the importance of in-service programmes
	CO6	Demonstrate planning and execution of in-service programme as per specific need and purpose
	CO7	Appraise the existing teacher education curriculum and its relevance, issues and challenges
Educational Evaluation 3MA7	CO1	Explain the key concepts of evaluation
	CO2	Describe the developments in evaluation
	CO3	Describe the scope of evaluation in education
	CO4	Explain the use of evaluation as an effective tool in teaching-learning process
	CO5	Describe the ways and means of evaluation of programmes
	CO6	Explain the current trends in evaluation
Identification, Assessment and Needs of Individuals with Hearing Impairment 1MB1	CO1	Explain Audiological evaluation and reflect its application in education of CWHI.
	CO2	Explain the practices in educational assessment including the setting up of an educational assessment centre.
	CO3	Describe speech of children and reflect its use in evaluation of children with hearing impairment.
	CO4	Explain various issues related to assessment of language and communication of CWHI
	CO5	Describe the importance of team approach and reflect on their role in assessment and identification of needs.
Curriculum And Teaching Strategies for Individuals with Hearing Impairment 1MB2	CO1	Describe the curricular needs, framework and practices emerged out of the paradigm shift in education
	CO2	Explain the bases, types and strategies of curricular adaptations
	CO3	Understand the concept and strategies in differentiated instructions
	CO4	Explain the processes and theories of literacy development
	CO5	Explain the multiple literacy and their applications in curriculum
Assistive Devices & Services for Individuals with Hearing Impairment 2MB3	CO1	Describe the available schemes and reflect on status of services for individuals with hearing impairment and suggest ways to improve
	CO2	Understanding about individual and group listening devices used by CWHI in schools.

	CO3	Discuss role of technology in facilitating communicative educational and social functioning of language
	CO4	Understanding about use of assistive devices & methods in the management of CWHI in schools/ clinics.
	CO5	Explain the present and future technologies, research developments and evidence based practices facilitating the education of CWHI
Adulthood and Family Issues of Individuals with Hearing Impairment 3MB4	CO1	Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood.
	CO2	Explain strategies of developing independent living skills and preparing them for gainful employment.
	CO3	Describe communication, cultural and family issues to reflect in planning of services.
Educational Management 3MC1	CO1	Explain the basic fundamental areas of management.
	CO2	Describe the skills required for enhancing institutional quality for sustained development.
	CO3	Enumerate the skills required for capacity building of human resources.
	CO4	Explain the skills needed to manage data for various information management processes.
	CO5	Prepare cost effective budgets, proposals and describe ways of managing financial resources
Educational Technology 3M C2	CO1	Discuss roles of Educational Technologists in various contexts.
	CO2	Apply appropriate instructional strategies.
	CO3	Develop appropriate instructional media.
	CO4	Integrate suitable ICT effectively in teaching-learning-evaluation.
	CO5	Suggest suitable modality of instruction (Online, Blended, etc.).
Guidance and Counseling 3M C3	CO1	State the basic concepts in Guidance & Counseling.
	CO2	Discuss Educational, Vocational and Personal Guidance.
	CO3	Describe testing devices and non-testing techniques of guidance.
	CO4	Analyze the problems faced by students in the contemporary world.
	CO5	Discuss the problems faced by children with disabilities.



**Programme Specific Outcomes**  
**M.Ed – Special Education**  
**(Mental Retardation)**

## **Programme: Masters in Special Education (Mental Retardation)**

PSO1. Understand the nature and basic concepts of core subjects like Developments in Special Education, Research Methodology and Statistics, Psychology of Development and Learning, Curriculum Design & Development, Inclusive Education, Perspectives in Teacher Education and Educational Evaluation.

PSO2. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance inclusive education for children with disabilities.

PSO3. Identify and analyse critically the emerging challenges in the society and create solutions using structured method.

PSO4. Identify the existing problems pertaining to special education and disability management and initiate appropriate measures to solve them.

PSO5. Develop leadership abilities that help them to learn to collaborate and communicate while working in team projects.

PSO6. Equip with the leadership qualities such as decision making skills, communication and delegation skills that are required while working as teacher educators/ administrators.

PSO7. Develop specialized capacity for leadership in designing and implementing curriculum by applying universal design.

PSO8. Use their research aptitude in planning, developing and adapting the curriculum, teaching strategies and materials based on the individualized needs of children with mental retardation.

PSO10. Acquire mastery over skills to assess and apply the current technological devices and services for children with mental retardation and customize based on their unique needs.

PSO11. Acquire 21st century teaching skills to encounter the real time challenges of diverse learners in the classroom as well as in the society.

PSO12. Understand the impact of the solution evolved from teaching profession in societal and environmental contexts, demonstrate the knowledge, and need for sustainable development.

PSO13. Apply ethical principles to carry out research which promotes moral and social values, such as social responsibility and human rights.

PSO15. Acquire skills to work effectively as an individual/leader in interdisciplinary, trans-disciplinary and multidisciplinary settings as well as in higher educational institutions to enhance productive working relationships.

PSO16. Learn to communicate effectively and efficiently to transact the curricular content, prepare research proposals/reports and convey appropriate and suitable suggestions for their professional development.

PSO17. Realize the need for life-long learning and update their knowledge continuously on emerging developments in the respective fields through various sources including online.

**Course Outcomes**  
**M.Ed – Special Education**  
**(Mental Retardation)**

## Course Outcomes

### Programme: Masters in Special Education (Mental Retardation)

Title of the Course	No.	Course Outcomes
Developments in Education and Special Education 1MA1	CO1	Explain the developments of general and special education in India
	CO2	Explain implications of recommendations of various committees and commissions for educational developments in India
	CO3	Describe the issues in the present day educational system
	CO4	Describe the challenges in the present day educational system
	CO5	Describe the important quality related issues which need to be considered for revision/development of new education policy
Research Methodology and Statistics 1MA2	CO1	Explain the concept and need for research
	CO2	Enumerate the ethical research practices
	CO3	Explain the types of research
	CO4	Describe the methods and processes of research
	CO5	Describe the application of statistical techniques for analysis of data
	CO6	Explain the methods and techniques of qualitative research
	CO7	Write a research proposal and a research report
Psychology of Development and Learning 2MA3	CO1	Explain the psychological principles and their application in specific context of education and special education.
	CO2	Explain the principles and their implication for growth and development.
	CO3	Critically analyse the process from the point of view of cognitive psychology.
	CO4	Explain role of motivation in learning, learning processes and theories of personality.
	CO5	Apply psychological aspects to teaching - learning situations.
Curriculum Design & Development 2MA4	CO1	Define and identify different components of curriculum.
	CO2	Understand and analyse various approaches to curriculum development.
	CO3	Explain and demonstrate curriculum differentiation.
Inclusive Education 2MA5	CO1	Explain the philosophical, sociological and rights perspective of inclusive education.
	CO2	Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
	CO3	Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.

Perspectives in Teacher Education – In-service and Pre-service 3MA6	CO1	Explain development of teacher education with reference to education of children with disabilities
	CO2	Describe issues and problems related to teacher preparation for education of children with disabilities
	CO3	Enumerate the different organizations working to prepare teachers for children with disabilities
	CO4	Explain the responsibilities of these organizations and critically examine them
	CO5	Describe the importance of in-service programmes
	CO6	Demonstrate planning and execution of in-service programme as per specific need and purpose
	CO7	Appraise the existing teacher education curriculum and its relevance, issues and challenges
Educational Evaluation 3MA7	CO1	Explain the key concepts of evaluation
	CO2	Describe the developments in evaluation
	CO3	Describe the scope of evaluation in education
	CO4	Explain the use of evaluation as an effective tool in teaching-learning process
	CO5	Describe the ways and means of evaluation of programmes
	CO6	Explain the current trends in evaluation
Identification, Assessment and Needs of Individuals with Mental Retardation/ Intellectual Disability 1MB1	CO1	Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID).
	CO2	Use appropriate instruments for assessment of PwID.
	CO3	Describe the programming needs across different age levels of PwID.
	CO4	Utilize assessment information for educational programming, referral services and placement.
	CO5	Comprehend the emerging future needs of PwID.
Curriculum And Teaching Strategies for Individuals with Mental Retardation/ Intellectual Disability 1MB2	CO1	Explain the principles and approaches to curriculum development and instructional program.
	CO2	Describe the various approaches for teaching students with Intellectual Disability
	CO3	Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level
	CO4	Use Instructional Program and methods in Inclusive Set ups
	CO5	Use teaching strategies and TLMs for PwID
Therapeutics and Assistive Devices for Individuals with Mental Retardation 2MB3	CO1	Gain knowledge about speech and language therapy
	CO2	Understand the meaning and interventions of physiotherapy
	CO3	Use occupational therapy for PwID
	CO4	Comprehend and apply behavioural techniques for interventions
	CO5	Select and use appropriate assistive devices for PwID

Adulthood and Family Issues of Individuals with Intellectual Disability 3MB4	CO1	Develop understanding of stages of development in adulthood
	CO2	Appreciate importance of family attitude and involvement
	CO3	Understand the Gender, marriage and sexuality related issues..
	CO4	Understand the disability issues related to community
	CO5	Appreciate the importance of adulthood and family training
Educational Management 3MC1	CO1	Explain the basic fundamental areas of management.
	CO2	Describe the skills required for enhancing institutional quality for sustained development.
	CO3	Enumerate the skills required for capacity building of human resources.
	CO4	Explain the skills needed to manage data for various information management processes.
	CO5	Prepare cost effective budgets, proposals and describe ways of managing financial resources
Educational Technology 3M C2	CO1	Discuss roles of Educational Technologists in various contexts.
	CO2	Apply appropriate instructional strategies.
	CO3	Develop appropriate instructional media.
	CO4	Integrate suitable ICT effectively in teaching-learning-evaluation.
	CO5	Suggest suitable modality of instruction (Online, Blended, etc.).
Guidance and Counseling 3M C3	CO1	State the basic concepts in Guidance & Counseling.
	CO2	Discuss Educational, Vocational and Personal Guidance.
	CO3	Describe testing devices and non-testing techniques of guidance.
	CO4	Analyze the problems faced by students in the contemporary world.
	CO5	Discuss the problems faced by children with disabilities.

**Programme Specific Outcomes  
(Integrated B.EdM.Ed Special  
Education - Intellectual Disability)**

**Programme Specific Outcomes**  
**Programme: Masters in Special Education**  
**Integrated B.EdM.Ed Special Education - Intellectual Disability**

PSO1. Understand the nature and basic concepts of core subjects like Developments in Special Education, Research Methodology and Statistics, Psychology of Development and Learning, Curriculum Design & Development, Inclusive Education, Perspectives in Teacher Education and Educational Evaluation.

PSO2. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance inclusive education for children with disabilities.

PSO3. Identify and analyse critically the emerging challenges in the society and create solutions using structured methods.

PSO4. Identify the existing problems pertaining to special education and disability management and initiate appropriate measures to solve them.

PSO5. Develop leadership abilities that help them to learn to collaborate and communicate while working in team projects.

PSO6. Equip with the leadership qualities such as decision making skills, communication and delegation skills that are required while working as teacher educators/ administrators.

PSO7. Develop specialized capacity for leadership in designing and implementing curriculum by applying universal design.

PSO8. Understand the curriculum and teaching strategies for individuals with mental retardation.

PSO9. Apply advanced technology for individuals with mental retardation.



**Course Outcomes**  
**(Integrated B.EdM.Ed Special**  
**Education - Intellectual Disability)**

**Course Outcomes**  
**Programme: Masters in Special Education**  
**Integrated B.EdM.Ed Special Education - Intellectual Disability**

After the completion of the course, the student trainees will be able to:

<b>Title of the Course</b>	<b>No.</b>	<b>Course Outcomes</b>
Psychology of Human Growth and Development 1IA1	CO1	Explain the process of development during infancy
	CO2	Explain the process of development during childhood
	CO3	Explain the process of development during adolescence
	CO4	Analyze the developmental variations among children.
	CO5	Describe adolescence as a period of transition and threshold of adulthood
	CO6	Enumerate different factors affecting child development.
Development of Education and Special Education 1IA2	CO1	Explain the history, nature and process of education
	CO2	Explain the philosophies and their contributions to education
	CO3	Describe the role of education in the modern context
	CO4	Explain the concept of diversity
	CO5	Enumerate the trends seen in contemporary Indian Education
	CO6	Enumerate the issues and challenges faced by contemporary Indian Education in global context
Introduction to Sensory Disabilities 1IB1	CO1	Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
	CO2	Explain the issues & ways to address challenges in educating students with hearing loss.
	CO3	Describe nature, characteristics & assessment of students with low vision & visual impairment.
	CO4	Suggest educational placement and curricular strategies for students with low vision & visual impairment.
	CO5	Explicate the impact of deaf-blindness & practices for functional development
Introduction to Neuro Developmental Disabilities 1IB2	CO1	Discuss the characteristics and types of learning disability.
	CO2	Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
	CO3	Explain the characteristics and types of Intellectual disability.
	CO4	Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
	CO5	Explain the characteristics and types of Autism Spectrum Disorder.
Introduction to Locomotor and Multiple Disabilities 1IB3	CO1	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
	CO2	Plan an effective programme for creating awareness about the persons with

	CO3	Locomotor disabilities and Multiple disabilities.
	CO4	Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
	CO5	Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.
Identification and Assessment of Children with Intellectual Disability IIC1	CO1	Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability
	CO2	Understand various procedures, areas and approaches of assessment and their relevance
	CO3	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 preschool level
	CO4	Get familiarized with the assessment tools for independent living, provisions
	CO5	Understand the schemes for vocational skills development and implication of assessment
	CO6	Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration
Inclusive Education 2IA3	CO1	Explain Inclusion and the progression from segregation to inclusion
	CO2	Appreciate diversity in an inclusive class
	CO3	Describe key nation and international policies and frameworks facilitating inclusive education
	CO4	Enumerate skills in adapting instructional strategies for teaching in mainstream classrooms
	CO5	Describe inclusive pedagogical practices and its relation to good teaching
	CO6	Describe strategies for collaborative working and stakeholder support in implementing inclusive education
	CO7	Explain the role of society in general for successful inclusion
Pedagogy of School Subjects 2IA4 Methodology of Teaching Tamil – Paper I	CO1	Realize the rationale of learning Tamil language
	CO2	Explain the various methods of learning Tamil
	CO3	Illustrate the techniques in teaching prose, poem, grammar and essay
	CO4	Exemplify the fundamental skills of language
	CO5	Comprehend the principles of curriculum development
Pedagogy of School Subjects 2IA4	CO1	Explain the role of English language and mother tongue

Methodology of Teaching English	CO2	Acquire skills and methods of teaching prose and poetry
	CO3	Demonstrate the skills and methods of teaching vocabulary and composition
	CO4	Comprehend the method of teaching the four-fold language skills
	CO5	Distinguish various approaches and techniques of teaching English
Pedagogy of School Subjects 2IA4 Methodology of Teaching Mathematics	CO1	Describe the history of mathematics and its value in day to day applications
	CO2	Apply different methods and techniques in teaching mathematics effectively
	CO3	Understand and identify influence of various psychological factors in learning
	CO4	Make out the individual differences in learning mathematics and to plan activities according to the needs of the students
	CO5	Organize learning resources and apply them appropriately in everyday teaching
Pedagogy of School Subjects 2IA4 Methodology of Teaching Physical Science	CO1	Understand the need and importance of teaching physical science in higher secondary level
	CO2	Able to prepare a lesson plan and presenting them effectively in the classroom
	CO3	Identify and apply various teaching methods for teaching of physical science
	CO4	Develop theoretical and practical understanding of the hardware and software relating to the technology of teaching.
	CO5	Apply the evaluation techniques in the classroom
Pedagogy of School Subjects 2IA4 Methodology of Teaching Biological Science	CO1	Understand the aims, objectives and challenges in teaching biology
	CO2	Obtain various skills needed for class room instruction
	CO3	Identify and prepare various aids for teaching biology
	CO4	Explain the techniques in preparing special aids for teaching biology
	CO5	Acquire the knowledge on the content of biology syllabus for IX standard
Pedagogy of School Subjects 2IA4 Methodology of Teaching Social Science	CO1	Identify the need of teaching social science in school curriculum
	CO2	Apply various instructional strategies in teaching social science
	CO3	Express the need and types of teaching aids in social science
	CO4	Develop skills in writing objectives, preparing lesson plan, unit plan and the need for developing micro teaching skills.

	CO5	Comprehend the essential qualities and functions of a teacher
Pedagogy of School Subjects 2IA4 Methodology of Teaching Computer Science	CO1	Understand the Bloom's taxonomy of educational objectives
	CO2	List out the objectives of teaching of computer science in schools
	CO3	Apply the micro teaching skills during classroom instruction & Point out the qualities of good computer science text book
	CO4	Comprehend the principles of curriculum development
	CO5	Develop skills in constructing test and evaluation
Pedagogy of Teaching Language – Tamil-II 2IA5	CO1	Understand the origin and development of Tamil Language
	CO2	Identify the importance of language in curriculum and principles of poem
	CO3	Comprehend the structure of sound in Tamil language
	CO4	Explain the literary appreciation
	CO5	Distinguish the importance and special features of Tamil Language
Pedagogy of Teaching Language English- II 2IA5	CO1	Employ various methods for teaching English language
	CO2	Clarify the nature of classroom climate and teachers' behaviour
	CO3	Identify the principles of selecting teaching aids and uses of audio visual aids
	CO4	Apply various technologies for teaching English language
	CO5	Explain various strategies, techniques of testing and evaluation in English language
Special Module- II 2IA5	CO1	Define the term transition and explain various stages of Individualized Vocational Transition Plan
	CO2	Identify generic/work readiness skills and conduct job survey and prepare job analysis for persons with mental retardation
	CO3	Explain approaches to vocational assessment, select tools and conduct vocational Assessment
	CO4	Describe various types of employment and related activities to train and place the persons with mental retardation.
	CO5	Introduce the adult related needs such as sex education, self advocacy and recreation
Curriculum Development and Evaluation of Intellectual Disability 2IC2	CO1	Understand the nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation
	CO2	Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
	CO3	Acquire about curriculum domains at secondary, prevocational and vocational level and understand its implications
	CO4	Understand different strategies for curriculum

		adaptation, accommodation, modification and their significance.
	CO5	Write down the significance of evaluation of the curriculum taught
	CO6	Explain evaluation and make effective use of different techniques
Reading and Reflecting on Texts 2ID1	CO1	Reflect on student's own current level of literacy
	CO2	Undertake practice in basic reading skills to become active readers
	CO3	Undertake practice in basic writing skills to become independent writers
	CO4	Describe strategies to facilitate development of good reading skills among students
	CO5	Describe strategies to facilitate development of good writing skills among students
	CO6	Chooses to read books or write stories or poems as leisure time activity
Learning Teaching and Assessment 3IA6	CO1	Explain theories of learning and intelligence
	CO2	Enumerate the applications of theories of learning and intelligence for teaching children
	CO3	Describe the learning process
	CO4	Describe the nature and theory of motivation
	CO5	Explain stages of teaching and learning
	CO6	Describe the role of the teacher
	CO7	Narrate experiences of the teaching learning process
	CO8	Explain the scope and role of assessment in teaching learning process to introduce dynamic assessment scheme for educational set up towards enhanced learning
Technology and children with intellectual disability 3IC3	CO1	Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes
	CO2	Understand nature of ICT, its basis, development and use
	CO3	Use computer programme and software for the benefit of children with ID
	CO4	Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion
	CO5	Apply technology for developing lesson plan and adapted assistive devices
Early Childhood Care And Education 3IB4 (A)	CO1	Explain the biological & sociological foundations of early childhood education.
	CO2	Describe the developmental systems approach and role responsibilities of interdisciplinary teams

		for early education of children with disabilities.
	CO3	Enumerate the inclusive early education pedagogical practices.
Application of ICT in Classroom 3IB4 (B)	CO1	Gauge the varying dimensions in respect of ICT and Applications in Special Education.
	CO2	Delineate the special roles of ICT Applications.
	CO3	Acquire Familiarity with Different Modes of Computer-Based Learning.
Orientation and Mobility 3IB5 (A)	CO1	Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
	CO2	Acquire basic knowledge of human guide techniques.
	CO3	Describe pre-cane and cane travel skills and devices.
	CO4	Get acquainted with the importance and skills of training in independent living for the visually impaired.
Communication Options: Manual (Indian Sign Language) 3IB5 (B)	CO1	Discuss the two manual options with reference to Indian special schools.
	CO2	Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
	CO3	Describe manual options in the light of issues like language, culture and identify.
	CO4	Exhibit beginner level hands on skills in using manual options.
	CO5	Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.
Vocational Rehabilitation & Transition to Job Placement 3IB5 (C)	CO1	Develop an understanding of vocational education & its relevance for PWD's.
	CO2	Carry out vocational assessment and make vocational training plan.
	CO3	Plan for transition from School to job.
	CO4	Identify various avenues for job placement.
	CO5	Facilitate PWD's in making choice of vocational trades.
Research methodology and statistics 4IA7	CO1	Explain Inclusion and the progression from segregation to inclusion
	CO2	Appreciate diversity in an inclusive class
	CO3	Describe key nation and international policies and frameworks facilitating inclusive education
	CO4	Enumerate skills in adapting instructional strategies for teaching in mainstream classrooms
	CO5	Describe inclusive pedagogical practices and its relation to good teaching
	CO6	Describe strategies for collaborative working and stakeholder support in implementing inclusive education
	CO7	Explain the role of society in general for successful inclusion
Educational intervention and teaching strategies for children with ID 4IC4	CO1	Understand, plan and use interventional techniques appropriately and demonstrate
	CO2	Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation

	CO3	Understand basic of learning and teaching
	CO4	Demonstrate appropriate teaching strategies for teaching in different curriculum areas
	CO5	Understand nature and identification maladaptive behaviour and learn various modes of its management.
	CO6	Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention
Adulthood and family issues of students with intellectual disability 4IC5		CO1 Develop understanding of stages of development in adulthood
		CO2 Appreciate importance of family attitude and involvement
		CO3 Understand the Gender, marriage and sexuality related issues.
		CO4 Understand the disability issues related to community
		CO5 Appreciate the importance of adulthood and family training
Psycho social and family issues for ID 4IC6	CO1	Realise importance and role of family in rehabilitation of children with ID
	CO2	Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach
	CO3	To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association
	CO4	Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them
	CO5	Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs
Drama and Art in Education (EPC) 4BD3	CO1	Explain art appreciation, art expression and art education
	CO2	Describe strategies for facilitating learning of various arts for students with and without disabilities
	CO3	Describe adaptive strategies of artistic expression



	CO4	Explain how art can enhance learning
Educational evaluation 5IA8	CO1	Explain the key concepts of evaluation
	CO2	Describe the developments in evaluation
	CO3	Describe the scope of evaluation in education
	CO4	Explain the use of evaluation as an effective tool in teaching-learning process
	CO5	Describe the ways and means of evaluation of Programmes
	CO6	Explain the current trends in evaluation
Therapeutics and assistive devices for children with intellectual disability 5IC7	CO1	Gain knowledge about speech and language therapy
	CO2	Understand the meaning and interventions of physiotherapy
	CO3	Use occupational therapy for PwID
	CO4	Comprehend and apply behavioural techniques for interventions
	CO5	Select and use appropriate assistive devices for PwID
Educational management 5IJA	CO1	Explain the basic fundamental areas of management.
	CO2	Describe the skills required for enhancing institutional quality for sustained development.
	CO3	Enumerate the skills required for capacity building of human resources
	CO4	Explain the skills needed to manage data for various information management processes
	CO5	Prepare cost effective budgets, proposals and describe ways of managing financial resources
Educational technology 5IJB	CO1	Discuss roles of Educational Technologists in various contexts.
	CO2	Apply appropriate instructional strategies.
	CO3	Develop appropriate instructional media.
	CO4	Integrate suitable ICT effectively in teaching-learning-evaluation.
	CO5	Suggest suitable modality of instruction (Online, Blended, etc.).
Guidance and counseling 5IJC	CO1	State the basic concepts in Guidance & Counseling.
	CO2	Discuss Educational, Vocational and Personal Guidance.
	CO3	Describe testing devices and non-testing techniques of guidance.
	CO4	Analyze the problems faced by students in the contemporary world
	CO5	Discuss the problems faced by children with disabilities.



**Faculty of Disability Management and Special Education  
(FDMSE)**

**Ramakrishna Mission Vivekananda  
Educational and Research Institute (RKMVERI)  
Coimbatore Campus**

**Programme Outcomes  
Ph.D in Special Education**

## **Programme: Integrated M.PhilPh.D in Special Education (Visual Impairment/ Hearing Impairment/ Mental Retardation)**

- PO1. Knowledge: Gain a thorough knowledge of the literature and a comprehensive understanding of scientific methods and techniques applicable to their own research
- PO2. Application: Be able to demonstrate originality in the application of knowledge with a practical understanding of how research and enquiry are used to create and interpret knowledge in their respective specialization areas.
- PO3. Critical Evaluation: Develop the ability to critically evaluate current research and research techniques and methodologies.
- PO4. Problem Solving: Be able to have self-direction and originality in tackling and solving problems.
- PO5. Researching skills: Be able to act autonomously in the planning and implementation of research and gain oral presentation and scientific writing skills.
- PO6. Leadership: Apply leadership skills in advocating and meeting educational needs of children with disabilities in various settings.
- PO7. Ethics: Able to identify areas where ethical issues may arise in their work or discipline, and articulate strategies for dealing with ethical issues in the profession.

# **Programme Specific Outcomes**

## **Programme Specific Outcomes**

### **Programme: Integrated M.PhilPh.D in Special Education (Visual Impairment/ Hearing Impairment/ Mental Retardation)**

PSO1. Able to summarize major themes and current research problems in their area of specialization.

PSO2. Able to communicate the major tenets of their field and their work orally and in writing for students, peers and the lay public.

PSO3. Identify problems and areas needing development in their respective specialization areas.

PSO4. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance inclusive education for children with disabilities.

PSO5. Develop skills in making and testing hypotheses, in developing new theories, and in planning and conducting experiments; developing practical research skills and learn new state of the art techniques used in Special Education research

PSO6. Develop leadership abilities that help them to learn to collaborate and communicate while working in team projects.

PSO7. Use their research aptitude in planning, developing and adapting the curriculum, teaching strategies and materials based on the individualized needs of individuals with visual impairment/ hearing impairment/ mental retardation.

PSO8. Acquire mastery over skills to assess and apply the current technological devices and services for individuals with visual impairment/ hearing impairment/ mental retardation and customize based on their unique needs.

# **Course Outcomes**

**Course Outcomes**  
**Programme: Ph.D in Special Education**

<b>Title of the Course</b>	<b>No.</b>	<b>Course Outcomes</b>
Methods of Research In Education 1TP1	CO1	Enhance basic knowledge in Educational Research
	CO2	Equip with the knowledge required for review, sampling and instrumentation
	CO3	Encourage the scholars in preparing research proposals and research reports
	CO4	Enable the scholars to apply the SPSS package in data analysis
	CO5	Understand the need for inter-disciplinary approach to educational research
Practices and Issues in Special Education 1TP2	CO1	Examine the current scenario of education.
	CO2	Understand the learning theories and its implication in current learning trends.
	CO3	Deal with the recent evaluation methods in inclusion.
	CO4	Examine the changing roles of teacher in current scenario
	CO5	Focus on value development and related aspects of character building
	CO6	Deal with issues and perspectives of future education.
Background Paper 1TP3	CO1	Examine the emerging issues and problems in the field of special education
	CO2	Understand the available review of literature in the emerging issues.
	CO3	Able to find out the solutions