

**Department of
Special Education
(Cos,Pos,PSOs)**

Name of Program: B.ED Special Education (Hearing Impairment -HI)

Program Outcomes		
<ol style="list-style-type: none">1. Acquire knowledge and skills about human development, contemporary Indian education, and pedagogy of various school subjects, with a focus on assessment for learning.2. Acquire knowledge and skills about the nature and educational needs of children with hearing impairment, as well as understanding select other disabilities.3. Explain and respond to the educational, physical, communication, and vocational needs of persons with hearing impairment.4. Develop skills in systematic assessment of students with hearing impairment.5. Develop curriculum tailored to the needs of children with hearing impairment across educational levels.6. Plan and implement educational programmes specifically designed for children with hearing impairment in both special and inclusive settings.7. Familiarize themselves with the management and organization of special education programmes for children with hearing impairment.8. Coordinate and collaborate with parents, family members, audiologists, speech-language pathologists, and the community to support children with hearing impairment in becoming independent and productive members of society.9. Develop abilities and skills to create awareness and foster sensitivity in society towards persons with hearing impairment.10. Promote and facilitate the inclusion of children with hearing impairment in mainstream educational settings.11. Develop a conceptual understanding of education provisions and gain skills for working with children with hearing impairment in special and inclusive settings.12. Enhance professional knowledge and skills to continue growth as a special educator for hearing impairment.		
Program Specific Outcomes		
At the end of this programme, the teacher trainees should be able to:		
<ol style="list-style-type: none">1. Acquire knowledge and skills about human development, contemporary Indian education, and pedagogy of various school subjects with an emphasis on assessment for learning, especially in the context of students with hearing impairment.2. Acquire in-depth knowledge and skills about the nature, communication needs, and educational requirements of children with hearing impairment, along with exposure to select other disabilities.3. Develop a conceptual understanding of education provisions, including language and communication modes, and acquire practical skills for working with children with hearing impairment in both special and inclusive educational settings.4. Enhance professional knowledge and skills for continuous development as a competent and reflective special educator in the field of hearing impairment.		
Course Outcomes		
B.Ed Special Education Semester-I		
Course Code	Course Name	Course Outcomes

MUSEHI101	Human Growth & Development	<ul style="list-style-type: none"> • Explain the process of development with special focus on infancy, childhood and adolescence. • Summarize the theoretical approaches on Human Development • Critically analyze developmental variations among children. • Comprehend adolescence as a period of transition and threshold of adulthood.
MUSEHI102	Contemporary India and Education	<ul style="list-style-type: none"> • Explain the concept and scope of education and the philosophical perspectives to understand education. • Analyze the role of educational system in the context of Modern Ethos. • Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of children with disabilities. • Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts. • Critically analyze the historical development of education in India in general and education of children with disabilities
MUSEHI103	Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Discuss the theories of learning and intelligence and their applications for teaching children • Analyse the learning process, nature and theory of motivation • Describe the stages of teaching and learning and the role of teacher • Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs, • Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities.
MUSEHI104	Introduction to Disabilities	<ul style="list-style-type: none"> • Explain the various terms associated with disabilities • Classify various disabilities according to different frameworks • Describe the vital provisions for empowering persons with disabilities • Give details of the prevalence, characteristics and needs of various disabilities • Discuss the sensitivity to be kept in mind while working with persons with disabilities

MUSEHI105	Introduction to Education of Students with Disabilities	<ul style="list-style-type: none"> • Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities • Describe the national initiatives and provisions for education children with disabilities and their families • Explain the infrastructural requirements and pedagogical practices for various educational set ups • Explain and undertake their role responsibilities as a special educator • Discuss the readiness required for the future for education of students with disabilities
MUSEHI106	Identification of Disability & Assessment of Needs	<ul style="list-style-type: none"> • Explain the need and techniques for early identification of hearing loss in children. • Acquire knowledge in the area of audiological assessment and its relevance in education. • Discuss communicative and language related needs with the understanding of its development and assessment. • Understand the need for assessment of various processes involved in receptive and expressive language. • Describe and identify different components of educational assessment and analyze various educational needs of children with hearing impairment.
MUSEHI107	Visit & Writing report	<ul style="list-style-type: none"> • Understand the diverse types of disabilities and their real-life implications through direct exposure to various institutions and service settings. • Demonstrate foundational skills in effective communication and interaction with individuals with disabilities across different educational and rehabilitative contexts. • Apply practical knowledge of teaching–learning processes (including group and one-to-one teaching) and identify appropriate modes of communication used with individuals with hearing impairment and other disabilities.
MUSEHI108	Lesson Planning & Development of TLM	<ul style="list-style-type: none"> • Develop well-structured and objective-aligned lesson plans that effectively facilitate the teaching–learning process for learners with hearing impairment and other disabilities. • Apply principles of content organization, instructional design, and differentiated teaching strategies to make learning accessible and engaging. • Design and prepare appropriate, low-cost, and contextually relevant Teaching–Learning Materials (TLM) to support diverse learner needs.

Course Outcomes		
B.Ed Special Education Semester-II		
MUSEHI201	Life Skills across Life Span	<ul style="list-style-type: none"> • Critically evaluate the necessity and relevance of appropriate life skills development • Make individualized adaptations to teach skills across diverse learners • Plan for transitions at various life stages • Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities
MUSEHI202 (A)	Pedagogy of Teaching Science	<ul style="list-style-type: none"> • Explain the role of science in day to day life and its relevance to modern society. • Describe the aims and objectives of teaching science at school level. • Demonstrate and apply skills to select and use different methods of teaching the content of sciences. • Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. • Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.
MUSEHI203 (A)	Pedagogy of Teaching Mathematics	<ul style="list-style-type: none"> • Explain the nature of Mathematics and its historical development with contribution of Mathematicians. • Describe the aims and objectives of teaching Mathematics at school level. • Demonstrate and apply skills to select and use different methods of teaching Mathematics. • Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. • Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.
MUSEHI204 (A)	Pedagogy of Teaching Social Science	<ul style="list-style-type: none"> • Explain the concept, nature and scope of social science. • Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.

		<ul style="list-style-type: none"> • Develop skills in preparation and use of support materials for effective social science teaching. • Develop the ability to organize variety of learning and enrichment activities and community resources for promoting social science learning.
MUSEHI205 (B)	Pedagogy of Teaching Hindi	<ul style="list-style-type: none"> • Understand the nature, significance, and objectives of teaching Hindi as a first and second language in school settings. • Analyze the linguistic, cultural, and educational roles of Hindi in the Indian context. • Apply various approaches, methods, and techniques of teaching Hindi suited to learners with special needs, particularly those with hearing impairment. • Design and implement lesson plans using appropriate instructional strategies for teaching prose, poetry, grammar, and composition in Hindi. • Develop and adapt Teaching–Learning Materials (TLMs) to enhance language acquisition for students with different learning abilities.
MUSEHI206 (B)	Pedagogy of Teaching English	<ul style="list-style-type: none"> • Explain the principles of language teaching, and evolution and trends in English literature. • Prepare an instructional plan in English. • Adapt various approaches and methods to teach English language. • Use various techniques to evaluate the achievement of the learner in English
MUSEHI207	Equitable & Inclusive Education	<ul style="list-style-type: none"> • Explain the construct of inclusive education and the progression from segregation towards valuing & and appreciating diversity in inclusive education. • Explicate the national and key international policies and frameworks facilitating inclusive education. • Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. • Describe the inclusive pedagogical practices and their relation to good teaching. • Expound strategies for collaborative working and stakeholders' support in implementing inclusive education.
MUSEHI208	Curriculum Development, Adaptation and Evaluation	<ul style="list-style-type: none"> • Understand the concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills. • Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.

		<ul style="list-style-type: none"> Describe the need for curricular adaptation and decide suitable adaptation and undertake it. Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.
MUSEHI209 (C)	Community-Based Rehabilitation	<ul style="list-style-type: none"> Explain the concept, principles and scope of community-based rehabilitation. Learn the strategies for promoting public participation in CBR. Apply suitable methods for preparing persons with disability for rehabilitation within the community. Provide need-based training to persons with disabilities. Develop an understanding of the role of government and global agencies in CBR. Develop an understanding of the roles played by OPD members and siblings
MUSEHI210 (C)	Guidance and Counselling	<ul style="list-style-type: none"> Describe the concept and meaning of Counseling and Guidance. Apply the skills of guidance and counseling in classroom situations and with families of the students. Describe the process of development of self-image and self-esteem. Discuss the types of counseling and guidance in special school and inclusive settings. Narrate the importance and scope of family counseling
MUSEHI211 (C)	Positive Behaviour Supports	<ul style="list-style-type: none"> Explain the concept and historical perspectives of behaviour Narrate the need for implementing schoolwide positive behavioural strategies Plan positive behavioural intervention and support (PBIS) for the class Demonstrate competency in implementing the three-tier system of PBIS Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS
MUSEHI212 (C)	Early Childhood Care & Education	<ul style="list-style-type: none"> Explain the various domains of development. Describe ways to identify at risk children and use screening tools Describe the provisions and requirements for ECCE Enumerate the inclusive early education pedagogical

		<p>practices.</p> <ul style="list-style-type: none"> Describe the requirements for school readiness and transitioning
MUSEHI213 (C)	Application of ICT in Classroom	<ul style="list-style-type: none"> Gauge the varying dimensions in respect of ICT and Applications in Special Education. Delineate the special roles of ICT Applications. Acquire Familiarity with Different Modes of Computer-Based Learning. Describe the application of ICT in Inclusive setups Explain the policy provisions for ICT
MUSEHI214 (C)	Disability, SEDGs, and Gender	<ul style="list-style-type: none"> Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups. Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities. Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher. Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them.
MUSEHI215	Classroom Observation at different levels and of different subjects	<ul style="list-style-type: none"> Observe and critically analyze classroom practices in special schools, inclusive settings, and training centres with a focus on language teaching. Identify and document various teaching–learning processes, communication methods, and classroom management strategies used for learners with disabilities. Recognize and reflect upon the use of differentiated instructional techniques and strategies specific to language teaching in diverse educational contexts. Gain insights into effective teacher behaviors, learner responses, and environmental adaptations that support inclusive and accessible language education. Apply observational findings to inform their own teaching practice and improve planning and instructional decision-making.

MUSEHI216	Execution of Lesson (Teaching Practice)	<ul style="list-style-type: none"> • Demonstrate the ability to plan, organize, and deliver structured lessons across various subjects and grade levels, addressing the diverse needs of learners with disabilities. • Apply effective teaching methodologies, classroom management strategies, and communication techniques in real classroom settings under supervision. • Understand the operational dynamics of school systems, including curriculum delivery, learner assessment, and interdisciplinary collaboration. • Reflect on teaching experiences to identify strengths, areas for improvement, and professional growth opportunities. • Cultivate professional attitudes, ethical responsibilities, and adaptability necessary for effective teaching in both special and inclusive educational settings.
Course Outcomes		
B.Ed Special Education Semester-III		
MUSEHI301	Intervention & Teaching Strategies	<ul style="list-style-type: none"> • Understand programmes for early intervention of infants and children with hearing impairment. • Describe the need, stages and importance of auditory/listening training & speechreading for facilitating development of spoken language of children with hearing impairment. • Explain various approaches to teaching, strategies for speech intervention. • Describe methods, techniques and options to facilitate language and communication. • Explain the concept, principles and practices, linkages and outcomes of educational intervention.
MUSEHI302	ICT & Assistive Technology	<ul style="list-style-type: none"> • Enumerate various listening devices and describe ways of effective usage and maintenance. • Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech. • Narrate the range of technological applications that can be used for facilitating communication and language. • Explain the present and future technologies facilitating the education of children with hearing impairment. • Identify different resources (financial & human) to obtain technology.

MUSEHI303	Psycho-Social and Family Issues	<ul style="list-style-type: none"> • Explain psychosocial development of early childhood and role of family. • Understand the family needs and prepare to support families in empowering children with disabilities. • Ensure family involvement in educational programs. • Describe strategies for family empowerment • Explain intersectionality and related concepts
MUSEHI304	Reading and Reflecting on Texts	<ul style="list-style-type: none"> • Discuss the role and importance of literacy in education • Describe the difference between reading and reading comprehensions and the skills required. • Narrate about the different types of texts. • Discuss writing as a processes and a product • Detail out the procedure for independent writing
MUSEHI305	Drama and Art in Education	<ul style="list-style-type: none"> • Exhibit a basic understanding of art appreciation, art expression and art education • Understand the diversity within artistic expression • Apply art as ‘critical pedagogy’ in classrooms • Adapt and modify activities to enhance learning and teach through art forms • Promote inclusive art and facilitate participation at cultural and community events
MUSEHI306	Supportive Skill Training	<ul style="list-style-type: none"> • Demonstrate basic proficiency in Indian Sign Language (ISL) for effective communication with individuals who are deaf or hard of hearing. • Identify and operate various assistive technologies relevant to hearing impairment, such as hearing aids, FM systems, speech-to-text software, and captioning tools. • Integrate ISL and assistive technologies into classroom instruction to enhance accessibility and participation for learners with hearing impairment. • Apply inclusive communication strategies to support diverse learners in both special and inclusive educational settings. • Reflect on the role of communication accessibility and technological support in promoting equal educational opportunities for students with hearing impairment.
MUSEHI307	Internship in Disability Specialization	<ul style="list-style-type: none"> • Apply theoretical knowledge and pedagogical skills in real classroom settings catering to students with hearing impairment, under the guidance of experienced educators and Deaf mentors. • Demonstrate the ability to plan, deliver, and adapt individualized and group lessons that address the diverse academic, linguistic, and social needs of students with hearing impairment. • Collaborate effectively with special educators, Deaf

		<p>professionals, and multidisciplinary teams to support holistic development and inclusive practices.</p> <ul style="list-style-type: none"> • Gain hands-on experience in managing classroom dynamics, organizing co-curricular activities, and integrating assistive technologies and communication modes (e.g., Indian Sign Language) into teaching. • Reflect critically on teaching experiences, deepen cultural sensitivity towards the Deaf community, and develop professional attitudes essential for working in special education contexts. • Build a professional network and acquire practical insights that prepare them for employment and continuous growth in the field of special education with a focus on hearing impairment.
Course Outcomes		
B.Ed Special Education Semester-IV		
MUSEHI401	Supportive Skills for the Education of Children with Disabilities	<ul style="list-style-type: none"> • Create a welcoming, safe and a barrier free learning environment for students with disabilities • Communicate with students using ISL, Tactile signs, speech reading techniques or AAC methods • Exhibit readiness for use of basics of Braille script and mobility orientation • Use technology for facilitating learning • Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills
MUSEHI402	Basic Research & Basic Statistics	<ul style="list-style-type: none"> • Describe the concept, meaning and methods of research in education and special education. • Develop an understanding of the research process and acquire competencies for conducting a research. • Apply suitable measures for data organization and analysis. • Able to interpret the results and present research report • Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.
MUSEHI403	Employability Skills	<ul style="list-style-type: none"> • Demonstrate job readiness by effectively preparing applications, résumés, and participating confidently in interviews. • Acquire and apply soft skills such as communication, teamwork, time management, and adaptability essential for professional success. • Exhibit professionalism, ethical conduct, and interpersonal sensitivity when working with diverse clients in various educational and rehabilitative settings.

		<ul style="list-style-type: none"> • Utilize available online resources (e.g., www.employabilityskills.net) to enhance career preparation and access practical tools for continuous professional development. • Reflect on personal strengths and areas for growth to align with the expectations of employers and the evolving demands of the special education field.
MUSEHI404	Internship in Disability Specialization	<ul style="list-style-type: none"> • Engage in hands-on teaching practice within special school settings for learners with hearing impairment, applying pedagogical strategies in real-life classroom and extracurricular environments. • Collaborate with special educators and Deaf teachers/mentors to understand linguistic, cultural, and instructional nuances of working with the deaf community. • Demonstrate the ability to plan and implement individualized instructional strategies that incorporate assistive technologies and inclusive teaching practices. • Reflect critically on classroom experiences to enhance self-awareness, teaching effectiveness, and professional growth. • Exhibit sensitivity to Deaf culture and communication needs, developing culturally responsive and inclusive educational approaches. • Build a professional network and develop the skills, confidence, and perspective necessary for sustained career advancement in the field of special education, particularly in hearing impairment.
MUSEHI405	Internship in Other Disability	<ul style="list-style-type: none"> • Gain hands-on experience by actively assisting special educators in schools or centers catering to disabilities other than their chosen specialization. • Understand the unique educational, social, and behavioral needs of individuals with other types of disabilities (e.g., visual impairment, intellectual disability, locomotor disability, etc.). • Apply inclusive teaching practices and observe effective classroom management strategies across varied disability contexts. • Develop cross-disability awareness, empathy, and adaptability necessary for working in diverse educational environments. • Reflect on field experiences to enhance their professional competence, broaden their perspective on disability, and foster collaborative skills for interdisciplinary educational practice.

Name of Program: B.ED Special Education (Intellectual Disability- ID)

Program Outcomes
<ol style="list-style-type: none">1. Acquire knowledge and skills related to human development, contemporary Indian education, pedagogy of school subjects, and assessment for learning, with relevance to students with intellectual disability.2. Understand the nature and educational needs of children with intellectual disability, as well as gain insight into a few other select disabilities.3. Explain and address the educational, physical, social, and vocational needs of individuals with intellectual disability across the life span.4. Develop and apply systematic assessment techniques to identify learning, developmental, and adaptive behavior needs of children with intellectual disability.5. Design and adapt curriculum suitable for learners with intellectual disability, across early childhood, primary, pre-vocational, and vocational levels.6. Plan, implement, and evaluate individualized and group-based educational programmes for students with intellectual disability in both special and inclusive settings.7. Gain familiarity with the administration and management of special education programmes specifically for children with intellectual disability.8. Collaborate with families, medical professionals, therapists, and community resources to support holistic development and rehabilitation of individuals with intellectual disability.9. Develop the ability to create awareness and promote positive societal attitudes towards persons with intellectual disability.10. Advocate and facilitate inclusive education by preparing environments and strategies that support the meaningful participation of learners with intellectual disability in mainstream settings.11. Build a sound conceptual foundation of educational policies, rights, and provisions applicable to individuals with intellectual disability.12. Continuously enhance personal and professional competencies to grow as an effective, empathetic, and skilled special educator in the field of intellectual disability.
Program Specific Outcomes
<p>At the end of this programme, the teacher trainees should be able to:</p> <ol style="list-style-type: none">1. Acquire knowledge and skills about human development, contemporary Indian education, and pedagogy of various school subjects with a focus on assessment for learning, particularly in the context of students with intellectual disability.2. Gain in-depth understanding of the nature, characteristics, and educational needs of children with intellectual disability, along with familiarity with select other disabilities.3. Develop a strong conceptual foundation of educational provisions, rights, and curricular adaptations required to support learners with intellectual disability in both special and inclusive educational settings.4. Enhance professional competencies through reflective practice, collaboration, and continued skill development to become effective and empathetic special educators in the field of intellectual disability.
Course Outcomes
B.Ed Special Education Semester-I

Course Code	Course Name	Course Outcomes
MUSEID101	Human Growth & Development	<ul style="list-style-type: none"> • Explain the process of development with special focus on infancy, childhood and adolescence. • Summarize the theoretical approaches on Human Development • Critically analyze developmental variations among children. • Comprehend adolescence as a period of transition and threshold of adulthood.
MUSEID102	Contemporary India and Education	<ul style="list-style-type: none"> • Explain the concept and scope of education and the philosophical perspectives to understand education. • Analyze the role of educational system in the context of Modern Ethos. • Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of children with disabilities. • Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts. • Critically analyze the historical development of education in India in general and education of children with disabilities
MUSEID103	Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Discuss the theories of learning and intelligence and their applications for teaching children • Analyse the learning process, nature and theory of motivation • Describe the stages of teaching and learning and the role of teacher • Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs, • Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities.
MUSEID104	Introduction to Disabilities	<ul style="list-style-type: none"> • Explain the various terms associated with disabilities • Classify various disabilities according to different frameworks • Describe the vital provisions for empowering persons with disabilities • Give details of the prevalence, characteristics and needs of various disabilities • Discuss the sensitivity to be kept in mind while working with persons with disabilities

MUSEID105	Introduction to Education of Students with Disabilities	<ul style="list-style-type: none"> • Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities • Describe the national initiatives and provisions for education children with disabilities and their families • Explain the infrastructural requirements and pedagogical practices for various educational set ups • Explain and undertake their role responsibilities as a special educator • Discuss the readiness required for the future for education of students with disabilities
MUSEID106	Identification of Disability & Assessment of Needs	<ul style="list-style-type: none"> • Discuss the historical perspective, nature and needs and characteristics of persons with Intellectual Disability. • Narrate various procedures, areas and approaches of assessment and their relevance. • Describe the importance of assessment at various levels of school education in special and inclusive settings.. • List the assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment. • Discuss the significance of different types of family needs their assessment and implications for extending support to their families, demonstration.
MUSEID107	Visits & Writing Reports (Special Schools, Therapy centers, Rehabilitation organizations, and Inclusive Schools)	<ul style="list-style-type: none"> • Understand the diverse types of disabilities and their real-life implications through direct exposure to various institutions and service settings. • Demonstrate foundational skills in effective communication and interaction with individuals with disabilities across different educational and rehabilitative contexts. • Apply practical knowledge of teaching–learning processes (including group and one-to-one teaching) and identify appropriate modes of communication used with individuals with hearing impairment and other disabilities.
MUSEID108	Classroom Observation at different levels and of different subjects-(IEP)	<ul style="list-style-type: none"> • Understand the principles, components, and legal frameworks guiding the development and implementation of Individualized Educational Programmes (IEPs) for learners with intellectual disability. • Assess the functional, academic, social, and behavioral needs of students with intellectual disability to design appropriate individualized goals and objectives. • Develop well-structured IEPs that include measurable goals, teaching strategies, accommodations, and evaluation methods tailored to the learner's unique needs. • Collaborate effectively with families, special educators,

		<p>therapists, and multidisciplinary teams in the planning and review of IEPs.</p> <ul style="list-style-type: none"> • Monitor, document, and evaluate student progress through IEP implementation and make data-driven adjustments to instructional plans. • Promote inclusive practices by aligning IEP goals with mainstream curriculum and supporting the participation of learners with intellectual disability in inclusive settings.
Course Outcomes		
B.Ed Special Education Semester-II		
MUSEID201(A)	Pedagogy of Teaching Science	<ul style="list-style-type: none"> • Explain the role of science in day to day life and its relevance to modern society. • Describe the aims and objectives of teaching science at school level. • Demonstrate and apply skills to select and use different methods of teaching the content of sciences. • Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. • Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.
MUSEID202(A)	Pedagogy of Teaching Mathematics	<ul style="list-style-type: none"> • Explain the nature of Mathematics and its historical development with contribution of Mathematicians. • Describe the aims and objectives of teaching Mathematics at school level. • Demonstrate and apply skills to select and use different methods of teaching Mathematics. • Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. • Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

MUSEID203(A)	Pedagogy of Teaching Social Science	<ul style="list-style-type: none"> • Explain the concept, nature and scope of social science. • Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. • Develop skills in preparation and use of support materials for effective social science teaching. • Develop the ability to organize variety of learning and enrichment activities and community resources for promoting social science learning.
MUSEID204(B)	Pedagogy of Teaching Hindi	<ul style="list-style-type: none"> • Understand the nature, significance, and objectives of teaching Hindi as a first and second language in school settings. • Analyze the linguistic, cultural, and educational roles of Hindi in the Indian context. • Apply various approaches, methods, and techniques of teaching Hindi suited to learners with special needs, particularly those with hearing impairment. • Design and implement lesson plans using appropriate instructional strategies for teaching prose, poetry, grammar, and composition in Hindi. • Develop and adapt Teaching–Learning Materials (TLMs) to enhance language acquisition for students with different learning abilities.
MUSEID205(B)	Pedagogy of Teaching English	<ul style="list-style-type: none"> • Explain the principles of language teaching, and evolution and trends in English literature. • Prepare an instructional plan in English. • Adapt various approaches and methods to teach English language. • Use various techniques to evaluate the achievement of the learner in English
MUSEID206	Equitable & Inclusive Education	<ul style="list-style-type: none"> • Explain the construct of inclusive education and the progression from segregation towards valuing & and appreciating diversity in inclusive education. • Explicate the national and key international policies and frameworks facilitating inclusive education. • Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. • Describe the inclusive pedagogical practices and their relation to good teaching. • Expound strategies for collaborative working and stakeholders' support in implementing inclusive education.

MUSEID207	Life Skills across Life Span	<ul style="list-style-type: none"> • Critically evaluate the necessity and relevance of appropriate life skills development • Make individualized adaptations to teach skills across diverse learners • Plan for transitions at various life stages • Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities
MUSEID208	Curriculum Designing, Adaptation and Evaluation (ID/MR)	<ul style="list-style-type: none"> • Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation. • Develop insight into importance of early childhood special education, preparatory stages of school education and their implications. • Acquire knowledge about curriculum domains at middle Secondary stages of school education and understand its implications. • Understand different strategies for curriculum adaptation, accommodation, modification and their significance. • Evaluation and make effective use of different techniques.
MUSEID209	Practical: Lesson Planning & Development of TLM	<ul style="list-style-type: none"> • Develop structured and individualized lesson plans tailored to the diverse learning needs of students with intellectual disability. • Design and prepare appropriate teaching–learning materials (TLMs), including low-cost and adapted resources, to facilitate engagement and understanding. • Demonstrate effective group teaching strategies in special school settings, ensuring differentiated instruction and active participation of all learners. • Apply principles of classroom management, behavior reinforcement, and communication suited to group settings involving children with intellectual disability. • Reflect on teaching experiences to improve lesson planning, instructional approaches, and adaptability in real classroom situations.
MUSEID210	Execution of Lesson (Teaching Practice)	<ul style="list-style-type: none"> • Demonstrate mastery of core teaching skills (such as questioning, reinforcement, explanation, and classroom interaction) through structured micro teaching sessions. • Plan and deliver subject-specific lessons in inclusive and regular school settings, adapting content and strategies to meet the needs of learners with intellectual disability. • Modify curriculum content, teaching methods, and assessments to support accessibility and participation of students with intellectual disability in mainstream classrooms. • Exhibit effective classroom management, communication

		<p>techniques, and collaborative teaching practices in diverse and inclusive educational environments.</p> <ul style="list-style-type: none"> • Reflect on teaching experiences to improve instructional effectiveness and support inclusive education practices for learners with intellectual disability.
Course Outcomes		
B.Ed Special Education Semester-III		
MUSEID301	Intervention & Teaching Strategies	<ul style="list-style-type: none"> • Explain the importance of early intervention, types and techniques of early intervention • Describe the importance and historical perspective of Individualised Educational Programme (IEP), steps and components involved in developing, implementing and evaluating IEP • Discuss various teaching strategies, methods and approaches, and describe the principles in developing and using Teaching Learning Material (TLM) for teaching different concepts • Explain types of maladaptive behaviour, Behaviour Modification techniques, procedure to develop management plan for managing problem behaviour of students with special needs • Discuss the need and importance of various therapeutic interventions and their implications in the lives of students with special needs
MUSEID302	ICT & Assistive Technology	<ul style="list-style-type: none"> • Explain the meaning, nature and scope of ICT; • Discuss the role of ICT in special and inclusive classroom and how it can be integrated in the teaching-learning process; • Use effectively use ICT tools, software applications and digital resources • Integrate ICT into teaching-learning and its evaluation • Describe the use and application of educational software and assistive devices for learners with intellectual disability.
MUSEID303	Psycho-Social and Family Issues	<ul style="list-style-type: none"> • Explain the meaning of psychosocial aspects and the impact of psychosocial issues on children with ID and their families. • Describe the role of special educator in addressing the various psychosocial issues • Define the role of family support for children with ID and to empower families. • Ensure family involvement in educational programs • Explain the role of special educators in empowering families.

MUSEID304	Supportive Skill Training	<ul style="list-style-type: none"> • Demonstrate basic proficiency in Indian Sign Language (ISL) for effective communication with individuals who are deaf or hard of hearing. • Identify and operate various assistive technologies relevant to hearing impairment, such as hearing aids, FM systems, speech-to-text software, and captioning tools. • Integrate ISL and assistive technologies into classroom instruction to enhance accessibility and participation for learners with hearing impairment. • Apply inclusive communication strategies to support diverse learners in both special and inclusive educational settings. • Reflect on the role of communication accessibility and technological support in promoting equal educational opportunities for students with hearing impairment.
MUSEID305	Internship at Inclusive School	<ul style="list-style-type: none"> • Apply theoretical knowledge and pedagogical skills in real classroom settings catering to students with hearing impairment, under the guidance of experienced educators and Deaf mentors. • Demonstrate the ability to plan, deliver, and adapt individualized and group lessons that address the diverse academic, linguistic, and social needs of students with hearing impairment. • Collaborate effectively with special educators, Deaf professionals, and multidisciplinary teams to support holistic development and inclusive practices. • Gain hands-on experience in managing classroom dynamics, organizing co-curricular activities, and integrating assistive technologies and communication modes (e.g., Indian Sign Language) into teaching. • Reflect critically on teaching experiences, deepen cultural sensitivity towards the Deaf community, and develop professional attitudes essential for working in special education contexts. • Build a professional network and acquire practical insights that prepare them for employment and continuous growth in the field of special education with a focus on hearing impairment.
MUSEID306	Reading and Reflecting on Texts	<ul style="list-style-type: none"> • Discuss the role and importance of literacy in education • Describe the difference between reading and reading comprehensions and the skills required. • Narrate about the different types of texts. • Discuss writing as a processes and a product • Detail out the procedure for independent writing

MUSEID307	Drama and Art in Education	<ul style="list-style-type: none"> • Exhibit a basic understanding of art appreciation, art expression and art education • Understand the diversity within artistic expression • Apply art as ‘critical pedagogy’ in classrooms • Adapt and modify activities to enhance learning and teach through art forms • Promote inclusive art and facilitate participation at cultural and community events
Course Outcomes		
B.Ed Special Education Semester-IV		
MUSEID401	Supportive Skills for the Education of Children with Disabilities	<ul style="list-style-type: none"> • Identify and assess the functional, educational, and accessibility needs of learners with intellectual disability and associated conditions, including sensory and multiple disabilities. • Demonstrate understanding and application of assistive technology and accessible educational tools for enhancing learning outcomes of students with intellectual disabilities. • Integrate inclusive teaching practices using technology in group teaching settings through blended learning, simulation, and digital content adaptation. • Develop, use, and maintain Technology-Based Teaching Learning Materials (TLMs) tailored for learners with intellectual disability, and validate their effectiveness through peer and faculty review. • Conduct a contextual analysis of learners with intellectual disabilities to determine appropriate ICT interventions and assistive devices, and incorporate findings into lesson planning and curriculum transaction. • Maintain records and documentation on assistive technology use, including illustrative folders with case examples, internet research, and classroom demonstrations. • Explain the procedures and provisions under government schemes such as the Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) scheme and other relevant welfare programs aimed at supporting access to assistive devices. • Train and support persons with intellectual disabilities and their caregivers in the basic upkeep and usage of personal assistive devices for improved independence and participation. • Reflect critically on the use of technology in inclusive classrooms and propose improvements based on experiential learning during internship and practicum. • Collaborate effectively with special educators, therapists, technologists, and families to implement individualized education plans (IEPs) with technology-based solutions.

MUSEID402(C)	Guidance and Counselling	<ul style="list-style-type: none"> • Describe the concept and meaning of Counseling and Guidance. • Apply the skills of guidance and counseling in classroom situations and with families of the students. • Describe the process of development of self-image and self-esteem. • Discuss the types of counseling and guidance in special school and inclusive settings. • Narrate the importance and scope of family counseling
MUSEID403(C)	Positive Behaviour Supports	<ul style="list-style-type: none"> • Explain the concept and historical perspectives of behaviour • Narrate the need for implementing schoolwide positive behavioural strategies • Plan positive behavioural intervention and support (PBIS) for the class • Demonstrate competency in implementing the three-tier system of PBIS • Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS
MUSEID404(C)	Early Childhood Care & Education	<ul style="list-style-type: none"> • Explain the various domains of development. • Describe ways to identify at risk children and use screening tools • Describe the provisions and requirements for ECCE • Enumerate the inclusive early education pedagogical practices. • Describe the requirements for school readiness and transitioning
MUSEID405(C)	Community-Based Rehabilitation	<ul style="list-style-type: none"> • Explain the concept, principles and scope of community-based rehabilitation. • Learn the strategies for promoting public participation in CBR. • Apply suitable methods for preparing persons with disability for rehabilitation within the community. • Provide need-based training to persons with disabilities. • Develop an understanding of the role of government and global agencies in CBR. • Develop an understanding of the roles played by OPD members and siblings

MUSEID406(C)	Application of ICT in Classroom	<ul style="list-style-type: none"> • Gauge the varying dimensions in respect of ICT and Applications in Special Education. • Delineate the special roles of ICT Applications. • Acquire Familiarity with Different Modes of Computer-Based Learning. • Describe the application of ICT in Inclusive setups • Explain the policy provisions for ICT
MUSEID407(C)	Disability, SEDGs, and Gender	<ul style="list-style-type: none"> • Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups. • Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities. • Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher. • Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher • Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them.
MUSEID408	Basic Research & Basic Statistics	<ul style="list-style-type: none"> • Describe the concept, meaning and methods of research in education and special education. • Develop an understanding of the research process and acquire competencies for conducting a research. • Apply suitable measures for data organization and analysis. • Able to interpret the results and present research report • Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.
MUSEID409	Internship in Disability Specialization	<ul style="list-style-type: none"> • Engage in hands-on teaching practice within special school settings for learners with intellectual disability, applying pedagogical strategies in real-life classroom and extracurricular environments. • Demonstrate the ability to plan and implement individualized instructional strategies that incorporate assistive technologies and inclusive teaching practices. • Reflect critically on classroom experiences to enhance self-awareness, teaching effectiveness, and professional growth. • Exhibit sensitivity to intellectual disability person culture and

		<p>communication needs, developing culturally responsive and inclusive educational approaches.</p> <ul style="list-style-type: none"> • Build a professional network and develop the skills, confidence, and perspective necessary for sustained career advancement in the field of special education, particularly in intellectual disability.
MUSEID410	Internship in Other Disability Special School	<ul style="list-style-type: none"> • Gain hands-on experience by actively assisting special educators in schools or centers catering to disabilities other than their chosen specialization. • Understand the unique educational, social, and behavioral needs of individuals with other types of disabilities (e.g., visual impairment, intellectual disability, locomotor disability, etc.). • Apply inclusive teaching practices and observe effective classroom management strategies across varied disability contexts. • Develop cross-disability awareness, empathy, and adaptability necessary for working in diverse educational environments. • Reflect on field experiences to enhance their professional competence, broaden their perspective on disability, and foster collaborative skills for interdisciplinary educational practice.
MUSEID411	Employability Skills	<ul style="list-style-type: none"> • Demonstrate job readiness by effectively preparing applications, résumés, and participating confidently in interviews. • Acquire and apply soft skills such as communication, teamwork, time management, and adaptability essential for professional success. • Exhibit professionalism, ethical conduct, and interpersonal sensitivity when working with diverse clients in various educational and rehabilitative settings. • Utilize available online resources (e.g., www.employabilityskills.net) to enhance career preparation and access practical tools for continuous professional development. • Reflect on personal strengths and areas for growth to align with the expectations of employers and the evolving demands of the special education field.