



ARMY INSTITUTE OF EDUCATION

Plot M-1, Pocket P-5, Sector Chi – 2, Greater Noida

Affiliated to GGSIP University, Delhi

ISO 9001:2015 Certified, NAAC Accredited, NCTE & RCI Approved Institute

PROGRAM OUTCOMES & COURSE OUTCOMES: 2018-2020

Vision.

To prepare collaborative community of the educations who are intellectually, socially, emotionally and technically trained educators and can maximize the abilities and potential of children with learning disability.

Mission.

To empower prospective Special Education teachers through the wide spectrum of attaining knowledge and implementing the same by being equipped with latest techniques assisted by technology.

Program Specific Outcomes.

Curriculum for two year B.Ed Special Education Programme (LD) is designed to enable the student teacher to:-

- (a) provide facilities, resources and environment to train special educators that is economically affordable _____ qualitatively superior.
- (b) equip trainee special educators with skill sets that would enable them to integrate the children with learning disabilities in various set-ups (inclusive, integrated, clinical etc).
- (c) Create special educators with high level of sensitivities and empathy in social domain as well as affective domain.
- (d) Build on the qualities of National Integration, tolerance, justice, Fraternity, liberty, Equality and Equity in the trainee of special education.
- (e) To acquire the knowledge, altitude and skills about the need of differentiable learners in inclusive and special schools.
- (f) to inculcate spiritual, moral and ethical values for the holistic development for diverse and environment.



Course Outcomes.

In view of the curriculum prescribed by GGSIP University following are the course outcomes: -

- Develop special education teachers for children with Learning Disability (CW&D) for various settings like inclusive, special integrated, open school and home-based education.
- Prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training to children with learning disabilities.
- Acquire knowledge and skills about human development, contemporary Indian education and pedagogy of various school subjects.
- Gain conceptual understanding of special education provisions and skills for working with children with learning disabilities in special and inclusive settings.
- Acquire knowledge and skills about nature and educational needs of children with learning disabilities as well as of few select specific disabilities.
- Enhance knowledge and skills for professional development.
- Provide for sustained interaction with the child, school and community in varied settings for establishing closed connections between difference curricular areas and making teacher trainee understand his/her role and function.
- Helps in substantiating perspectives and theoretical frame-works studies in a teacher education classroom with field-based experiences.
- Collaborating partnership with the schools for developing CCE practices, creative ways of tracking learner's progress, forums for professional development of in-service special educators, dialoguing with the school management committee, parents and the community.
- Relating the community-based engagement to the pedagogical subjects and/or concerns and challenges arising out of special need children.
- Prepare special educators who are able to continuously asses and improve their professional practices by critically reflecting on it.
- Prepare teachers who can understand that teaching is embedded in the social context of the learners with special needs and who can engage with the content and subject matter that they will be teaching.
- Develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning in contest of children with learning disabilities.



- Comprehend the concept, the history, causes and manifestations of Learning Disability.
- Describe and differentiate among different types of Learning Disability.
- Understand the assessment and the assessment procedures for Learning Disability diagnosis.
- Explain the domains and tools for assessment.
- Describe the principles, types, and areas of curriculum.
- Acquire knowledge about learning hierarchies to help planning the educational program of Children with Learning Disability.
- Discuss the different instructional planning and its use.
- Demonstrate skills in applying different adaptations for inclusive education.
- Planning of effective individual educational programs (IEP), functional activities, and therapeutic programs for Children with Learning Disability.
- Explain the purpose and define the principles of educational early intervention.
- Linking the teaching Strategies to the curricular areas.
- Understand and use the various types of technology for presenting, engaging and evaluating the Children with Learning disability.
- Discuss the concept of networking and liaising with the parents, community, family, school and NGO's.
- Analyse the role of educational system in the context of Modern Ethos while understanding the concept of diversity.
- Analyse the role of teacher in the provision of Guidance and counselling of Children with Learning Disability as well as of parents.
- Analyse different factors influencing child development and critically analyse developmental variations among children with Learning Disability,
- Comprehend the theories of learning and intelligence and their applications for teaching Children with Learning Disability.
- Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA) in context of Children with Learning Disability.
- Integrate and apply the techniques and methods of ABA in teaching and learning programs.
- Explain the concept, principles, scope, and strategies of community-based rehabilitation.



- Develop an understanding of the role of government and global agencies in community-based rehabilitation.
- Equipped with a basic knowledge of Augmentative and Alternative communication: systems, assessment, programme planning and strategies in context of Children with Learning Disability.
- Develop teacher made assessment test in curricular areas.
- Equip with the essentials and principles of Individual Education Plan (IEP) for various curricular and co-curricular subjects.
- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting research.
- Apply suitable measures for data organization and analysis.
- Develop an analytical ability to appraise the existing CBSE exemptions and norms in context of Children with Learning Disability.
- Develop awareness of National or International acts and policies in Context of field of Disability.



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