

**The International Council for Education of People with Visual Impairment**

**Achieving Equality in Education:  
New Challenges and Strategies for Change**

**16-21 July 2006**

Putra World Trade Centre, Kuala Lumpur, Malaysia

Paper on

**Challenges and Opportunities in Special Teachers Training  
Programme through Distance Mode**

**Dr. B.C. Mahapatra**

M.A.(Eng.), M.Ed., Ph.D.(Education)

**Lecturer in Education,**

**Madhya Pradesh Bhoj(Open) University,**

**ITI Building, Govindpura, Bhopal, M.P.**

**India**

E\_mail: [b\\_cmahapatra@yahoo.co.in](mailto:b_cmahapatra@yahoo.co.in)

**Mob: 011-09229587338**

## **Paper on**

### **Area of Focus:**

Personnel Preparation - teacher education and other professionals

### **Topic:**

Challenges and Opportunities in Special Teacher Training Programme through Distance Mode

**Type of Presentation:** Slide Project

## **Challenges and Opportunities in Special Teacher Training Programme through Distance Mode**

### **Abstract**

Education enables children to adapt themselves to the society and their culture. The school curricula are set to fulfill this objective for normal children. Education of the disabled children requires special attention. To help us to deal with the question of who these children are we need first to understand them. Ten percent of the world population is under the need of special attention for their education. The terms 'impaired' 'disabled' and 'handicapped' have often been used interchangeably for the special need group children. But they have specific meanings and differ conceptually. Keeping the objectives of special need of training according to the disability areas Madhya Pradesh Bhoj (Open) University, Bhopal, M.P., India has launched Teachers Training Programme for the four disability areas in India. It is the 1<sup>st</sup> Open University in the world, providing B.Ed. special education teachers training through distance mode. As per the national need the enrollment of the students are in upward direction with 20 percentages from 2000-2005. The intake of the B. Ed. trainees in four disability areas of the University, i.e. Mental Retarded (MR), Visual Handicap (VI), Hearing Impaired (HI) and Locomotors with Cerebral Palsies (Li & CP) are highly demandable. All over the country seventy centers are able to enroll more than 40 candidates in the center. It is difficult to provide the latest Multi-Media (MM) based training material for simulative explanation of the training programme. More than 90 blocks are prepared in printed form for fulfillment of the need as training material with more than 6000 pages. Along with special training for the practice teaching in four disability areas special schools are assigned for practice teaching within two years. It is a challenge for preparing special teacher for ten percent of the population in the world education. The only solution is the efforts made by the distance education system of the Open University.

*For registration and accommodation, contact:*

### **MALAYSIAN ASSOCIATION FOR THE BLIND**

Kompleks MAB, Jalan Tebing, Off Jalan Tun Sambanthan 4,  
50470 Brickfields, Kuala Lumpur, MALAYSIA  
E-mail : [mablind@po.jaring.my](mailto:mablind@po.jaring.my)

*For submitting abstract, contact:*

### **ICEVI SECRETARIAT**

IHRDC Campus, Ramakrishna Mission Vidyalaya  
Coimbatore 641 020 , Tamil Nadu, INDIA  
E-mail : [officevi@vsnl.net](mailto:officevi@vsnl.net)

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Madhya Pradesh Bhoj(Open) University,  
ITI Building, Govindpura, Bhopal, M.P.  
India**

## **Paper on**

### **Challenges and Opportunities in Special Teacher Training Programme through Distance Mode**

#### **1.0.0 Introduction**

The International Commission on Education for the Twenty-First Century has visualized that “much will be expected and much demanded of teachers. Teachers have crucial role to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. The importance of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is more likely to become more crucial in the twenty first century. The need for change places enormous responsibility on teachers who participate in the moulding of the characters and minds of the new generation”. In order to implement the four pillars of education viz. learning to learn, learning to do, learning to live together and learning to be, the teachers need new perspectives.

Education enables children to adapt themselves to the society and their culture. The school curricula are set to fulfill this objective for normal children. Education of the disabled children requires special attention. To help us to deal with the question of who these children are we need first to understand them.

The terms 'impaired' 'disabled' and 'handicapped' have often been used interchangeably. But they have specific meanings and differ conceptually. The first Unit makes an attempt to clarify these. There are various types of disabilities such as visual, hearing, mental, orthopedic, learning and other each of which may be incidental or prevalent in a community. The classification of disabilities, their incidence and prevalence and factors that influence their occurrence as well as their percentage in total population are dealt in Unit 2 and Unit 3. The fourth Unit discusses about the various disabling conditions that affect children and their behavior. This accurate perception of the disabled children will help in dealing with them and transfer knowledge effectively.

Nevertheless, despite all these disadvantages, classification is still considered important. According to Hobbs (1975) “classification and labelling are essential to human communication and problem solving, without categories and concept designations, all complex communicating and thinking stop. We shall address abuses in classification and labelling, but we do not wish to encourage the belief that abuses can be remedied by not classifying”. Without categories there would be no programmes or services. Classification

schemes provide necessary statistical data upon which programme planning, and legislation are based.

Classification refers to a structured system that identifies and organises characteristics to establish order.

Labelling identifies individuals or groups according to a category assigned to them. Categorical and non- categorical approaches can be used for classification. Classification is important for the purpose of differentiating between disabilities, for research, for promoting awareness and enlightened attitudes, and for development of appropriate treatments and therapies. Classification and labelling have been criticised for focussing on negative features of disability, for considering the individuals included in a category as a homogenous group, for promoting inappropriate social responses and stigma for disabled persons, for encouraging half truths and assumptions about individuals with disability, and for permanently branding a person as disabled.

Classification, however, is an accepted practice. Disabilities have been classified as Visual Impairment, hearing impairment, mental retardation, orthopaedic disabilities, learning disabilities, attention deficit disorder and attention deficit and hyperactive disorder.

Visual impairment has been defined in terms of blindness and low vision. Blindness has been defined as a condition when a person suffers from absence of sight, or visual acuity not exceeding 6/60 or 20/200 in the better eye with corrective lenses, or limitation in the field of vision subtending an angle of 20 degrees or less. A person with low vision has impairment of visual functioning even after treatment or standard refractive correction but who uses, or is potentially capable of using vision for planning or execution of task with appropriate assistive device.

Hearing impairment is a generic term indicating a hearing disability that may range in severity from mild to profound. A deaf person is unable to process linguistic information through audition with or without hearing aid. A hard of hearing person has residual hearing that enables him/her to process linguistic information through audition with hearing aid.

Mental retardation is significantly sub average general intellectual functioning occurring concurrently with deficits in adaptive behaviour and manifested during the developmental period. Mental retardation has been classified into mild, moderate, severe and profound retardation on the basis of intellectual functioning. Educationally, children with mental retardation have been classified into the categories of educable, trainable and severe-profound.

Orthopaedic disabilities are those disabilities where physical or health problems result in impairment of normal interaction with society to the extent that specialised services and programmes are required. Orthopaedic disabilities have been categorised into (i) neurological impairments that

include cerebral palsy, epilepsy and spina bifida (ii) Musculoskeletal conditions including muscular dystrophy and arthritis (iii) congenital malformations which include common malformations and those due to teratogens and (iv) accidents infections and other conditions under which fall, burns, mishaps poliomyelitis, cancer, asthma and AIDS are included.

A child with learning disabilities displays an educationally significant discrepancy between his/her estimated intellectual potential and actual school performance that cannot be explained in terms of intellectual, experiential, sensory or physical problems. Learning disabilities have been classified into dyslexia (a reading disability), dysgraphia (an inability to write) and dyscalculia (difficulty in doing mathematical calculation).

Children with Attention Deficit Disorder are described as overactive, restless, impulsive, inattentive, distractible easily frustrated, aggressive and unpredictable.

Children with Attention Deficit and Hyperactivity Disorders have attentional problems, hyperactivity and impulsivity.

### **1.2.0 India Education and Vision through Teacher Education**

***Education Commission of India (1964-66) made national development, the chief concern of education,*** which has further been emphasized in NPE 1986. *“The status of the teacher”,* according to the NPE 1986, *“reflects the socio-cultural ethos of a society – **no people can rise above the level of its teachers.** Teachers should have the freedom to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community. Teachers will continue to play a crucial role in the formulation and implementation of educational programme”*

A teacher should realize that ***teaching is not a profession but a mission.*** A teacher’s ***Fundamental Role is to work in freedom for truth and universal well-being*** for which he has to create a calm and peaceful, harmonious and non-violent educational environment, but external and internal, physical and mental, to justify the promise of the opening sentence of the Education Commission Report, ***“The destiny of India is now being shaped in her classrooms”.***

### **1.3.0 MPBOU and Its Model**

Madhya Pradesh Bhoj(Open) University is one of the Global Mega University in India which is the only one university in the world providing Teachers Training Programme through Distance Mode in four Disability areas i.e. -----  
----- The University mainly delivers training and education through distance mode in the form of flexible and open learning. In general, the

system consists of a main campus activity in the form of curriculum development and renewal, generation and quality improvement of self-instructional materials, preparation of guidelines for implementation and provision of student support services. The main office of the University, which manages and operates the Distance Education Programmes is situated in Bhopal. The student will report for the following activities at the **programme delivery points** or **Study Centres**.

- Matters pertaining to admission
- Receiving of Self Instructional Material
- Contact classes
- Receiving assignments for internal (continuous) assessment
- Submission of completed assignments and Project Reports
- Practical Training, Tests for Internal Assessment and Term/Session-End Examinations
- Any academic and administrative problem.

A list of Study Centres activated for B.Ed.- SEDE Programme is given in Table 4 of this *Programme Guide*.

### **1.3 Department of Special Education (DSE)**

The main functions of the DSE are to undertake academic activities pertaining to:

- the various aspects of the practice of education as a profession,
- the various branches of special education as an academic discipline,
- development of multimedia package for education and training programmes in the areas of special education

The academic programmes being offered by the DSE are :

- Bachelor of Special Education through Distance Mode: **B.Ed. -SEDE**
- Foundation Course on Education of Children with Disabilities: **FC-SEDE**
- Post Graduate Professional Diploma in Special Education: **PGPD-SEDE**

#### **Future Plans**

The DSE plans to conduct

- Up-gradation of skills of personals who are already working in the area of Special Education.
- Inter-disciplinary Research and Training Programmes for Rehabilitation and Empowerment of Differently Abled.

- A tripartite agreement between RCI, IGNOU and MPBOU has been signed to make the programmes, especially B.Ed.-SEDE, global in future.

#### **4.1 Goals, Perspective and Policy**

**The planetary goal of development in 21<sup>st</sup> century is sustainability of man and environment by promoting harmony between man and man and between man and environment locally, nationally and globally. India has set the national goal of becoming a developed country in the Cybernetic Age by 2020.**

The core of development is human development as man is the initiation, means and end of development.

*The International Commission of Education for the Twenty-First Century has envisaged education as ‘one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war’. It has emphasized that one of the principal functions of education is ‘fitting humanity to take control of its own development. It must allow all people without exception to take their own destiny into their own hands so that they can contribute to the progress of the society to which they live, founding development upon the responsible participation of individuals and communities’.* The Commission proposes to attain the goal through **the Four Pillars of Education: learning to know, do, be and live together**. It has underlined **‘No talent hidden like buried treasures in any individual remains untapped’**. It is especially applicable to children with disabilities. The very title of the Report of the Commission to the UNESCO, **Learning – the Treasure Within**, is a recognition of the truth which were proclaimed by the ancient Seers of Upanishads more than five thousands years ago.

Individual progress and national and global development are alike dependent on environment. Thus environment becomes the single most important factors to be understood as an individual, national and global concern.

The teacher as an agent of change has a crucial role to play in realizing this goal.

The teacher education programme has to be relevant to the current as well as the emerging needs of the Indian society in the new millennium. As an agent of change, the teacher has to develop the role perception required to meet the challenges of the social, political, economic and environmental implications emerging from rapid scientific and technological changes. It is particularly essential in the age of information revolution and globalized market economy to maintain economic viability and freedom, cultural heritage and values as well as national sovereignty.

The teacher must be sensitive about the emerging tensions to be confronted /

overcome in the twenty-first century as highlighted in the commission to guide the future generation. The tensions are between:

- the global and the local,
- the universal and the individual,
- tradition and modernity,
- long term and short term consideration,
- the need for competition and the concern for equality of opportunity,
- the extraordinary expansion of knowledge and human beings capacity to assimilate it, and the spiritual and the material.

Though educators use the terminologies impairment, disability, and handicap interchangeably in educational context, there is a significant difference between them from philosophical point of view. The classification of visual impairment is vital from the point of view of obtaining correct statistics on visual impairment. India presents a varied statistics of 4 million to 14 million visually impaired persons requiring services. This discrepancy may be due to the absence of an acceptable classification of visual impairment. Though legal definitions are available for the term blindness, other definitions too are used in the field of special education. In this unit, an attempt has been made to provide a historical and philosophical perspective to the various terminologies used in the area of visual impairment and also the techniques of identification and assessment.

## **1.2 OBJECTIVES**

The student teacher, with the use of this material, is expected to

- Describe the historical perspective of the development of services for persons with visual impairment.
- Distinguish between the terminologies ‘impairment’, ‘disability’ and ‘handicap’.
- List the commonly used techniques for assessment of persons with visual impairment.
- Narrate the concept of functional assessment to identify children with visual impairment..
- Describe the procedures involved in school-based assessment of children with visual impairment.

## **VI**

There has been an evolutionary process throughout history in providing services to persons with visual impairment. Thousands of years ago, it was a disgrace in certain societies to have a disabled child who could not be strong

enough to become a warrior. At that time disability was undesirable and clearly such a person could not get the social status as a contributing citizen.

Those attitudes prevailed for many hundreds of years. Later blindness was treated as a symbol of punishment. Some people still think that the child was punished because he was sinful, or the mother, or father are being punished by God, because they have committed a sin in life. Over the years there was a gradual shift in the attitude of society that came about. So we could see a series of attitudes, first of disregard and rejection, isolation and abuse, gradually shifting over a period of hundreds of years to the second phase which is characterized by pity, alms-giving and of benevolence.

The third major stage is that of development of positive attitudes towards persons with visual impairment. The society is now beginning to recognize the need for independence of the visually disabled. It is now expecting them to lead a life in which he has an opportunity for education, up to whatever level appropriate, and consistent with that level of education meant for sighted children. We are also expecting them to become economically and physically independent. But it has taken us many years to recognize that the visually impaired individual can be economically independent, and can maintain a strong personal identity in society.

- a) One of the first things that educators have identified is the fact that blind children are *more like* sighted children than unlike them, and that is very important. We have much research now to show us that there are certain important developmental problems which occur, that are a result of the child not being able to perceive the world in the same way as a sighted child does but, at the same time, after recognizing that he is more like, than unlike sighted children, we can identify ways in which compensatory skills are developed. If we teach the child proper compensatory skills for learning, we are not automatically guaranteeing that he is going to be a self-sufficient, economically independent, and emotionally adjusted adult but these are the means to reach the goal of independence.

## **VI End**

Overcoming these tensions require development of higher values like purity, truth, goodness, beauty and love in every individual. The fount and source of these values lie neither in mental being nor in emotional or ethical being, but in the consciousness of the spirit. Only *Yoga*, which is concerned with the higher knowledge of the cybernetics of man, can inculcate these values.

The above dimensions have given rise to a new and broad perception of education for the emerging planetary society in the ensuing Era of Information Technology Revolution. ***It seems the mankind is entering into a new creative phase of evolution.***

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#### **4.2 Broad Objectives**

The B.Ed. Special Education Distance Education Programme (*B.ED- SEDE Programme*) **aims to develop professionals for Special and Inclusive Education within a broad perception of Education in the Twenty First Century in the ensuing Age of Information Technology Revolution and Globalisation**. Within this broad perception the **so called disabled** are perceived as **differently abled** and that **teaching is not a profession but a mission**. The programme aims to **educate** and **train** the aspirants to become agents of change as teacher-professionals through imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the talents hidden like buried treasures in any child with disability, the differently abled; develop in them faith as well as a sense of freedom, self-respect and dignity not only to stand on their own leg but also to contribute their services to the society and the nation.

#### **4.3 Programme Objectives**

The B.Ed.-SEDE Programme of MPBOU aims to enable the trainee teachers to achieve the following objectives :

- To develop a broad perspective of the role of specially trained professionals as an agent of change in the prevailing and emerging Indian society in the ensuing Age of IT Revolution and Globalisation through educating children in inclusive and special schools.
- To perceive the so called 'disabled' as 'differently abled' and develop in them the confidence about their potentialities, abilities and usefulness to serve the society with a sense of freedom, self-respect and dignity.
- To develop professional competencies to educate the disabled group of learners.
- To know and understand various methods and approaches of organising learning experiences of special groups of learners in disability area in inclusive/integrated/special education set up.
- To develop competencies for selection and organisation of learning experiences.
- To understand the nature of children and their learning process.
- To develop competencies to deal with the academic and personal problems of the special learners.
- To know and understand the various methods and techniques of evaluation and their applications.
- To develop competencies for selection development and use of evaluation tools.
- To develop competencies to organize various cocurricular and extra curricular activities.
- To know, understand and develop the ability to manage a normal, special or inclusive school.
- To develop competencies for organising various instructional and student support activities.

#### **4.4 Duration**

The **minimum duration of the programme is 2 years and maximum 5 years.** Normally the programme will start from June 1 of each year which could be completed by May 31<sup>st</sup>. of subsequent year..

#### **4.5 Medium of Instruction and Examination**

- **Self Instructional Materials will be available in English. Efforts are made to make SIMs in Hindi medium available.**
- Curricular transaction may be in English/Hindi/Regional Language.
- Assignments, Practical Records, Internal Assessment Tests, Project Work Report may be written by the candidate in English/Hindi/Regional Language.
- **Term End Examination will be held in English/Hindi**

#### 4.6 Minimum Eligibility Conditions

The candidate should:

- (1) have a Bachelor Degree from any recognised University; and
- (2) fulfill any one of the following conditions :
  - (i) have undergone Bridge Course of RCI,
  - (ii) possess a Diploma in Special Education of RCI,,
  - (iii) have served a standard organisation for at least 2 years in any disability area;
  - (iv) be a disabled person;
  - (v) be a parent of disabled child;
  - (vi) have completed RCI-MPBOU Foundation Course (FC-SEDE)
- (3) Based on the above criteria, a merit list will be prepared and admissions made accordingly. Preference will be given to personnel who have undergone Bridge Course and Diploma of Rehabilitation Council of India, length of service and qualifications.
- (4) Maximum 40 eligible selected candidates will be given admission in a Study Centre. Surplus eligible candidates from a opted Centre in a State may be given admission in Centres where the seats are vacant.

#### 4.7 Programme Fee

- **Programme Fee of Rs. 12,000/- Payable at the time of admission.**

The programme fee should be paid only by way of Demand Draft drawn in favour of the Registrar, MPBOU, Shivaji Nagar, Bhopal-462 016 payable at Bhopal. Please write on the back of the Demand Draft in capital letters : (a) B.Ed.-SEDE Programme; (b) Form No.(mentioned on the Application Form), (c) Code Number and Name of the Study Centre which is your first preference where you want to take admission, and (d) Your Name to ensure proper credit of your fee to the relevant account.

***Unless the applicant is rejected for admission No Fee is refundable.*** If the candidate's application is rejected for admission, in that case the DD for the Programme Fee received along with the application for the admission will be returned back.

*The fee structure given here is applicable for this session only. The University reserves the right to change the fee structure given above, if required.*

**Fees for Foreign Student** : Programme Guide US \$.20, Programme Fee- US \$.1700.

#### 4.8 Programme Structure

The Programme of B.Ed (Special Education) in Distance Education Mode will consist of 22 Courses, 9 Theory Courses and 13 Practical Courses. Different components of the programme in theory and practical courses are given

below under Group A to Group E. These consist of two major components: (1) the courses in the area of non-disability and Foundation component in Disability area will be compulsory for all candidates, and (2) the others will be any of the five specialized streams in the areas of Visual Impairment, Mental Retardation, Hearing Impairment, Locomotor and Neurological Disorder and Learning Disabled Children.

**Group A - Core Pedagogy Theory Courses :** There will be following 5 Pedagogy Courses which are all compulsory and the students' time required for each of the courses is 60 hours.

- SECP-01 Education in Emerging Indian Society
- SECP-02 Educational Psychology
- SECP-03 Educational Planning and Management, Curriculum Designing and Research
- SECP-04 Introduction to Disabilities

**Group B - General Content-based Methodology Theory Courses :** Choosing one from each of the following two sub-groups any two courses have to be offered by the students. The students' time required for each of the courses is 60 hours.

**Sub-Group B-1 : Any one course from the following**

- SECM-01 Teaching of English
- SECM-02 Teaching of Hindi
- SECM-03 Teaching of Regional Language (to be available from subsequent years)

**Sub-Group B-2 : Any one course from the following**

- SECM-04 Teaching of Science
- SECM-05 Teaching of Mathematics
- SECM-06 Teaching of Social Studies

**Group C – Specialised Theory Courses in Disability Areas :** Any one of the following specialized streams (Sub-Group : C-1, C-2, C-3 or C-4) will be available for offer.

**Speciality Sub-Group C-1 : Visual Impairment**

SESV-01 Introduction to the Education of Visually Impaired Children

SESV-02 Educational Perspective on Visual Impairment

SESV-03 Instructional Methods

**Speciality Sub-Group C-2 : Mental Retardation**

SESM-01 Identification and Assessment of Persons with Mental Retardation

SESM-02 Mental Retardation: Its Multidisciplinary Aspects

SESM-03 Curriculum and Teaching Strategies

**Speciality Sub-Group C-3 : Hearing Impairment**

SESH-01 Foundation of Education for the Hearing Impaired

SESH-02 Aural and Oral Rehabilitation of the Hearing Impaired

SESH-03 Methodology of Teaching Language and Other Subjects to Hearing Impaired

**Speciality Sub-Group C-4 : Locomotor & Neurological Disorders**

SESLN-01 Introduction to Locomotor Impairment and Basic Anatomy

SESLN-02 Locomotor Impairment and Spinal Cord Conditions

SESLN-03 Cerebral Palsy

**Speciality Sub-Group C-5 : Learning Disabled Children\***

SESLD-01 Introduction to Learning Disabilities

SESLD-02 Assessment of Children with Learning Disabilities

SESLD-03 Intervention and Remediation

**\* Note: Specialisation in Learning Disabled Children will be offered in future not in the current academic session**

**Group D - Practical Courses:** There will be 13 Practical Courses out of which 7 from non-disability area and 2 for foundation in Disability area will be compulsory for all candidates. The other 4 courses would be chosen from one of the five different specialised streams...

**D-1 Non-Disability Area**

SEPG-01 Core Training in Non-disability Area: consisting of the following:.

- 01 Core Training in Teaching skills,
- 02 Work Experience/Art Education,
- 03 Psychology Practical,
- 04 Co-Curricular & Extra Curricular Activities
- 05 Basic Computer Operation

**D-2 Disability Areas: Specialized Streams**

**D-2-1: Foundation**

SEPF-01 Adaptive skill and Aids and Appliances

**D-2-2: Specialisation**

**D-2-2-1 : Visual Impairment**

- SEPV-01 Training in Visual Impairment
- SEPV-02 Project Work in Visual Impairment
- SEPV-03 Training on Equipment Related to Visual Impairment

**D-2-2-2 : Mental Retardation**

- SEPM-01 Training in Mental Retardation
- SEPM-02 Project Work in Mental Retardation
- SEPM-03 Training on Equipment Related to Mental Retardation

**D-2-2-3 : Hearing Impairment**

- SEPH-01 Training in Hearing Impairment
- SEPH-02 Project Work in Hearing Impairment
- SEPH-03 Training on Equipment Related to Hearing Impairment

**D-2-2-4: Locomotor & Neurological Disorder**

- SEPLN-01 Training in Locomotor and Neurological Disorder
- SEPLN-02 Project work in Locomotor and Neurological Disorder
- SEPLN-03 Training on Equipment related to Locomotor and Neurological Disorder

**D-2-2-5: Learning Disabled Children (LDC)**

- SEPLD-01 Training in LDC
- SEPLD-02 Project work in LDC
- SEPLD-03 Training on Equipment related to LDC

**Group E - Teaching Practice Courses :** There will be two Practical Courses in Teaching Practice. Out of these, one in non-disability area and another on *Basic Teaching Practice in Inclusive Schools* will be compulsory for all. The other one would be chosen from the four different specialised streams..

**E-1 Non-Disability Area**

- SETG-01 Teaching Practice in Non-disability Area.
  - 01 Teaching Practice in English/Hindi/RL
  - 02 Teaching Practice in Science/Mathematics./Social

Studies

**E-2 Disability Areas: Specialised Streams**

**E-2-1 Teaching Practice in Special Education in Inclusive Schools**

- SETF-01 Teaching Practice in Special Education Inclusive Schools

**E-2-2 Any one Specialised Course**

- SETV-01 Teaching Practice in Visual Impairment
- SETM-01 Teaching Practice in Mental Retardation
- SETH-01 Teaching Practice in Hearing Impairment

SETLN-01 Teaching Practice in Locomotor and Neurological Disorder

SETLD-01 Teaching Practice in Learning Disabled Children

*Various components of practical courses and the students' time required for each of the practical courses are given in Table - I.*

#### 4.9 Scheme of Evaluation

The Scheme of Evaluation will consist of **two main components** :

- **Continuous Internal Assessment,**
- **Term End Examination.**

**Course-wise distribution of marks:** See Table 1.

- For each of the courses in Groups A, B and C the ratio of marks between continuous assessment and term end examination will be 20:80.
- In each Practical course in Groups D and E, the ratio of marks between continuous assessment and term end examination will be 60 : 40.

#### **Methodology of continuous assessment**

- The continuous assessment in each of the theory courses under Groups A, B and C will have two components (I) Two Assignments per course of 5 marks each and (II) Two Internal Tests per Course during the contact programmes with a total weightage of 10 marks.
- The continuous assessment in each of the Practical courses under Groups D (**except Project Work**) will be as given in Table below :

Group D : Practical Courses	(I) For Practical works as recorded in the <i>Practical Record</i> (M. Marks allotted)	(II) Average performance in <i>Two Internal Tests</i> during the contact programmes (M. Marks allotted)
<b>SEPG-01</b> Core Training in Non-Disability Area	18	30
• Core Training in Teaching Skills	8	10
• Work Experience/Art Education	8	10
• Psychology Practical	8	10
• Co-curricular /Extra-curricular Activities	8	10
• Basic Computer Operation	8	10
<b>SEPF-01:</b> Adaptive skill and Aids and Appliances	20	40
<b>SEPV/SEPM/SEPH/SEPLN/SEPLD-01 :</b> Training in Disability Area (DA)	20	40
<b>SEPV/SEPM/SEPH/SEPLN/SEPLD-03 :</b> Training on Equipment		

**In Practical Course, SEPV/SEPM/SEPH/SEPLN/SEPLD-02**, Project Work (Process, Community Contact and Report) - *the continuous assessment* will be based on the following parameters:

1. *Report of the Project Work (Practical Record):*
  - Selection of Title of the Project
  - Standard of Community Survey
  - Structure of the Report
  - Attitude towards community  
80 Marks
  - Interpretation of Results
  - Quality of Report
  - Creativity in the preparation of Teaching Aid, if any
  - Functional utility of the Report
  
2. *Oral Test*
  - Assessment of Project work and interview with the candidates during contact session  
40 Marks

#### **Group E Practical Courses**

- In Non-Disability area, SETG-01, the candidate has to teach 15 lessons in each of the two opted subjects, out of which 5 in each will be supervised (Distance Mode). The *Internal (continuous) Assessment* will be based on *practical records* of teaching practice (10 marks), and *supervision of lessons* (20 marks)
- In Course SETB-01 the candidate will teach 15 lessons out of which 2 will be under supervision. The *continuous assessment* will be based on *practical records* of teaching practice (8 marks) and *supervision of lessons* (10 marks)
- In Course SETV-01/SETM-01/SETH-01/SETLN/SETLD-01 the candidate will teach 20 lessons out of which 5 will be supervised. The *Internal (continuous) assessment* will be based on *practical records* of teaching practice (20 marks) and *supervision of lessons* (40 marks).

#### **4.10 Instructional Hours and Allocation of Marks**

The total instructional hours for the B.Ed. SE-DE Programme will be 1312 hours including face-to-face instruction of 400 hours. The Programme has been assigned a total of 1640 marks, which includes 750 marks for Theory and 890 marks for the Practical Courses. *In the programme, emphasis is given to the development of practical skills especially in the area of disability. Out of*

around 55 percent of total marks in the programme allotted to the practical work, 78 percent has been kept for disability areas.

In order to be successful in the B.Ed.-SEDE Programme the candidate has to fulfill the following conditions : the candidate has to secure

- (1) in any course under Groups A, B and C , a minimum of 40% marks in each of the two components, i.e., (1) *Continuous(Internal) Assessment*, and, (2) *Term End Examinations*, separately;
- (2) in any Practical Course in Groups D and E, a minimum of overall 50% marks in both(1) *Continuous(Internal) Assessment*, and, (2) *Term End Examinations* ; and,
- (3) an overall 50% of marks in total aggregate.

**Table – 1 : PROGRAMME STRUCTURE AND EVALUATION SCHEME**

S.No	Courses Code	Exam Code	Course Name:	Study hours	Marks for Cont. Eval.	Marks for Term End Exam.	Total
<b>Group A: Core Pedagogy Theory Courses</b>				<b>240</b>	<b>80</b>	<b>320</b>	<b>400</b>
1.	SECP-01	SEBED-01	Education in Emerging Indian Society	60	20	80	100
2.	SECP-02	SEBED-02	Educational Psychology and Disabled Children	60	20	80	100
3.	SECP-03	SEBED-03	Educational Planning and Management, Curriculum Designing and Research	60	20	80	100
4.	SECP- 04	SEBED-04	Introduction to the Disabilities	60	20	80	100
<b>Group B (Optional) : Content-based General Methodology:</b>				<b>120</b>	<b>40</b>	<b>160</b>	<b>200</b>
5	SECM-01 SECM-02 SECM-03	SEBED-06 SEBED-07 SEBED-08	Teaching of English Teaching of Hindi any one Teaching of Regional Language * (Not available)	60	20	80	100
6	SECM-04 SECM-05 SECM-06	SEBED-09 SEBED-10 SEBED-11	Teaching of Science Teaching of Mathematics Teaching of Social Studies	60	20	80	100
<b>Group C : Specialization in one Disability Area: 3 Papers</b>				<b>180</b>	<b>60</b>	<b>240</b>	<b>300</b>

<b>C-1 VISUAL IMPAIRMENT</b>							
8.	SESV-01	SEBED-12	Introduction to the Education of Visually Impaired Children Educational Perspective on Visual Impairment	60	20	80	100
9.	SESV-02	SEBED-13		60	20	80	100
10.	SESV-03	SEBED-14	Instructional Methods	60	20	80	100
<b>C-2 MENTAL RETARDATION</b>							
8	SESM-01	SEBED-15	Identification and Assessment of Persons with Mental Retardation	60	20	80	100
9.	SESM-02	SEBED-16	Mental Retardation: Its Multidisciplinary Aspects	60	20	80	100
10.	SESM-03	SEBED-17	Curriculum and Teaching Strategies	60	20	80	100
<b>C-3 HEARING IMPAIRMENT</b>							
8	SESH-01	SEBED-18	Foundation of Education for the Hearing Impaired	60	20	80	100
9.	SESH-02	SEBED-19	Aural and Oral Rehabilitation of the Hearing Impaired Methodology of Teaching Language and Other Subjects to Hearing Impaired	60	20	80	100
10.		SEBED-20		60	20	80	100
<b>C-4 LOCOMOTOR &amp; NEUROLOGICAL DISORDER</b>							
8	SESLN-01	SEBED-21	Introduction to Locomotor Impairment and Basic Anatomy	60	20	80	100
9.	SESLN-02	SEBED-22	Locomotor Impairment and Spinal Cord Conditions	60	20	80	100
10.	SESLN-03	SEBED-23	Cerebral Palsy	60	20	80	100
<b>C-5 LEARNING DISABLED CHILDREN</b>							
11	SESLD-01	SEBED-24	Introduction to Learning Disabilities	60	20	80	100
12	SESLD-02	SEBED-25	Assessment of Children with Learning Disabilities	60	20	80	100
13	SESLD-03	SEBED-26	Intervention and Remediation	60	20	80	100

\*RL = Regional Language : RL Courses are in formative stage and will be available in later sessions.

<b>Group-D: PRACTICAL NON DISABILITY AND DISABILITY AREAS</b>				<b>520</b>	<b>450</b>	<b>300</b>	<b>750</b>
<b>D-1 : PRACTICAL NON DISABILITY</b>				<b>160</b>	<b>120</b>	<b>80</b>	<b>200</b>
11	SEPG-01-01	SEBED-27	Core Training in Teaching Skills	64	48	32	80
12	SEPG-01-02	SEBED-28	Work Experience/Art Education	24	18	12	30
13		SEBED-29	Psychology Practical	24	18	12	30
14	SEPG-01-03	SEBED-30	Co-curricular /Extra-curricular Activities	24	18	12	30
15	SEPG-01-04	SEBED-31	Basic Computer Operation	24	18	12	30
	SEPG-01-05						
<b>D-2 : PRACTICAL DISABILITY AREAS</b>				<b>360</b>	<b>270</b>	<b>180</b>	<b>450</b>
<b>D-2-1: Foundation</b>				<b>40</b>	<b>30</b>	<b>20</b>	<b>50</b>
16	SEPF-01	SEBED-32	Adaptive skill and Aids and Appliances	40	30	20	50
<b>D-2-2: Specialisation</b>							
<b>D-2-2-1: VISUAL IMPAIRMENT</b>				<b>320</b>	<b>240</b>	<b>160</b>	<b>400</b>
17	SEPV-01	SEBED-33	Training in Visual Impairment	80	60	40	100
18	SEPV-02	SEBED-34	Project Work in Visual Impairment	160	120	80	200
19	SEPV-03	SEBED-35	Training on Equipment Related to Equipment Related to Visual Impairment	80	60	40	100
<b>D-2-2-2: MENTAL RETARDATION</b>				<b>320</b>	<b>240</b>	<b>160</b>	<b>400</b>
17	SEPM-01	SEBED-36	Training in Mental Retardation	80	60	40	100
18	SEPM-02	SEBED-37	Project Work in Mental Retardation	160	120	80	200
19	SEPM-03	SEBED-38	Training on Equipment Related to Mental Retardation	80	60	40	100

<b>D-2-2-3: HEARING IMPAIRMENT</b>				<b>320</b>	<b>240</b>	<b>160</b>	<b>400</b>
17	<b>SEPH-01</b>	<b>SEBED-39</b>	Training in Hearing Impairment	80	60	40	100
18	<b>SEPH-02</b>	<b>SEBED-40</b>	Project Work in Hearing Impairment	160	120	80	200
19	<b>SEPH-03</b>	<b>SEBED-41</b>	Training on Equipment Related to Hearing Impairment	80	60	40	100
<b>D-2-2-4: LOCOMOTOR NEUROLOGICAL DISORDER</b>				<b>320</b>	<b>240</b>	<b>160</b>	<b>400</b>
17	<b>SEPLN-01</b>	<b>SEBED-42</b>	Training in Locomotor and Neurological Disorder	80	60	40	100
18	<b>SEPLN-02</b>	<b>SEBED-43</b>	Project Work in Locomotor and Neurological Disorder	160	120	80	200
19	<b>SEPLN-03</b>	<b>SEBED-44</b>	Training on Equipment Related to Locomotor and Neurological Disorder	80	60	40	100
<b>D-2-2-5 LEARNING DISABLED CHILDREN</b>				<b>320</b>	<b>240</b>	<b>160</b>	<b>400</b>
20	<b>SEPLD-01</b>	<b>SEBED-45</b>	Training in Learning Disabled Children	80	60	40	100
21	<b>SEPLD-02</b>	<b>SEBED-46</b>	Project Work in Learning Disabled Children	160	120	80	200
22	<b>SEPLD-03</b>	<b>SEBED-47</b>	Training on Equipment Related to Learning Disabled Children	80	60	40	100
23.	<b>SETG-01-01</b>	<b>SEBED-48</b>	Teaching Practices in English/Hindi/RL	40	30	20	50
24	<b>SETG-01-02</b>	<b>SEBED-49</b>	Teaching Practices in Science/Math/Social Studies	40	30	20	50
<b>E-2 : TEACHING PRACTICES IN D.A.</b>				<b>120</b>	<b>90</b>	<b>60</b>	<b>150</b>
<b>E-2-1: Teaching Practices in SE in IS</b>				<b>40</b>	<b>30</b>	<b>20</b>	<b>50</b>
25	<b>SETF-01</b>	<b>SEBED-50</b>	Teaching Practice in Inclusive Schools	40	30	20	50

<b>E-2-2: Teaching Practice in Special Area</b>				<b>80</b>	<b>60</b>	<b>40</b>	<b>100</b>
<b>26</b>	<b>SETV-01</b>	<b>SEBED-51</b>	Teaching Practices Visual Impairment	80	60	40	100
		<b>SEBED-52</b>		80	60	40	100
	<b>SETM-01</b>		Teaching Practices in Mental Retardation	80	60	40	100
	<b>SETH-01</b>	<b>SEBED-53</b>	Teaching Practices in Hearing Impairment	80	60	40	100
	<b>SETLN-01</b>	<b>SEBED-54</b>	Teaching Practices in Locomotor and Neurological Disorder	80	60	40	100
<b>SETLD-01</b>	<b>SEBED-55</b>	Teaching Practice in Learning Disabled Children					

<b>GRAND TOTAL</b>				
<b>Theory</b>	<b>540</b>	<b>180</b>	<b>720</b>	<b>900</b>
<b>Practical</b>	<b>720</b>	<b>540</b>	<b>360</b>	<b>900</b>
<b>Total Theory and Practical</b>	<b>1260</b>	<b>720</b>	<b>1080</b>	<b>1800</b>

<b>MINIMUM PASS MARK</b>				
<b>Theory</b>	<i>At least 75 per cent of Contact Classes attended</i>	<b>72</b>	<b>288</b>	<b>360</b>
<b>Practical</b>		<i>IA</i>	<i>TEEM</i>	<b>450</b>
<b>Aggregate</b>				<b>900</b>

**Note :** The MPBOU and RCI reserve the right to change configuration, course materials, contents, fees structure, scheme of evaluation as per need.

**Year-wise distribution of Course Structure and Evaluation Scheme can be seen in Table-2**

**Table – 2 : COURSE STRUCTURE AND EVALUATION SCHEME**

Course Structure			Evaluation Scheme										
Courses	Weight age		First Year					Second Year					
	Hours	MM	I A	TEE	Total	Pass Mark		I A	TEE	Total	Pass Mark		
						I A	TEE				I A	TEE	
<b>Group A : Core Pedagogy Courses</b>													
SECP-01	60	100	20	80	100	08	32						
SECP-02	60	100	20	80	100	08	32						
SECP-03	60	100						20	80	100	08	32	
SECP-04	60	100	20	80	100	08	32						
<b>Group B : Methodology Courses</b>													
SECM-01 / SECM-02 / SECM-03	60	100	20	80	100	08	32						
SECM-04 / SECM-05 / SECM-06	60	100						20	80	100	08	32	
<b>Group C: Specialisation</b>													
SESV/M/H/LN/LD-01	60	100	20	80	100	08	32						
SESV/M/H/LN/LD-02	60	100						20	80	100	08	32	
SESV/M/H/LN/LD-03	60	100						20	80	100	08	32	
<b>Group D: Practical Courses</b>													
<b>D-1 Non-Disability Area (NDA)</b>													
SEPG-01-01	64	80	48	32	80	40							
SEPG-01-02	24	30	18	12	30	15							
SEPG-01-03	24	30						18	12	30	15		
SEPG-01-04	24	30						18	12	30	15		
SEPG-01-05	24	30	18	12	30	15							
<b>D-2 Disability Area (DA)</b>													
<b>D-2-1 Foundation</b>													
SEPB-01 Adaptive skill and Aids and Appliances	40	50	30	20	50	25							
<b>D-2-2 Specialisation</b>													
SEPV/M/H/LN/LD-01	80	100	60	40	100	15							
SEPV/M/H/LN/LD-02	160	200						120	80	200	100		
SEPV/M/H/LN/LD-03	80	100						60	40	100	50		
<b>Group E: Teaching Practice Courses</b>													
<b>E-1: Non-Disability Area</b>													
SETG-01-01	40	50	30	20	50	25							
SETG-01-02	40	50						30	20	50	25		
<b>E-2: Disability Area</b>													
<b>E-2-1: Teaching Practices in Special Education in Inclusive School</b>													
SETB-01: Teaching Practices in Special Education in Inclusive School	40	50	30	20	50	25							
<b>E-2-2: Teaching Practice in Special Area</b>													
SETV/M/H/LN/LD-01	80	100						60	40	100	50		

GRAND TOTAL												
<b>Theory</b>	540	900	100	400	500	40	160	80	320	400	32	128
<b>Practical</b>	720	900	234	156	390	195		306	204	510	255	
<b>Aggregate : Minimum 75% of attendance in Contact Programme</b>	<b>1260</b>	<b>1800</b>										<b>900 (50%)</b>

#### 4.11 Contact Programme

The candidate who has been selected for admission to the B.Ed.-SEDE Programme has to report to his/her own Study Centre for registration for admission and induction, collection of Self Instructional Materials and Face-to-Face Contact Programmes. The Calendar of Activities for Face-to-Face Contact Programmes for the entire academic session will be supplied by the Coordinator of the Study Centre. The Programme Schedule of each contact session both for Theory and Practical courses including allotment of assignments and Project Work, conduction of tests will be decided by the Coordinator of the Study Centre and made available to the candidates.

##### 4.11.1 The Programme Schedule of Contact Programmes

In all there will be three face-to-face contact sessions during the entire Programme totaling 400 hours or 66 days (@ 6 hours per day) and 4 hours(11 weeks )or 210 hours in First Year and 190 hours in Second Year as detailed in Table 3. .

Table – 3 : FRAMEWORK OF THE CONTACT PROGRAMME

Components	Total Hours	Contact Sessions			
		First Year		Second Year	
		Contact-I ( During Jun-Jul-Aug)	Contact-II (During Oct-Nov-Dec)	Contact-III ( During Jun-Jul-Aug)	Contact-IV (During Oct-Nov-Dec)
<b>1. General Induction and Orientation</b>	30	15		15	
<b>2. Group A, B &amp; C : Introduction to 10 Theory Courses :</b> Discussion, Clarification and allotment of assignment	90	25	20	25	20
<b>3. Group D Practicals</b>					
<b>D-1 SEPG-01 Core Training (NDA)</b>	30	20	10	10	10
01. Core Training in Teaching Practice.	20				
02. Work Experience/Craft/ Art Education	20	10	10	10	10
03. Psychology Practical	20				
04. Co-curricular & Extra-curricular Activities	20	10	10		
05. Basic Computer Operation					
<b>D-2: Disability Area (DA)</b>					

<b>D-2-1 : Foundation</b> SEPB-01 : Adaptive skill and Aids and Appliances	20	10	10		
<b>D-2-2 : Specialisation</b>					
SEPV/M/H/LN/LD-01: Training in D A	40	20	20		
SEPV/M/H/LN/LD-02 : Project in D A	50		10	30	10
SEPV/M/H/LN/LD-03 : Equipment Training	40			20	20
<b>4. Group E: Training in Teaching Practice</b>	10				
<b>E-1:SETG-01 TP in Non-Disability Area</b>		03	02	03	02
E-1-1: SETG-01 TP in English/Hindi/RL	10				
E-1-2: SETG-02: TP in SC/Math/Social St.		03	02	03	02
<b>E-2: TP in Disability Area</b>					
<b>E-2-1: SETB-01 TP in SE in IS</b>					
<b>E-2-2: SETV/M/H/LN/LD-01 TP in Special Disability Area</b>					
<b>Total</b>	<b>400*</b>	<b>116</b>	<b>94</b>	<b>116</b>	<b>74</b>

**\* For Term End Examination of Theory and Practical Courses Extra hours/days will be provided.**

#### ***4.11.2 Self Instructional Print Material***

**Self Instructional Print Material** in the form of Blocks and Manuals covering the course contents in theory and practical respectably will be provided to the students by the University.

#### ***4.11.3 Audio and Video Programmes***

The Audio and Video programmes are supplementary, meant for clarification and enhancement of understanding. These will be used when available and when ever necessary during contact sessions..

#### ***4.11.4 Assignments and Project Work Reports***

Two assignments for each Theory Course have been indicated earlier. These assignments as well as the Project Work Report are to be submitted at the Study Centre after completion and within the date prescribed. Late submission will lead to no credit being given to the assignment and Project Work

#### ***4.11.5 Theory and Practical Tests During Contact Sessions***

Two Tests for each Theory Course and Practical Course have been prescribed. The student has to appear in these Tests conducted during contact sessions.

#### 4.12 Eligibility for Appearing in Term End Examination

Every student registered to B.Ed -SEDE shall be eligible to appear in the term-end examination every year subject to the following conditions.

- (i) The student has at least attended 75 per cent of the prescribed contact classes organised at the Study Centre
- (ii) carried all the requirements for the Programme:
  - undergone practical training in both Non-Disability Area and Disability Area (See Table-2 and Table-3)
  - completed and submitted prescribed number of assignments,
  - appeared in Theory and Practical Tests conducted during Contact Sessions,
  - completed Project Work and submitted the Report,
  - completed prescribed number of Teaching Practice Lessons in two optional school subjects and in opted disability area.
- (iii) Student has not caused any act of indiscipline at the Study/Cluster Centre
- (iv) The University will be able to consider a student for granting permission to appear in the term-end examination, subject to the fulfillment of the above prescribed conditions by way of the Eligibility Certificate, Completion Certificate and no objection certificate received by the MPBOU from the Coordinator of the Study Centre and a certification to the effect that the student fulfills all the conditions mentioned above and those which may be prescribed by the University from time to time.
- (v) Admit Cards will be issued by the University through the Coordinator of the concerned Study Centre. And it will be the responsibility of the students to collect them from there.

#### 4.13 Examination Dates

- After the completion of the Programme requirements the University will declare the dates of term end examinations every year.

#### 4.14 Award of Division to Successful Candidate

The conditions for being declared successful in the Programme are given earlier in this Programme Guide. A successful candidate of the B.Ed.-SEDE Programme shall be placed in the **division** in accordance with the following scale/categories on the basis of aggregate marks obtained in all the subjects (9 Theory and 6 Practical Courses) taken together:

- 50% or above but less than 60% marks : **Second Division**
- 60% or above marks : **First Division**
- A successful candidate who has secured 75% or more marks in the aggregate in both Theory and Practical Courses, may be declared to have earned **Distinction** in the examination for which he/she shall be entitled to a *merit certificate*.

#### 4.15 Provision for Unsuccessful Candidates

**4.15.1** Candidates who are declared fail shall be permitted to appear in all the components of the courses in which they failed at subsequent examination(s) subject to the restriction of period mentioned in clause 4.15.3. After the expiry of this period the students will have to seek fresh admission and no credit will be carried over.

**4.15.2** Candidates eligible under the above provision and willing to appear in the subsequent examination(s) in any theory/practical courses(s) shall have to submit application on prescribed form together with a copy of statement of marks obtained at the preceding examination through the Coordinator of the Study Centre so as to reach the Registrar by the date notified by him for subsequent examination(s).

**4.15.3** A candidate will have to clear all courses in a maximum period of **42 months after admission**.

#### **4.16 Qualifying for Additional Specialization**

Any successful candidate in this Programme with a certain specialised area would be allowed for additional specialisations and to earn another specialisation the candidate will have to fulfill all the requirements for passing the necessary *specialised programme* with a minimum overall aggregate of 50%. This will be made available through **PGPD-SEDE Programme which is a Post Graduate Professional Diploma Programme of 9 months duration with 160 hours of contact covered in two contact sessions** of two weeks each.

#### **4.17 RCI Certification as a Registered Professional Teacher**

The successful candidates of this B.Ed. SE-DE Programme which has been jointly formulated by MPBOU and RCI will enable them to obtain a **"Registered Professional Certificate" from the Rehabilitation Council of India** to work as a teacher in the field of special education. For this the students have to apply RCI directly.

**NOTIFICATION** : For any information related to B.Ed.-SEDE Programme such as **advertisement for admission, selection for admission, contact programme, dates of Term End Examination, result of examination** visit **MPBOU WEBSITE**  
<http://www.bhojvirtualuniversity.com>

#### **Contact the Study Centre for the following**

- Submission of completed Admission forms along with Demand Draft of Rs. 12,000/- in favour of the Registrar MPBOU payable at Bhopal and receipt of the above.
- Admission in to B.Ed.-SEDE Programme (of the selected candidates) and Student's Identity Card.
- Schedules for Contact Sessions.
- Collection of Assignments and their submission after completion within the stipulated dates.
- Queries relating to examinations and date-sheets
- Admit Card for appearing in the Term End Examination.
- All notifications issued by the University from time to time
- Any academic/administrative problem.

*Submission of application by eligible candidates will not automatically ensure admission.*

*There will be screening of applications at the University*