

F.C. (SPECIAL EDUCATION) DISTANCE EDUCATION PROGRAMME

**FOUNDATION COURSE ON EDUCATION OF
CHILDREN WITH DISABILITIES
2015**

PROGRAMME GUIDE

A Collaborative programme between



Madhya Pradesh Bhoj (Open) University &



Rehabilitation Council of India

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*SE-DE Represent Programme being Run By Department of Special Education, MPBOU and Approved by RCI

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FC-SEDE* PROGRAMME GUIDE

1 MADHYA PRADESH BHOJ (OPEN) UNIVERSITY

1. INTRODUCTION

1.1 Introduction

Madhya Pradesh Bhoj (Open) University (MPBOU) was established by an Act of State Legislative Assembly in 1991 to achieve the following objectives:

- to advance and disseminate learning and knowledge by different means, including the use of any communication technology;
- to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community generally;
- to encourage the open University and distance education systems.

The MPBOU has been recognized by the **Rehabilitation Council of India (RCI)**, a Statutory Body under the Ministry of Social Justice and Empowerment, Government of India, as the **National Resource Centre for Special Education and Rehabilitation Programmes through Distance Mode** under a Memorandum of Understanding (MoU) signed between MPBOU and RCI in January, 2000 and extended on 9th November 2009, has limited the programme to Madhya Pradesh.

1.2 Special Features

- Providing education to the doorsteps of the learner for easy accessibility.
- Flexibility in the system for wider coverage.
- Providing equitable access of quality education for different target group of learners irrespective of their age or status of employment.
- Freedom to the learners to study at his/her own pace and convenience.
- Opportunity to learner to study from his/her own chosen location.
- Omnipresent Education, using emerging communication technologies.
- Sustainable intervention to *develop, upgrade and recycle* human resource for *areas critical to national development* including the *well being of the community*.
- Determination of standard and maintenance of quality in Distance Education in accordance with DEC norms.

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. (*The Centre for the Term End (final) Examination can be clubbed with the Study Centres within the city limit, if the number of students appearing for examinations are very few*)
- Any academic and administrative problem.

A list of Study Centres activated for FC (SE-DE) Programme is given in Table 4 of this *Programme Guide*.

2 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 packages 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.(SE-DE)(HI/VI/MR)**.
- Foundation Course on Education of Children with Disabilities: **FC (SE-DE)**.
- Post Graduate Professional Diploma in Special Education: **PGPD (SE-DE)(HI/VI/MR)**.

Future Plans

The DSE plans to conduct

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

3 REHABILITATION COUNCIL OF INDIA

In 1992, Parliament passed the **Rehabilitation Council of India Act**, which was notified and became effective from June 1993. The Act casts the following important responsibilities on the Council.

- **Standardization of syllabi for all professionals** needed for special education or rehabilitation of the disabled.
- **Recognition of Institutions offering courses for training of rehabilitation professionals.**

- **Maintenance of a Central Register** of all qualified persons in the field of rehabilitation.

The Act also provides that any person delivering services to people with disabilities without acquiring a recognized qualification would be committing a cognizable offence. The **Rehabilitation Council of India** has done a tremendous work **in offering a better quality of life for the disabled** in the last few years.

4 M o U BETWEEN MPBOU AND RCI

Need-based Special Education Programmes through Distance Education Mode are being implemented as Joint National Ventures by Madhya Pradesh Bhoj (Open) University (MPBOU) and the Rehabilitation Council of India (RCI) within the framework of a Memorandum of Understanding (MoU) signed between the two in January 2000. This MoU was extended for another Five Years from January 31, 2004 with a new MoU giving a new thrust and vision to the unique venture. Under the provision of the MoU the MPBOU acts as the main National Resource Centre for Special Education and Rehabilitation Programmes through distance mode. This is the first ever Endeavour in the country to offer special education programmes through distance mode. The extension of MoU signed on 9th November 2009 has limited the programme to Madhya Pradesh.

The Special Education Programmes are being developed and implemented *within the framework of the National Goal of INDIA 2020 with a broad perspective of human development in twenty first century in the age of cybernetics and globalization.* The programmes are planned based on the following principles:

- *The national goal of each programme envisages meeting the emerging needs of the Age of Cybernetics and Globalization.*
- The model of curricular transaction of the educational programme is judiciously structured so as to implement as *a viable low-cost economical model without compromising quality.*
- *The educational programmes under implementation are planned as Transparent, Self-Financing and Self-Sustaining Schemes.*

5 FOUNDATION COURSE IN SPECIAL EDUCATION-DISTANCE EDUCATION PROGRAMME (FC SE-DE)

5.1 Goal, Perspective and Policy

The planetary goal of development in 21st 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.

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.***

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 molding 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 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, 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***”.

5.2 Broad Objectives

The Foundation Course on Education of Children with Disabilities through Distance Mode (FC-SEDE) is offered jointly by Madhya Pradesh Bhoj (Open) University (MPBOU) and Rehabilitation Council of India (RCI) which is the Statutory Authority in Special Education..The FC-SEDE Programme aims to develop basic competencies, knowledge, understanding, attitudes and skills, in teachers and enable them to cater to the specific educational needs of children with disabilities in regular classes.

The 86th Constitutional Amendment made education a fundamental right for children between 6-14 years of age including children with disabilities. The National Policy on Education 1986 made provision for the mildly and moderately disabled children to be placed for education in common settings. Section 39 of the Persons with Disability Act 1995 made provision in every school to offer 3% seats to children with disability. Moreover, integrated and inclusive education are now being strongly advocated globally. The country has launched Sarva Shikshya Abhiyan (SSA 2010) to ensure entry, retention and education of children between 6-14 years of age including children with disabilities by 2010. The world has reset the goal to attain Education for All and Health for All by 2015 through its programmes of EFA 2015 and HFA 2015. India 2020 aims to become a developed country by 2020. Development in real sense means human development because man is the initiator, means and end of development. In this context universalisation of elementary education (UEE) will lay the foundation of development in the country. It has, therefore, become essential to sensitize the regular classroom teachers of the elementary schools in the country, at least one from each school so that they can meet the specific educational needs of the children with disability who form a significant sector.

This sets a target to train around 6,00,000 teachers which can be achieved in time by the implementation of Foundation Course in Special Education through Distance Education mode. Therefore, FC-SEDE Programme has been launched jointly by RCI and MPBOU. For any aspirant interested to develop professional expertise in the field of special education this Foundation Course will serve as an Introductory Course. After this course he/she, if a graduate, can join the programme, B.Ed. Special Education through Distance Education mode (B.Ed.-SEDE), which is a 2-year programme including 400 hours of contact programme in four phases, 2 in each year, offered jointly by MPBOU and RCI through out M.P. Those who already possesses a B.Ed. degree certificate can

join Post Graduate Professional Diploma in Special Education through Distance Education mode (PGPD-SEDE) which is a 12-month programme with 4 weeks of contact programme in two phases.

5.3 Programme Objectives

The principal objective of the programme is to develop required competencies of in-service teachers and enable them to impart education effectively to students with various disabilities:

- to assist students with disabilities in understanding those subjects which they cannot readily comprehend in regular classroom;
- to teach sign language or total communication to the hearing impaired children and Braille & low vision aids to visually impaired children;
- to undertake appropriate classroom management for children with disabilities;
- to undertake remedial or dual teaching of mentally retarded and learning disabled children.

6 DURATION

The programme will be of 3 months (90 days) duration including 3 weeks of Face-to-Face Contact Programme in two phases. There will be a Term End Examination after second contact programme. Each enrolled candidate will get a maximum of three chances to clear the examination after which he will be eligible to get the Certificate. If even after three chances a candidate can not clear the course then he/she will have to enroll afresh.

In a Calendar Year three batches of programme will be offered: 1st. during February-March-April, 2nd. during June-July-August and 3rd. during October-November-December.

DATES AND DURATION OF FC-SEDE PROGRAMMES IN A CALENDAR YEAR					
Programme	Duration 3-months/90 days	1st Contact 2-weeks/80 hrs	Project Work and Practice Teaching	2nd Contact 1-week/40 hrs	Term End Theory Exam.
First	FEB-APR	February	March	April	April 30
Second	JUN-AUG	June	July	August	August 31
Third	OCT-DEC	October	November	December	December 31

Note: The aspirant students can apply for this course only through MP Online Limited at their website: www.mponline.gov.in by paying the programme fee Rs.2000/- plus Application Fee Rs.150/- and Portal Fee Rs.50/- totalling to **Rs.2200/-** at the time of applying for the course. **The Department reserves the right not to conduct/extend the programme, if sufficient number of applications is not received from eligible candidates.**

7 MEDIUM OF INSTRUCTION AND EXAMINATION

- English/Hindi

8 ELIGIBILITY

- Class 12th Pass in Service Teacher.

9 PROGRAMME FEE

- The Programme Fee of the course is Rs. 2000/- plus Rs.150/- as application fee payable at the time of submission of application for admission.

10 MODE OF APPLICATION

- The aspirant students can apply for this course only through MP Online Limited at their website: **www.mponline.gov.in** by paying the programme fee Rs.2000/- plus Application Fee Rs.150/- and Portal Fee Rs.50/- totalling to **Rs.2200/-** at the time of applying for the course.

11 PROGRAMME STRUCTURE

- The Programme of the Foundation Course on Education of Children with Disabilities in Distance Mode will consist of 5 Blocks with 3 Blocks of Theory and 2 Blocks of Practical components as detailed below.

BLOCK I : DEVELOPING BROAD POSITIVE PERCEPTION OF CHILDREN WITH DISABILITIES AND INTERVENTION MEASURES

Unit 1: Defining People with Disabilities

- Functional Definition
- Distinction among Impairment, Disability and Handicap
- Causes of Disability
- Magnitude of the total Disabled persons and children in the world and India

Unit 2 : Understanding the Needs of Children with Disabilities

- Physio-medical needs
- Educational needs.
- Social Rehabilitation needs.
- Vocational needs.
- Empowerment needs (Self Help Skill)

Unit 3 : Intervention Measures and Legislative Framework Intervention Measures

- Preventive measures: Early Intervention Strategies, Child Rights and Human Rights
- UN Declaration on the Rights of Disabled Persons: UN declarations call for national and international actions to ensure protection of these rights
- Salamanca Declaration on Inclusion of Children with Disabilities
- Persons with Disability Act 1995.
- RCI Act 1992 and its relevant to education.
- National Trust Act 1999.

Unit 4 : Concessions available for the Disabled, Schemes and Benefitss

- Concession offered by the Central Government
- Central Govt. schemes for Rehabilitation

Unit 5 : Role of Families and Community

- Community mapping
- Mobilizing community resources including the Panchyat at various levels.
- Formation of self-help mutual aid groups of families to promote education of children with disabilities.

BLOCK II : UNDERSTANDING EDUCATION FOR THE CHILDREN WITH DISABILITIES

Unit 1 : Factors Affecting Learning

- Intelligence
- Aptitude
- Teacher attitude
- Peer attitude
- Socio-economic environment.

Unit 2: Understanding Educational needs of Children with Disabilities

- Difficulty in Seeing (VI)
- Difficulties in Learning (MR)
- Difficulty in communication/ hearing (HI)
- Difficulty in moving (includes children with locomotor impairment, cerebral palsy, spinal injury, spina bifida, muscular dystrophy)
- Specific Learning Difficulties (arising due to dyslexia, autism, attention deficit syndrome, minimal brain dysfunction syndrome, long term chronic illness, hemophilia and others impairments)
- Multiple Disabilities (including deaf-blindness, cerebral palsy with/without mental retardation, mental retardation with chronic epilepsy)

Unit 3: Types of School and Models of Education for Children with Disabilities

- (a) Types of schools
 - Special Schools
 - General Schools (with or without facilities for integration/inclusion)
 - Open Schools (with or without facilities for integration/ inclusion)
 - Non-formal Schools (with or without facilities for integration/ inclusion)
- (b) Models of Education for children with disabilities
 - Resource Room Model
 - Itinerant Teaching Model
 - Dual Teaching Model
 - Distance Learning Model
 - Alternative School Model
 - Home Based Education Model

Unit 4 : Curriculum Adaptation for Children with Disability

- (a) Adaptation in general curriculum transaction – content, methodology, materials and evaluation (for each subject taking into account each disability).
- (b) Adaptation in co-curriculum (sports, music, drawing, pre-vocational training etc.) transaction – content, methodology, materials and evaluation. (for each area taking into account each disability)

Unit 5 : Equipment and TLM needed in Resource Room for Children with Different Disabilities

BLOCK III : UNDERSTANDING OF EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION OF CHILDREN WITH DISABILITIES

Unit 1: Early Childhood Development

- Cognitive Development
- Motor Development
- Development of Language and Communication
- Social Development

Unit 2 : Early Identification and Assessment

Unit 3 : Early Intervention at home of Children with Disabilities

- Different approaches to stimulation and intervention

Unit 4 : Behaviour Modification Techniques

- **Task analysis**
Procedure for analyzing the task
Methods for analyzing the task
- **Reinforcement**
Types of reinforcement
Shaping.
Chaining.
Prompting and fading

BLOCK IV : DEVELOPMENT OF ADAPTIVE SKILLS, ASSISTIVE DEVICES AND SPECIAL THERAPIES FOR CHILDREN WITH DISABILITIES

Unit 1: Development of Adaptive Skills, Assistive Devices and Special Therapies for Children with Hearing Impairment

- a) Introduction to various communication skills
 - i) Non Verbal -Facial expression, gestures, sign, paintings, drawings etc.
 - ii) Verbal-Use of a language through different modalities:
 - Aural – oral (Listening – Speaking)
 - Speech Reading and Speaking
 - Reading – Writing
 - Using Manual Codes (signing system for) spoken – written language
 - Total Communication
 - iii) Manual/Body Language - Sign Language of the Deaf community.
- b) Hearing Assessment and Use of Amplication Devices –
 - i) Individual Hearing Aids
 - ii) Group Hearing Aids
 - iii) Cochlear Implant.
- c) Development of language
 - i) Main components of language
 - Vocabulary
 - Syntax
 - ii) Techniques of Teaching Language
 - Providing simple language related to ample interesting, meaningful first hand experiences of the child.
 - Stories
 - Directed Activities
 - Visits
 - News based on experiences of the children
 - Language related to play activities and sensory training.

- At the Primary Level contents from the regular text book could be incorporated appropriately.

- d) Development of Numerical skills and Arithmetic
 e) Auditory Training & Speech Therapy

Speech Teaching

- i) Informal Method.
 ii) Formal Method (after the child uses voice and words and small two/three words sentences for communication.)

Unit 2: Development of Adaptive Skills, Assistive Devices for Children with Visually Impairment

- (a) Braille Reading
 (b) Reading Practice Ideas for A Beginner
 (c) Braille Writing
 (d) Abacus
 (e) Orientation And Mobility: Unassisted Travel
 (f) Daily Living Skills

Unit 3: Development of Adaptive Skills, Assistive Devices and Special Therapies for Children with Mental Retardation

- (a) Assessment and Programme Planning
 (b) Daily Living Skills
 (c) Functional Academic Skills – Literacy and Numeracy
 (d) Multisensory Material
 (e) Classroom Management

Unit 4: Development of Adaptive Skills, Assistive Devices and Special Therapies for Children with Locomotor Impairment, Cerebral Palsy and Spinal Injury

- (a) Orototics and Prosthetics Devices
 (b) Assistive Devices for CP and Spinal Injury
 (c) Speech Therapy, Occupational Therapy, Physiotherapy
 (d) Barrier Free Environment, Adapted Toilets, Seating Arrangements in Class Room

BLOCK V : BASIC TRAINING FOR TEACHING CHILDREN WITH SPECIAL NEEDS

Unit-1: Managing Inclusive School/Classroom

- Factors affecting inclusive classroom
- A Curricular View: Child-Centered Pedagogy
- Inclusive methodology: Developing inclusive materials, physical environment and classroom management
- Developing inclusive evaluation system

- How to develop inclusive resource centres and accessible school environment

Unit-2 : Early Identification and Intervention

- Observation of 4 children (0 – 5 years) in each disability area

Unit-3: Observation of teaching in School

- Observation of 2 Lessons in each disability area (Total 8 Lessons) and Case Conferences and Discussion about salient points for giving special attention to children with special needs
- Observation of teaching in Integrated/Inclusive School (Total 4 Lessons) and Case Conferences and Discussion about salient points for giving special attention to children with special needs
- Know-how of Records to be maintained (a) by the school and (b) by the class teacher

Unit-4: Teaching Practice of 15 Lessons

- Sample Lesson Plan Formats for Teaching Practice
 - Sample Lesson Plan Format for Group Teaching of Mentally Retarded Children
 - Sample Lesson Plan Format for Teaching of Hearing Impaired Children
 - Sample Lesson Plan Format for Teaching of Children with LI & CP
 - Sample Lesson Plan Format for Teaching of Visually Impaired Children
 - Sample Lesson Plan Format for Teaching of Mentally Retarded Children
- Sample Lesson Plans
 - Lesson Plan for Teaching LI & CP Children
 - Lesson Plan for Teaching Visually Impaired Children
 - Lesson Plan for Teaching Mentally Retarded Children
- Contact Mode
 - Teaching Practice of 2 lessons per candidate in special school under supervision during contact programme.
- Distance Mode
 - Teaching Practice of 13 Lessons according to Preferred School in Distance Mode.

Unit-5 : Community Contact Programme

- What Is CBR/CBE
- Procedure of Community Contact Programme

12 Scheme of evaluation

The Scheme of Evaluation will consist of two main components :

- Internal Assessment
- External Examination.

Block-wise Distribution of Marks: See Table 1

- For the Theory components of Blocks 1 , 2 & 3 the ratio of marks between Internal Assessment and External Examination.will be 20 : 80
- For Practical Components of Blocks 4 & 5 the ratio of marks between Internal Assessment and External Examination.will be 60 : 40

Methodology of Internal Assessment

- The internal assessment of the theory components of the course given in Blocks I, II and III will be based on 3 Assignments, one for each Block of 4 marks each..
- The internal assessment of the Practical components of the course given in Blocks IV and V will be based on practical records and viva voce as given in Table below :

Practical Components	(I) For Practical works as recorded in the <i>Practical Record</i> (M. Marks allotted)	Viva Voce and interview of the candidate during Second Contact Programme (M. Marks allotted)
Block IV : Development of Adaptive Skills, Assistive Devices and Special Therapies for Children with Disabilities :	(6)	(6)
• VI	1.5	1.5
• HI	1.5	1.5
• MR	1.5	1.5
• LI & CP	1.5	1.5
Block V : Basic Training for Teaching Children with Special Needs	(6)	(6)
• <i>Teaching Practice & TLM</i>	3	3
• <i>Project Work (Community Contact Programme)*</i>	3	3

* Note : For the Project Work (Community Contact Programme) the internal assessment will be based on the following parameters:

- Participation in group discussion during contact session
- Standard of Community Survey
- Attitude towards community
- Interpretation of Results
- Quality of Report
- Creativity in the preparation of Teaching Aid
- Functional utility of Teaching Aid

13 Instructional hours and allocation of marks

The total instructional hours for the Foundation Course will be 240 hours including face-to-face instruction of 120 hours. The Programme has been assigned a total of 100 marks, which includes 60 marks for Theory and 40 marks for the Practical Components. In the *programme, emphasis is given to the development of practical skills especially in the area of disability.*

In order to be successful in the Programme the candidate has to fulfill the following conditions : the candidate has to secure

- (1) a minimum of 40% marks in each of the two components, i.e., (1) Internal Assessment, and, (2) External Examinations, separately; in Theory Components
- (2) in any Practical Components a minimum of overall 50% marks in both(1) Internal Assessment, and, (2) External Examinations ; and,
- (3) an overall 50% of marks in total aggregate.

Table – 1 : PROGRAMME STRUCTURE & EVALUATION SCHEME.

Course Components	Study Hours	Internal Assessment	External Examination	Total
THEORY	120	12	48	60
BLOCK I : Developing Broad Positive Perception of Children with Disabilities and Intervention Measures	40	4	16	20
BLOCK II : Understanding Education for the Children with Disabilities	40	4	16	20
BLOCK III : Understanding of Early Childhood Care and Development of Children with Disabilities.	40	4	16	20
PRACTICAL	120	24	16	40
BLOCK IV : Development of Adaptive Skills, Assistive Devices and Special Therapies for Children with Disabilities	60	12	8	20
BLOCK V : Basic Training for Teaching Children with Special Needs	60	12	8	20
GRAND TOTAL	240	36	64	100
Theory	120	12	48	60
Practical	120	24	16	40

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

14 CONTACT PROGRAMME

Contact Programmes will be organized at the Study Centre. (See Table: 2 for detail.). In all there will be two contact sessions during the Programme,

- First Contact Programme of 2 weeks (80 hours) just after registration for admission
- Second Contact Programme of 1 week (40 hours) at the end of the programme, i.e., during the end of 90 days of the programme.

Table – 2 : FRAMEWORK OF THE CONTACT PROGRAMME

Components	Total Hours	Contact Programme	
		I After Admission (2 weeks) 80 hours	II At the end of the Session (1 week) 40 hours
1. General Orientation	4	3	1
II. Introduction to 5 Blocks, Discussion, clarification	45	30	15
Block IV : Development of Adaptive Skills, Assistive Devices and Special Therapies for Children with Disabilities: • VI • HI • MR • LI & CP	24	12	12

Block V : Basic Training for Teaching Children with Special Needs			
• Early Identification and Intervention	4	3	1
• (a) Observation of teaching in Special School - 2 Lesson in each disability area (Total 8 Lessons) and Case Conferences and Discussion;	16	16	
• (b) Observation of teaching in Integrated School (Total 4 Lessons) and Case Conferences and Discussion	4	4	
• Core Training in Teaching Practice	8	6	2
• Community Contact Programme	6	6	
Examination : Theory	3		3
Practical	6		6
Total	120	80	40

14.1 Self Instructional Material

Self instructional print material covering the course contents in theory and practicals structured into Blocks and Units as per Programme Structure will be provided to the candidate by the University.

14.2 Audio and Video Programmes

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

14.3 Assignments and Project Work Report

Specific Block-wise assignments and Project Work have been indicated earlier. These are to be submitted at the Study Centre after completion during the Second Contact Programme.

15 EXAMINATION

15.1 Eligibility for Examination

The eligibility to appear in the examination is subject to the fulfilment of the following conditions.

- (i) Payment of all dues including the prescribed fees.
- (ii) The student has at least attended 75 per cent of the prescribed contact classes organised at the Study
- (iii) Carried all the requirements for the Programme:

- Undergone practical training conducted during Contact Sessions.
 - 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.
- (iv) Student has not caused any act of indiscipline at the Study/Cluster Centre
- (v) 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.
- (vi) 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.

15.2 Examination

The Term End Examination (TEE) in Theory will be held after the Second Contact Programme. The duration of the examination will be one and half hours. The date of theory examination will be same through out M.P. Normally the Term End Examination (TEE) in Theory will be held on the Last Date of each Programme (3 in a Calendar Year, i.e., APRIL 30, AUGUST 31 and DECEMBER 31) from 11 a.m. to 12-30 p.m.

The Term End Examination in Practical will be conducted also during the Second Contact Programme according to the suitability of the study centre. The date of examination may vary from centre to centre

16 AWARD OF CERTIFICATE TO SUCCESSFUL CANDIDATE

- A successful candidate of the Programme will be issued a certificate

17 PROVISIONS FOR UNSUCCESSFUL CANDIDATES

Unsuccessful candidates shall be permitted to appear at 2 subsequent examinations. After the expiry of this provision the candidates will have to seek fresh admission and no credit will be carried over.

Candidates eligible under the above provision and willing to appear in the subsequent examination(s) in any theory/practical component or both 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).

A candidate will have to clear both theory and practical components in a maximum period of 12 months after admission.

18 RCI CERTIFICATION

The successful candidates of this Foundation Course which has been jointly formulated by MPBOU and RCI will be eligible to get "Provisional Registration" from the Rehabilitation Council of India to impart education to the children with disability in Integrated School.

Contact the Study Centre for the following

- Confirmation of the admission to Foundation Course.
- 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 Examination.
- All notifications issued by the University from time to time
- Any academic/administrative problem.

19 CODE NUMBERS, NAMES AND ADDRESSES OF THE STUDY CENTRES

Table – 3 :

S.No.	Study Centre Code	Name of Study Centre & Address	Contact Person & Contact No.
1	1707	M.P. Welfare Association for the Blind, 33 B/D, Kila Maidan, Indore (M.P.)– 452 006.	Mr.Bhag Chandra Shau (O) 0731-2410296,224060 mpwabho@vsnl.net or mpwab@vsnl.net
2	1708	Deaf Dumb Association, Scheme No.71-B, Behind Ranjeet Hanuman Temple, Indore (M.P.) - 422 009	Mrs. Usha Punjabi 0731-2383559
3	1710	Avasar Punarvas Evam Anusandhan Sansthan,245, Choti Payega, Keshav Ganj, Sagar (M.P.) – 470 002	Mrs. Madhuri Jain 07582-233226 9826077429
4	1711	Justice Tankha Memorial Rotary Institute for Spastic & Handicapped Children,Pachpedi,Jabalpur, (M.P.)	Mrs. Koyali Sen 0761-2602611
5	1712	Welfare Association for the Disabled, chandra gupta mourya chouraha (m.r.-10)1,c sector , sukliia Indore (M.P.) - 452010	Mr.Yougesh Chandra Rawat 9406623314
6	1714	Madhya.Pradesh Viklang Sahayata Samiti, Sector 9, Jawahar Nagar, Indore Road, Ujjain (MP)- 456010	Fr. Tom 0734-2623223/2521244/2511031
7	1716	Shiv Kalyan Evam Shikshan Samiti, ug-26 ii nd floor harshwardhan nagar, Bhopal (M.P.)	Mrs. Pratima Singh 9826938214
8	1718	Arushi, 1, Shivaji Nagar, Near Gas Rahat Court, Bhopal (M.P.) – 462 016	Mr. Rupesh 0755-4293399/0755-2550827
9	1719	Gurukul Sanskrit Shikshan Vivekanand Viklang Asharam Near Kamal Filling Station,Sidhi (M.P.)	Mr. Sanjay 9229689638
10	1720	Dr. Annie Besant Special School Opp. Church Sadar Bazar Hoshangabad (M.P.) 461001	Mr. Prashant Singh 9827624217
11	1721	School & Rehabilitation Centre For The Blind Resources And Development Centre P.O. Padhar,Betul (M.P.)	Mr. Andrews 9424430425

Note : If, for any reason, any of the above Study Centres become non-functional then the candidates will be shifted to a suitable Study Centre.

20 LIST OF CODES

Table – 4 :

Education Qualification Code

Code	Education Qualification	Code	Education Qualification
01	Matriculation/SSC	05	Graduation or Equivalent
02	10+2 or Equivalent	06	Post-graduation or Equivalent
03	Diploma in Civil Engineering	07	M. Phil or Equivalent
04	Diploma in Agricultural Engineering.	08	Ph.D. or Equivalent

Category Code

Code	Category	Code	Gender
01.	Scheduled Caste	01	Male
02.	Scheduled Tribe	02	Female
03.	OBC		
04.	General		

Sub-Category Code

Code	Category
01.	PH
02.	Freedom Fighter
03.	Military Person
04.	Widow

State Code

Code	Name
17	Madhya Pradesh

21 GENERAL INSTRUCTIONS ON FC-SEDE PROGRAMME

21.1 Refund of Fee

Any fee once paid will not be refunded under any circumstances.

21.2 Legal Jurisdiction

All matters of any dispute shall be limited to Bhopal Court only. The place of jurisdiction for filing of a suit, if necessary, will be only Bhopal.

22 INSTRUCTIONS FOR FILLING IN THE APPLICATION FORM

Please read the following instruction carefully before filling in the application form through online

22.1 Checking before mailing the Printout of the online application form (in two sets) to the concerned study centre alongwith required enclosures.

Check before mailing the printout of the online application form with enclosures for admission into the FC-SEDE Programme to the Study Centre of your choice whether you have the following documents in order:

- Printout of the online application form in duplicate with photographs affixed on both which are self-attested by you.
- Photocopies of the certificates and mark-sheets in support of your educational qualification(s)
- Employment Certificate, if any.
- Certificate duly attested by a competent authority, in case of your claiming any benefit of reservation or any other concessions for admission.
- Declaration form duly signed by you.
- 2 passport size colour photograph.

22.2 Address for Correspondence

Your address for correspondence must be complete in all respects. Any change in address should be intimated to your study centre immediately. The University will correspond with you at the given address.

Note : Always quote your Application Form Number, Code Number and Name of your Study Centre, your Name and Full Address with PIN Code in all your correspondence with MPBOU.