

**POST GRADUATE PROFESSIONAL DIPLOMA  
IN SPECIAL EDUCATION**

***DISTANCE EDUCATION PROGRAMME***

***PGPD (SE-DE)***

The successful candidate of this programme becomes equivalent to  
B.Ed. (SE-DE) Degree holder with specialization in opted  
'Disability Area'

**PROGRAMME GUIDE**



**MADHYA PRADESH BHOJ (OPEN) UNIVERSITY**

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# MADHYA PRADESH BHOJ ( OPEN ) UNIVERSITY

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## 1. MADHYA PRADESH BHOJ (OPEN) UNIVERSITY

### 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 9<sup>th</sup> November 2009.

PGPD Special Education Programme through Distance Mode (PGPD-SEDE) is a joint venture of RCI and MPBOU offered through selected Study Centres in Institutions located in different parts of Madhya Pradesh (See Table 3).

### 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



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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 PGPD - SEDE Programme is given in Table 3 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 package for education and training programmes in the areas of special education

The academic programmes being offered by the DSE are:

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

### 2.1 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.



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### 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 the 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 recognised qualification would be committing a recognizable 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.

### 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 9<sup>th</sup> November has been 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 so structured as to be implemented 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.*



## 4. POST GRADUATE PROFESSIONAL DIPLOMA IN SPECIAL EDUCATION DISTANCE EDUCATION PROGRAMME (PGPD-SEDE)

### 4.1 Goal, 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 by the International Commission on Education 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,



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- 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 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 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, both 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***”.

#### 4.2. Programme Objectives and Duration

##### 4.2.1 Programme Objectives

***The Post Graduate Professional Diploma in Special Education Distance Education Programme (PGPD-SEDE) is being offered jointly by MPBOU and RCI. It aims to develop professionals for Special 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***



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of change as teacher-professionals through imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in 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.

The Post Graduate Professional Certificate Course in Special Education Distance Education 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.
- 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 disabled group of learners in disability area for inclusive/integrated/special education set up.
- To develop competencies for selection and organisation of learning experiences.
- To understand the nature of disabled children and their learning process.
- To develop competencies to deal with the academic and personal problems of the disabled learners.
- To apply various methods and techniques of evaluation in teaching disabled children.
- To select develop and use of evaluation tools.
- To know, understand and develop the ability to manage a special school.

### **4.2.2. Duration**

The minimum duration of the programme is 12 months and maximum 24 months. Academic Session will be from July to June (in normal circumstances).

### **4.3 Medium of Instruction and Examination**

- **Self Instructional Materials will be available in English.** Steps are taken to make Hindi version available.
- Curricular transaction may be in English/Hindi Language.
- Assignments, Practical Records, Internal Assessment Tests may be written by the candidate in English/Hindi Language.
- ***Term End Examination will be held in English/Hindi***



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### 4.4 Minimum Eligibility Conditions

The candidate should have a Degree of Bachelor of Education (B.Ed.) in General or Special Education from any recognized University.

Preference will be given to those who are having teaching experience in special or normal schools. A merit list of applicants for admission will be prepared on the basis of qualification and length of teaching experience and admissions made accordingly..

### 4.5 Programme Fee

The programme fee should be paid only by way of Demand Draft drawn in favor of the Registrar, MPBOU payable at Bhopal. Please write on the back of the Demand Draft in capital letters:

- (a) PGPD-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 Structure for Indian Student:** Programme Guide – Rs.500/-, Programme Fee – Rs.8000/- Payable in One Installment at the time of admission.

**Fees Structure for Foreign Student:** Programme Guide – US \$.50, Programme Fee – US \$.960 Payable in One Installment at the time of admission.



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### 4.6 Programme Structure

The Programme of Post Graduate Professional Diploma in Special Education Distance Education Programme (*PGPD - SEDE Programme*) will consist of 8 Courses, 4 Theory Courses and 4 Practical Courses. Different components of the programme in theory and practical courses are given below :

#### One Common Theory Course

SECP-04 Introduction to Disabilities

**Exempted for candidate who has B.Ed. - in Special Education Degree**

#### Three Specialised Theory Courses in any one optional Disability Area:

##### Speciality-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-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-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-4 : Locomotor and Neurological Disorder (LND)

SESLN-01 Introduction to Locomotor Impairment and Basic Anatomy

SESLN-02 Locomotor Impairment And Spinal Cord Conditions

SESLN-03 Cerebral Palsy

##### Speciality-5 : Learning Disabled Children (LDC)\*

SESLD-01: Introduction to Learning Disabilities

SESLD-02: Assessment of Children with Learning Disabilities

SESLD-03: Intervention and Remediation

**\* NOTE: THIS SPECIALIZATION ON LEARNING DISABLED CHILDREN (LDC)**

**WILL BE OFFERED IN FUTURE PROGRAMME**



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**Five Specialised Practical Courses:** There will be 4 Specialised Practical Courses in any one opted Disability Area.

**Speciality-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
SETV-01	Teaching Practice in Visual Impairment

**Speciality-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
SETM-01	Teaching Practice in Mental Retardation

**Speciality-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
SETH-01	Teaching Practice in Hearing Impairment

**Speciality-4 : Locomotor and Neurological Disorder (LND)**

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
SETLN-01	Teaching Practice in Locomotor and Neurological Disorder

**Speciality-5 : Learning Disabled Children (LDC)**

SEPLD-01	Training in Learning Disabled Children (LDC)
SEPLD-02	Project work in Learning Disabled Children (LDC)
SEPLD-03	Training on Equipment related to Learning Disabled Children (LDC)
SETLD-01	Teaching Practice in Learning Disabled Children (LDC)

### 4.7 Scheme of Evaluation

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

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

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

- For each of the Theory Courses the ratio of marks between continuous assessment and term end examination will be 20:80.



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- In each Practical course, the ratio of marks between continuous assessment and term end examination will be 60: 40.

## 4.7.2 Methodology of continuous assessment

- The continuous assessment in each of the theory courses will have two components (I) Two Assignments per course of 4 marks each and (II) Two Internal Tests of 3.5 marks each during the contact programmes with a total minimum pass marks of 6 marks.
- The continuous assessment in each of the Practical courses under (**except Project Work**) will be as given in Table below :

Practical Courses	(I) For Practical works as recorded in the <i>Practical Record</i> . (Maximum Marks allotted)	(II) Average performance in <i>Two Internal Tests</i> during the contact programmes. (Maximum Marks allotted)
SEPV/SEPM/SEPH/SEPLN/SEPLD-01 : Training in Disability Area (DA)	30	30
SEPV/SEPM/SEPH/SEPLN/SEPLD-03 : Training on Equipment	20	25

**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
  - Interpretation of Results
  - Quality of Report
  - Creativity in the preparation of Teaching Aid, if any
  - Functional utility of the Report

} 100 Marks
2. *Oral Test*
  - Assessment of Project work and interview with the Candidates during contact session

} 50 Marks

## 4.7.3 Group E Practical Courses

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 (25 marks) and *supervision of lessons* (35 marks).



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**4.7.4 Instructional Hours and Allocation of Marks** The total instructional hours for the PGPD-SEDE Programme will be 765 hours including face-to-face instruction of 180 hours. The Programme has been assigned a total of 825 marks, which includes 300 marks for Theory and 525 marks for the Practical Courses. *In the programme, emphasis is given to the development of practical skills. Sixty percent of total marks in the programme has been allotted to the practical work.* In order to be successful in the PGPD-SEDE Programme the candidate has to fulfill the following conditions : the candidate has to secure

- (1) in any Theory Course, 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, 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, i.e., 413 Marks for B.Ed. General Candidates and 375 Marks for B.Ed. Special Candidates.

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

Course Structure	Weight age		Evaluation Scheme				
	Hours	MM	I A	TEE	Total	Pass Mark	
						I A	TEE
<b>Group A : Core Pedagogy Courses</b>							
SECP-04	60	75	15	60	75	06	24
<b>Group C: Specialisation</b>							
SESV/M/H/LN/LD-01	60	75	15	60	75	06	24
SESV/M/H/LN/LD-02	60	75	15	60	75	06	24
SESV/M/H/LN/LD-03	60	75	15	60	75	06	24
<b>Group D: Practical Courses</b>							
SEPV/M/H/LN/LD-01	075	100	60	40	100	15	
SEPV/M/H/LN/LD-02	150	250	150	100	250	125	
SEPV/M/H/LN/LD-03	060	75	45	30	75	38	
<b>Group E: Teaching Practice Courses</b>							
SETV/M/H/LN/LD-01	60	100	60	40	100	50	
<b>Summary Total for B.Ed. General Candidates</b>							
<b>Theory</b>	240	300	60	240	300	24	96
						40%	40%
<b>Practical</b>	345	525	315	210	525	263	
						50%	
<b>Aggregate : Minimum 75% of attendance in Contact Programme</b>	585	825			825	413	
	439					50%	
<b>Summary Total for B.Ed. Special Candidates. (Note: Shaded portions are not applicable )</b>							
<b>Theory</b>	180	225	45	180	225	18	72
						40%	40%
<b>Practical</b>	345	525	315	210	525	263	
						50%	
<b>Aggregate : Minimum 75% of attendance in Contact Programme</b>	525	750			750	375	
	394					50%	

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



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## 4.8 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.

### 4.8.1 The Programme Schedule of Contact Programmes

In all *there will be two face-to-face contact sessions during the entire Programme totaling 180 hours or 30 days (@ 6 hours per day) in two phases of 15 days each. As detailed in Table 2.*

**Table – 2: FRAMEWORK OF THE CONTACT PROGRAMME**

Components	Total Hours	Contact Sessions	
		First Contact Session (15 Days-90 hours)	Second Contact Session (15 Days-90 hours)
		NOV-DEC	MAY-JUN
1. General Induction and Orientation	10	05	05
2. Introduction, discussion and clarification on 4 Theory Papers	40	20	20
3 Practicals in Disability Area (DA)			
SEPV/MH/LN/LD-01: Training in D A	30	15	15
SEPV/MH/LN/LD-02 : Project in D A	50	25	25
SEPV/MH/LN/LD-03 : Equipment Training	30	15	15
4. Group E: Training in Teaching Practice SETV/MH/LN/LD-01 TP in Special Disability Area	20	10	10
<b>Total</b>	<b>180*</b>	<b>90</b>	<b>90</b>

**\* Note:**

1. The selected candidates of PGPD-SEDE Programme will report to their allotted study centre for registration on or before October 1<sup>st</sup> followed by Induction Programme when Self Instructional Materials will be supplied and modalities of curricular transaction will be explained by the Co-ordinator.
2. The Study Centre will supply the calendar of activities for two Contact Programme of 15 days (90 hours) each .
3. Each Contact Programme of 15 days will be continuous and *should not be split*.
4. The Term End Examination in Practical Papers will be completed during the Second Contact Programme.
5. The Term End Examination in Theory Papers will be held during the last week of JUNE which will be confirmed through notification to Study Centres as well as in MPBOU website [www.bhojvirtualuniversity.com](http://www.bhojvirtualuniversity.com). Extra hours/days will be provided for TEE in Theory

### 4.8.2 Self instructional print material



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**Self instructional print material** in the form of Blocks and Manuals covering the course contents in theory and practicals respectably will be provided to the students by the University.

### **4.8.3 Audio and Video Programmes**

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

### **4.8.4 Assignments and Project Work Report**

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

### **4.9 Eligibility for Examination**

Every student registered to PGPD-SEDE programme shall be eligible to appear in the *Term End Examination* subject to 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 in Disability Area
  - 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 opted disability area.
- (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, Completion of Teaching Practice Lessons 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.

### **4.10 Examination Dates**



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

### 4.11 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 PGPD.-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 ( 4Theory and 4 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, will earn Distinction in that courser (s).

### 4.12 Provision for Unsuccessful Candidates

**4.12.1** 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 4.12.3. After the expiry of this period the students will have to seek fresh admission and no credit will be carried over.

**4.12.2** 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 **Reappear Application 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).

**4.12.3** A candidate will have to clear all courses in a minimum 12 months & maximum period of 24 *months after admission*.

### 4.13 Qualifying for Additional Specialization

Any successful candidate in this Programme with a certain specialised area would be allowed for additional specialisation and to earn another specialisation the candidate will have to fulfill all the requirements for passing the necessary course with a minimum overall aggregate of 50%.

### 4.14 RCI Certification as a Registered Professional Teacher

The successful candidates of this PGPD-SEDE 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.



## 5. GENERAL INSTRUCTIONS FOR PGPD-SEDE PROGRAMME

### 5.1 Reservation

For this programme the University provides reservation of seats for Scheduled Castes, Schedules Tribes, Other Backward Classes, wards of military/paramilitary forces and physically handicapped candidates according to **State Government rules**.

### 5.2 Scholarships and Reimbursement of Fee

Reserved categories, viz. Scheduled Castes/Scheduled Tribes, Other Backward Classes and physically handicapped candidates have to pay the fee at the time of admission to the university along with other candidates.

Physically handicapped candidates admitted to MPBOU are eligible for Government of India scholarships. They are advised to collect scholarship forms from the respective State Government, Directorate of Social Welfare or office of the Social Welfare Officer and submit the filled-in forms to them through the Study Centre.

Similarly, candidates belonging to SC/ST and Other Backward Classes have to submit their scholarship forms to the respective State's Directorate of Social Welfare or the Office of the Social Welfare Officer through the concerned Study Centre of MPBOU for reimbursement of programme fee.

### 5.3 Validity of Admission Lists

Candidates who are offered admission must join on or before the due date specified by the University, which will be communicated to the Study Centre concerned. For timely receipt of the information the applicants should be in touch with the Study Centres concerned.

It is the prerogative of the University to assign seats in any other Centre within city to the selected candidates if the number exceeds the maximum seats available in the Study Centre of their preference choice. *The candidate may opt for a Study Centre in the same city subject to the condition that seats are available in that Centre.* This rule is also applicable for those selected candidates in case the Study Centre of their choice become non-functional due to any reason.

### 5.4 Incomplete and Late Applications

Incomplete and late application forms/re-registration forms, wrong options of courses or electives, furnishing false information, will be summarily rejected without any intimation to the candidate concerned. Candidates are, therefore, advised to fill up the relevant columns carefully and enclose all the attested copies of the necessary certificates asked for and submit the form to the Coordinator of Study Centre concerned on or before the due date. In this connection no correspondence will be entertained.



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### 5.5 Refund of Fee

Any fee once paid will not be refunded under any circumstances unless the candidate is rejected for admission.

### 5.6 Revaluation

A candidate can apply for revaluation maximum in any two courses of a programme on a prescribed form within 30 days after the declaration of the result.

### 5.7 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.

## 6. INSTRUCTION FOR FILLING UP THE APPLICATION FORM

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

### 6.1 Submission of the Application Form

*For fill up application form please Log on to [www.mponline.gov.in](http://www.mponline.gov.in)*

Note: Only online filled application form is accepted.

### Submission of the Application Form

- Select a Study Centre of your choice.  
(The list of Study Centre along with Code Numbers are given in Table 3.)
- **Deposit the completed form (Print Out) along with the supporting documents to the Study Centre. (See Table No. 3) and not to MPBOU.**

### 6.2 Checking before mailing Application Form with Enclosures

Check before mailing the Application Form with Enclosures for admission into the PGPD-SEDE Programme to the Study Centre whether you have *the following documents in order*:

- *Application Form in duplicate* duly filled in properly with photographs affixed in both which are signed across by you and attested.
- Photocopies of the *certificates and mark-sheets* in support of your educational qualification(s):
  - Secondary Education;
  - Higher (Senior) Secondary;
  - Graduation;
  - *B.Ed. (General Education or Special Education)*



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- **Category Certificate**, if you are a SC/ST/OBC candidate.
- **Demand Draft of Rs 8,000/-** for Programme Fee in favor of the **Registrar, MPBOU** payable at Bhopal.

**Deposit the completed form (Print Out) along with the supporting documents to the Study Centre. (See Table No. 3) and not to MPBOU**

**ALL DEMAND DRAFTS SHOULD BE IN FAVOUR OF REGISTRAR, MPBOU PAYABLE AT BHOPAL**

*Note: Write on the back of the Demand Draft :*

- (a) PGPD-SEDE Programme; (b) Application Form No.(mentioned on the Application Form),  
(c) Code Number and Name of the Study Centre, (d) Your Name (in capital letters).

### 6.3 Address for Correspondence

Your address must be complete in all respects. The University will correspond with you at this address. If you change your address, you should inform the Study Centre about your new contact address at once.

**Note: Always quote your Application Form Number, Code Number and Name of your Study Centre, your Name and Full Address with PIN Code, Phone No./ mobile No. if any, in all your correspondence with MPBOU.**

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

- Submission of completed Admission forms along with Demand Draft of Rs.8000 as Programme Fee in favour of the Registrar MPBOU payable at Bhopal and receipt of the above.
- Admission to PGPD-SEDE programme (of the selected candidates) and Identity Card.
- Schedules for Contact Sessions.
- Collection of Assignments and selection of Project Work 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.*



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**Table – 3: CODE NUMBERS, NAMES AND ADDRESSES OF THE STUDY CENTRES**

1701	Digdarshika Institute of Rehabilitation & Research,, E-7/80-81, Arera Colony, <b>Bhopal (M.P.) – 462 016</b>	<b>MR</b>	09425301161
1705	Mahesh Dristiheen Kalyan Sangh, Scheme No.54, Atmalochan Parisar, Vijay Nagar, <b>Indore (M.P.)</b>	<b>VI</b>	09009261234 09827318923
1707	M.P. Welfare Association for the Blind, 33 B/D, Kila Maidan, <b>Indore (M.P.)– 452 006.</b>	<b>VI</b>	(O) 0731-2410296 224060 (R) 2401242, 09575433568 <a href="mailto:mpwabho@vsnl.net">mpwabho@vsnl.net</a> or <a href="mailto:mpwab@vsnl.net">mpwab@vsnl.net</a>
1708	Deaf Dumb Association, Scheme No.71-B, Behind Ranjeet Hanuman Temple, <b>Indore (M.P.) - 422 009</b>	<b>HI</b>	0731-2383559 , 09993377595
1710	Avasar Punarvas Evam Anusandhan Sansthan, 245, Choti Payega, Keshav Ganj, <b>Sagar (M.P.) – 470 002</b>	<b>MR</b>	07582-233226 09826077429
1711	Justice Tankha Memorial Rotary Institute for Spastic & Handicapped Children, Pachpedi, <b>Jabalpur, (M.P.)</b>	<b>HI</b>	09424309352
1714	Madhya.Pradesh Viklang Sahayata Samiti, 88- Subhas Nagar, Indore Road, <b>Ujjain (MP)-456010</b>	<b>MR</b>	0734-2623223/2521244/2511031 09425332740
1717	Sanjeevani Seva Sangam, Scheme No.-54. Behind Satya Sai Vidhya Vihar, AB Road, <b>Indore (M.P.) 452010</b>	<b>HI</b>	0731-2553823,09179367888 Mrs Priyanka Upadhyaya- 9406821277
1718	Arushi, 1, Shivaji Nagar, Near Gas Rahat Court, <b>Bhopal (M.P.) – 462 016</b>	<b>HI</b>	0755-4293399/0755-2550827 09827220041, 09425007858

**ABBREVIATION:**

<b>MR</b>	-	Mental Retardation
<b>HI</b>	-	Hearing Impairment
<b>VI</b>	-	Visual Impairment
<b>LND</b>	-	Locomotor and Neurological Disorder

**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.*



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**Table – 4: LIST OF CODES**

**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	Sex
01.	SC	01	Male
02.	ST	02	Female
03.	OBC		
04.	PH		
05.	General		

**Disability Area Code**

Code	Disability Area	Code	Disability Area
01	Visual Impairment (VI)	03.	Hearing Impairment (HI)
02	Mental Retardation (MR)	04.	Locomotor and Neurological Disorder (LND)

**State Code**

Code	Name
17	Madhya Pradesh