

B.Ed. SPECIAL EDUCATION DISTANCE EDUCATION PROGRAMME

**(B.Ed.-SEDE)
2011**

PROGRAMME GUIDE



MADHYA PRADESH BHOJ (OPEN) UNIVERSITY

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B.Ed.-SEDE PROGRAMME GUIDE

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 9th November 2009.

B.Ed. Special Education Programme through Distance Mode (B.Ed.-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 4).

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

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.

2. 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.

3. 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 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 globalisation.* 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.*

4. B.Ed. SPECIAL EDUCATION DISTANCE EDUCATION PROGRAMME (B.Ed.(SE-DE))

4.1 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 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, 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 Broad Objectives

The B.Ed. Special Education Distance Education Programme (***B.Ed.(SE-DE)***) **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.(SE-DE) 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 organizing 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 co-curricular and extra curricular activities.
- To know, understand and develop the ability to manage a normal, special or inclusive school.
- To develop competencies for organizing various instructional and student support activities.

4.4 Duration

The minimum duration of the programme is two (2) years and the maximum period allowed to the candidate for completion of the course shall be four (4) years.

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 Language.
- Assignments, Practical Records, Internal Assessment Tests, and Project Work Report may be written by the candidate in English/Hindi.
- **Term End Examination will be held in English/Hindi**

4.6 Minimum Eligibility Conditions

4.6.1. The applicant should:

- (1) have a Bachelor Degree from any recognized University; and
- (2) Weightage will be given to candidates fulfilling *any one* of the following conditions :
 - (i) be a parent of disabled child*,
 - (ii) be a disabled person*,
 - (iii) possess any RCI recognized qualification,
 - (iv) have completed RCI-MPBOU Foundation Course (FC-SEDE),

**Note: The Eligibility Condition (i) / (ii) should be accompanied by a certificate issued by a competent authority as per PWD Act norm. (In case of parent the certificate of the Disabled Child should be submitted) The Eligibility Condition (iii) and (iv) a copy of RCI registration certificate should be accompanied.*

4.7 Entrance Test

There will be an Entrance Test for selection for admission. The entrance test will be conducted at a selected location, covering the nearby study centres in the state. The lists of these locations are as follows:

(Note: In case of less number of students registered at a test centre, the examining body reserves its right to give alternate centre, as per the order of preference of the candidate)

B.ED-SEDE 2011 ENTRANCE TEST CENTRES

Madhya Pradesh Bhoj (Open) University, Raja Bhoj Marg, (Kolar Road), Bhopal, M.P.
Phone No.0755-2492095 Fax No.0755-2424640 Enquiry No.2492090 & 2492091 or any Centre the
University identify and approve for the purpose.

4.7.1 Written Test Structure

The B.Ed. (SE-DE) entrance exam will be of 1.5 hours (one and a half hours) duration and would be conducted in English and Hindi language.

The test would contain objective type - multiple choice questions. The questions in the test paper will be selected from a Question Data bank.

The Test would comprise of the following sections:

Section	Description
Section A	General Awareness
Section B	Educational Aptitude
Section C	Disability Issues

The Test Centre Administrators would be available at the test centre to provide all the necessary assistance .The tests would be invigilated to ensure that spirit of the exam is maintained. The candidates found indulging in the test malpractice of any nature would be disqualified and would be instructed to leave the test premises immediately. The candidates would not be allowed to bring mobile phones, pagers, calculators, PDA, Listening devices and recording or photographic devices of any nature etc in the examination hall.

4.7.2 Sample Question paper

(A) General Awareness:

- Name the first woman for Sahitya Academy Award:
(a) Amrita Pritam (b) Sarojini Naidu
(c) Mahasweta Devi (d) Manjula Padmanaban
- Who among the following wrote the song "Sare Jahan Se Achcha, Hindustan Hamara"?
(a) Ramprasad Bismil (b) Lala Lajpat Rai
(c) Sri Aurobindo Ghosh (d) Mohammed Iqbal
- Who among the following is the Chief Election Commissioner of India?
(a) B.B. Tandon (b) J.K.Bhantia
(c) P. Shankar (d) J.M. Lyndoh
- The National Teachers day is celebrated on
(a) 5th September (b) 10th September
(c) 8th September (d) 4th September

(B) Education Aptitude

- Indiscipline in the schools can be reduced
(a) by reducing the number of students (b) banning the students union
(c) equal treatment to everyone (d) with the co-operation of society
- In your opinion the important quality of a teacher is
(a) Patriotism (b) Mental Labour

- (c) Subject Knowledge (d) Sportsmanship
7. Everyday a student in your class comes late. What will you do in such cases?
 (a) Punish him/her so that he will come in time (b) inform his/her parents
 (c) Complain to the Principal (d) Get the reason and solve the problem
8. The Process of Learning in the near future will depend on
 (a) Knowledge of teachers (b) Text book material
 (c) information related knowledge (d) Analysis of Information

(C) Disability Issues

9. Helen Keller became blind
 (a) Owing to a car accident (b) From her very birth
 (c) At a very tender age (d) Of an attack of small-pox
10. The principle of inclusive education states that _____ shall be the facilitator for learning in all children:
 (a) Resource Teacher (b) Cluster resource persons
 (c) General teachers (d) Special Teacher
11. The full form of ICDS
 (a) Indian Child Development Scheme (b) International Child Development Scheme
 (c) Integrated Child development Scheme (d) none of the above
12. The full form of RCI is
 (a) Rehabilitation Council of India (b) Rehabilitation Centre of India
 (d) Rehabilitation Council International (d) None of the above

4.7.3 Application & Admission Procedure

- a) **The applicant will apply through M P online by logging on to: www.mponline.gov.in on or before notified date. +**

4.7.4 A Merit List will be prepared on the basis of the following criteria:

S.No.	Criteria	Weightage (%)
1	Entrance Test	90
2	Second Eligibility Condition Note: The following weightage will be given: (weightage will be given for one category only) Parent of disabled child: 10 Disabled Candidate: 10 Possession of any RCI recognized Qualification 10	10
3	Total (Maximum Weightage)	100

4.7.5 Study Centre-wise List and Admission

On the basis of the Merit List the Study Centre-wise Merit List will be prepared. *The number of seats per Study Centre is limited to 40:*

- a) The Study Centre where the List contains less than 40 candidates, ***they may be treated as selected for admission in that Centre.***
- b) The Study Centre where the List contains more than 40 candidates, ***the List of 40 Selected Candidates will be finalized taking reservation principle into consideration. Beyond 40 the candidates will be treated as wait-listed candidates.***
- c) The ***Study Centre-wise Lists*** will be simultaneously ***notified on-line in RCI and MPBOU websites*** and the hard copies of the Study Centre Lists will be sent to the concerned Study Centres for admission of selected candidates on notified date. The selected candidates will present themselves on notified date before the concerned Study Centres for admission with supporting documents and Programme Fee of Rs. 20,000/- in the form of a Demand Draft in favour of the **Registrar, MPBOU payable at Bhopal.** See Table on Calendar of Admission Process.

4.7.6 Counselling for Wait-Listed Candidates for vacant seats

The wait-listed candidates will report before the Counselling Committee to take their chance of being selected for admission in Study Centre where seats are available on notified place and date.

4.7.8 TARGET DATES OF ADMISSION PROCESS

Sl.No	Process	Date
1	Commencement of applying through online	29-01.2011
2	Last Date of applying through online	31.03.2011
3	Last Date of applying through online with late fee Rs.200/-	20.04.2011
4	Date of Entrance Test	05.06.2011
5	Merit List, Study Centre wise Merit List and First Selection List and List of Wait-Listed Candidates on website of MPBOU and RCI to be entered by Examining Body (Result of Entrance Test)	11.07.2011
6	Date of Induction – Visual Impairment (VI)	22-24.07.2011
7	Date of Induction – Mental Retardation (MR)	
8	Date of Induction – Hearing Impairment (HI)	
9	Induction date of Selected/absentees/wait-listed candidates	28.07.2011

4.8 Programme Fee

Programme Fee of Rs. 20,000/- (Rupees Twenty Thousand) 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 payable at Bhopal**. Please write on the reverse of the Demand Draft in capital letters: (a) B.Ed.(SE-DE) Programme; (b) Form No.(auto generated application number while applying online), (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.

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.

4.9 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 and Hearing Impairment.

Group A - Core Pedagogy Theory Courses: There will be following 4 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

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

Speciality Sub-Group C-1: Visual Impairment

SESV-01	Introduction to the Education of Visually Impaired Children
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- 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

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 specialized 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 Skills 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

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 specialized streams.

E-1 Non-Disability Area

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

E-2 Disability Areas: Specialized Streams

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

SETF-01	Teaching Practice in Special Education in Inclusive Schools
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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

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

4.10 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 internal assessment

- The continuous internal assessment in each of the theory courses under Groups A, B and C will be based on One Assignment and One Internal Test of 10 marks each per Course during the contact programmes with a total weightage of 20 marks.
- The continuous internal 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) performance <i>Test</i> during the contact programmes (M. Marks allotted)
SEPG-01 Core Training in Non-Disability Area		
• Core Training in Teaching Skills	18	30
• Work Experience/Art Education	8	10
• Psychology Practical	8	10
• Co-curricular /Extra-curricular Activities	8	10
• Basic Computer Operation	8	10
SEPF-01: Adaptive skill and Aids and Appliances	8	10
SEPV/SEPM/SEPH -01 : Training in Disability Area (DA)	20	40
SEPV/SEPM/SEPH -03 : Training on Equipment	20	40

In Practical Course, SEPV/SEPM/SEPH -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

} 80 Marks

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 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).

4.11 Instructional Hours and Allocation of Marks

The total instructional hours for the B.Ed.-SEDE Programme will be 1260 hours including face-to-face instruction of 440 hours. The Programme has been assigned a total of 1800 marks, which includes 900 marks for Theory and 900 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 50 percent of total marks in the programme allotted to the practical work, 67 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. N.	Courses Code	Exam Code	Course Name:	Study hours	Marks for Cont. Eval.	Marks for Term End Exam.	Total
Group A : Core Pedagogy Theory Courses				240	80	320	400
1.	SECP-01	SEBED-01	Education in Emerging Indian Society	60	20	80	100
2.	SECP-02	SEBED-02	Educational Psychology	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

Group B (Optional) : Content-based General Methodology: (one from each category)				120	40	160	200
5	SECM-01	SEBED-06	Teaching of English	60	20	80	100
	SECM-02	SEBED-07	Teaching of Hindi				
6	SECM-04	SEBED-09	Teaching of Science	60	20	80	100
	SECM-05	SEBED-10	Teaching of Mathematics				
	SECM-06	SEBED-11	Teaching of Social Studies				
Group C : Specialization in one Disability Area: 3 Papers				180	60	240	300
C-1 VISUAL IMPAIRMENT							
8.	SESV-01	SEBED-12	Introduction to the Education of Visually Impaired Children	60	20	80	100
9.	SESV-02	SEBED-13	Educational Perspective on Visual Impairment	60	20	80	100
10.	SESV-03	SEBED-14	Instructional Methods	60	20	80	100
C-2 MENTAL RETARDATION							
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
C-3 HEARING IMPAIRMENT							
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	60	20	80	100
10.	SESH-03	SEBED-20	Methodology of Teaching Language and Other Subjects to Hearing Impaired	60	20	80	100

Group-D: PRACTICAL NON DISABILITY AND DISABILITY AREAS				520	450	300	750
D-1 : PRACTICAL NON DISABILITY				160	120	80	200
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	SEPG-01-03	SEBED-29	Psychology Practical	24	18	12	30
14	SEPG-01-04	SEBED-30	Co-curricular /Extra-curricular Activities	24	18	12	30
15	SEPG-01-05	SEBED-31	Basic Computer Operation	24	18	12	30
D-2 : PRACTICAL DISABILITY AREAS				360	270	180	450
D-2-1: Foundation				40	30	20	50
16	SEPF-01	SEBED-32	Adaptive Skill and Aids and Appliances	40	30	20	50
D-2-2: Specialisation							
D-2-2-1: VISUAL IMPAIRMENT				320	240	160	400
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
D-2-2-2: MENTAL RETARDATION				320	240	160	400
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

D-2-2-3: HEARING IMPAIRMENT				320	240	160	400
17	SEPH-01	SEBED-39	Training in Hearing Impairment	80	60	40	100
18	SEPH-02	SEBED-40	Project Work in Hearing Impairment	160	120	80	200
19	SEPH-03	SEBED-41	Training on Equipment Related to Hearing Impairment	80	60	40	100
E-1 : TEACHING PRACTICES IN N.D.A.							
20.	SETG-01-01	SEBED-48	Teaching Practices in English/Hindi	40	30	20	50
21	SETG-01-02	SEBED-49	Teaching Practices in Science/Math/Social Studies	40	30	20	50
E-2 : TEACHING PRACTICES IN D.A.				120	90	60	150
E-2-1: Teaching Practices in SE in IS				40	30	20	50
22	SETF-01	SEBED-50	Teaching Practice in Inclusive Schools	40	30	20	50
E-2-2: Teaching Practice in Special Area				80	60	40	100
23	SETV-01	SEBED-51	Teaching Practices Visual Impairment	80	60	40	100
24	SETM-01	SEBED-52	Teaching Practices in Mental Retardation	80	60	40	100
25	SETH-01	SEBED-53	Teaching Practices in Hearing Impairment	80	60	40	100

GRAND TOTAL							
Theory				540	180	720	900
Practical				720	540	360	900
Total Theory and Practical				1260	720	1080	1800
MINIMUM PASS MARK							
Theory				<i>At least 75 per cent of Contact Classes attended</i>	72	288	360
Practical					IAM	TEEM	450
Aggregate							900

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 : YEAR-WISE DISTRIBUTION OF PAPERS 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
Group A : Core Pedagogy Courses												
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					
Group B : Methodology Courses												
SECM-01 / SECM-02	60	100	20	80	100	08	32					
SECM-04 / SECM-05 / SECM-06	60	100						20	80	100	08	32
Group C: Specialisation												
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
Group D: Practical Courses												
D-1 Non-Disability Area (NDA)												
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						
D-2 Disability Area (DA)												
D-2-1 Foundation												
SEPB-01 Adaptive skill and Aids and Appliances	40	50	30	20	50	25						
D-2-2 Specialisation												
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	
Group E: Teaching Practice Courses												
E-1: Non-Disability Area												
SETG-01-01	40	50	30	20	50	25						
SETG-01-02	40	50						30	20	50	25	
E-2: Disability Area (DA)												
E-2-1: Teaching Practices in Special Education in Inclusive School												
SETB-01: Teaching Practices in Special Education in Inclusive School	40	50	30	20	50	25						
E-2-2: Teaching Practice in Special Area												
SETV/M/H/LN/LD-01	80	100						60	40	100	50	
GRAND TOTAL												
Theory	540	900	100	400	500	40	160	80	320	400	32	128
Practical	720	900	234	156	390	195		306	204	510	255	
Aggregate : Minimum 75% of attendance in Contact Programme	1260	1800										900 (50%)

4.12 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.

4.12.1 The Programme Schedule of Contact Programmes

In all there will be four face-to-face contact sessions during the entire Programme totaling 440 hours or approximately 74 days (@ 6 hours per day) and two in First Year and two 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)
1. General Induction and Orientation	30	15		15	
2. Group A, B & C : Introduction to 9 Theory Courses : Discussion, Clarification and allotment of assignment	90	25	20	25	20
3. Group D Practicals					
D-1 SEPG-01 Core Training (NDA)					
01. Core Training in Teaching Practice.	30	20	10	10	10
02. Work Experience/Craft/ Art Education	20				
03. Psychology Practical	20	10	10		
04. Co-curricular & Extra-curricular Activities	20	10	10	10	10
05. Basic Computer Operation	20				
D-2: Disability Area (DA)	20				
D-2-1 : Foundation					
SEPB-01 : Adaptive skill and Aids and Appliances	20	10	10		
D-2-2 : Specialisation					
SEPV/MH/LN/LD-01 : Training in D A	50	25	25		
SEPV/MH/LN/LD-02 : Project in D A	50		10	30	10
SEPV/MH/LN/LD-03 : Equipment Training	50			25	25
4. Group E: Training in Teaching Practice					
E-1:SETG-01 TP in Non-Disability Area	20	05	05	05	05
E-1-1: SETG-01 TP in English/Hindi					
E-1-2: SETG-02: TP in SC/Math/Social St.					
E-2: TP in Disability Area	20	05	05	05	05
E-2-1: SETB-01 TP in SE in IS					
E-2-2: SETV/MH/LN/LD-01 TP in Special Disability Area					
Total	440*	125	105	125	85

*** Note:**

- (1) The selected candidates of B.Ed.-SEDE Programme will take admission on notified dates in respective allotted Study Centre. During the Induction Programme 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 20 days (125 + 105 hours) each in every year. Each Contact Programme of 20 days will be continuous and *should not be split*.
- (3) The Term End Examination in Practical Papers will be completed during the Second/Fourth Contact Programme.
- (4) The Term End Examination in Theory Papers will be held during the notified dates which will be confirmed through notification to Study Centres as well as in MPBOU website www.bhojvirtualuniversity.com. Extra hours//days will be provided for TEE in Theory beyond Contact programme hours/days

4.12.2 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.

4.12.3 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.

4.12.4 Assignments and Project Work Reports

The 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

4.12.5 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.

4.13 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 organized at the Study Centre. *(to be certified by co-ordinator of 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 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.

4.14 Examination Dates

- After the completion of the Programme requirements the University will declare the dates of term end examinations every year.
- University reserves the right to conduct the Term End (final) examination at any place within a city limit. However, the students of a centre can be clubbed with the other Centres within the city limit of the State, in case of very few number of students appear for the examination.

4.15 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. (SE-DE) 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 any Theory Paper will get **Distinction** in that Paper and **Merit Certificate** will be awarded to first 3 students who has secured an overall 75% and above.

4.16 Provision for Unsuccessful Candidates

- 4.16.1** Candidates who are declared fail shall be permitted to appear in all the Theory and Practical courses in which they have failed at subsequent examination(s) subject to the restriction of period mentioned in clause 4.16.3. Note: *The Internal Assessment Marks in which the candidate has passed will be carried over.* After the expiry of this period the students will have to seek fresh admission and no credit will be carried over.
- 4.16.2** 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 and the prescribed reappearing examination fee through the Coordinator of the Study Centre so as to reach the university by the date notified for subsequent examination(s).
- 4.16.3** A candidate will have to clear all courses in a maximum period of **4 years from the date of admission.**

4.17 Qualifying for Additional Specialization

Any successful candidate in this Programme with a certain specialised area would be allowed for additional specializations and to earn another specialisation the candidate will have to fulfill all the requirements for passing the necessary *specialized 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.

4.18 RCI Certification as a Registered Professional Teacher

The successful candidates of the B.Ed.-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.

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 (After selection)

- Submission of programme fee through Demand Draft of Rs. 20,000/- in favour of the **Registrar MPBOU payable at Bhopal** and verification of documents.
- 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.
- No complaints on non receipt of intimation regarding the conduction of the programme will be treated an excuse for non compliance of the norms of the programme by the trainees. Trainees are directed to collect themselves information from the Allotted Study Centres from time to time about the programme.

Submission of application by eligible candidates or passing of entrance test by the candidate will not automatically ensure admission. There will be screening of applications at the University. Till then all the admission will be treated as provisional.

Table – 4 : CODE NUMBERS, NAMES AND ADDRESSES OF THE STUDY CENTRES FOR B.Ed.-SEDE PROGRAMME

State/ Code No.	Name of Institution	Specialization Area	Telephone No. , Fax No. & Email Address
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17 MADHYA PRADESH

1701	Digdarshika Institute of Rehabilitation & Research, B-292, Shahpura, Bhopal (M.P.) – 462 016	MR	0755-2460947 (O) 0755-2460873 (Fax)
1705	Mahesh Dristiheen Kalyan Sangh, Scheme No.54, Atmalochan Parisar, Vijay Nagar, Indore (M.P.)	VI	0731-254757
1707	M.P. Welfare Association for the Blind, Hellan Keller Education Academy, Prakash Nagar, Near Water Tank, Nawlakha, Indore (M.P.)– 452 006.	VI	(O) 0731-2410296 224060 (R) 2401242, mpwabho@vsnl.net or mpwab@vsnl.net
1708	Deaf Dumb Association, Scheme No.71-B, Behind Ranjeet Hanuman Temple, Indore (M.P.) - 422 009	HI	0731-2383559
1710	Avasar Punarvas Evam Anusandhan Sansthan, 245, Choti Payega, Keshav Ganj, Sagar (M.P.) – 470 002	MR	07582-233226
1711	Justice Tankha Memorial Rotary Institute for Spastic & Handicapped Children, Pachpedi, Jabalpur, (M.P.)	HI	9424309352
1714	Madhya.Pradesh Viklang Sahayata Samiti, 88-Subhas Nagar, Indore Road, Ujjain (MP)-456010	MR	0734-2623223/2521244/2511031
1717	Sanjeevani Seva Sangam, Scheme No.-54. Behind Satya Sai Vidhya Vihar, AB Road, Indore (M.P.) 452010	HI	0731-2553823 Mrs Priyanka Upadhyaya- 9406821277
1718	Arushi, 1, Shivaji Nagar, Near Gas Rahat Court, Bhopal (M.P.) – 462 016	HI	0755-4293399/0755-2550827

ABBREVIATION	:	MR	-	Mental Retardation
		HI	-	Hearing Impairment
		VI	-	Visual Impairment

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.*

Table – 5 : LIST OF CODES

Education Qualification Code		Education Qualification Code	
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 Engg.	08	Ph.D. or Equivalent

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

School Subject Code		School Subject Code	
01	English	04.	Science
02.	Hindi	05.	Mathematics
		06.	Social Study

Disability Area Code		Disability Area Code	
01	Visual Impairment (VI)	04.	Locomotor and Neurological Disorder (LND)
02	Mental Retardation (MR)	05	Learning Disabled Children (LDC)
03.	Hearing Impairment (HI)		

5. GENERAL INSTRUCTIONS FOR B.ED-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 Government of India 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 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 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.

Validity of Admission

Admission taken by the candidates in Study Centres after selection through merit list after Entrance Test and Counseling (*as per List of admitted candidates received from the Study Centres by the University*) is subject to confirmation by MPBOU through verification of application forms, supporting documents and DDs of Programme Fee. This will be intimated to Study Centres as per notified date.

Consequences of Furnishing of False Information or Document

Even after confirmation detection of false information furnished in the application form and false document at a later stage will lead to cancellation of admission. In that case no programme fee will be refunded. In this connection no correspondence will be entertained.

5.5 Refund of Fee

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

5.6 Revaluation

A candidate can apply for revaluation maximum in any two courses of a programme on a prescribed form within 15 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.

5.8 Mark Sheet and Provisional Certificate

Mark Sheet will be sent to Study Centres after the result is out. Provisional Certificates for successful candidates will be issued along with the Mark Sheets as per decision of the Academic Council of the University. The candidates are to collect their Mark Sheets and Provisional Certificates from the Study Centre without paying any extra fee.

6. INSTRUCTION FOR FILLING IN THE APPLICATION FORM

Visit the website of M P Online: www.mponline.gov.in and follow instruction given before filling up the online form.

Submission of the Application Form

- Get a printout of the online application form and deposit the completed form along with copies of supporting documents in the Study Centre of your first choice.

6.2 Checking before mailing Application Form with Enclosures

Check before mailing the Application Form with Enclosures for admission into the B.Ed.-SEDE Programme to the Study Centre whether you have enclosed *the essential documents in order* as mentioned the following Table:

Check the following enclosures before mailing/submitting Application Form

- ❖ Downloaded application Form in duplicate along with supporting documents.
- ❖ Photocopies of the *certificates and mark-sheets (especially of Secondary School and Bachelor Degree)* in support of your educational qualification(s)
- ❖ *Category certificate*, if you are a SC/ST/OBC candidate.
- ❖ **Disability Certificate**, if you are a disabled person.
- ❖ **Certificate of Disabled Child**, if you are a parent of a Disabled Child.
- ❖ Photocopy of the *Diploma in Special Education of the Rehabilitation Council of India*, if you possess.
- ❖ Photocopy of the *Bridge Course Certificate of the Rehabilitation Council of India*, if you possess.
- ❖ Photocopy of the *Mark-sheet/Certificate of FC-SEDE Programme*, if you possess.

6.3 Address for Correspondence

Your address must be complete in all respects. The University will correspond with you at this address. Any change in your address, should be informed to the Study Centre at once. The trainees should keep in touch with the allotted study centre for any curricular activities. University is not responsible for non receipt of intimation about the curricular activities whatsoever.

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.*