



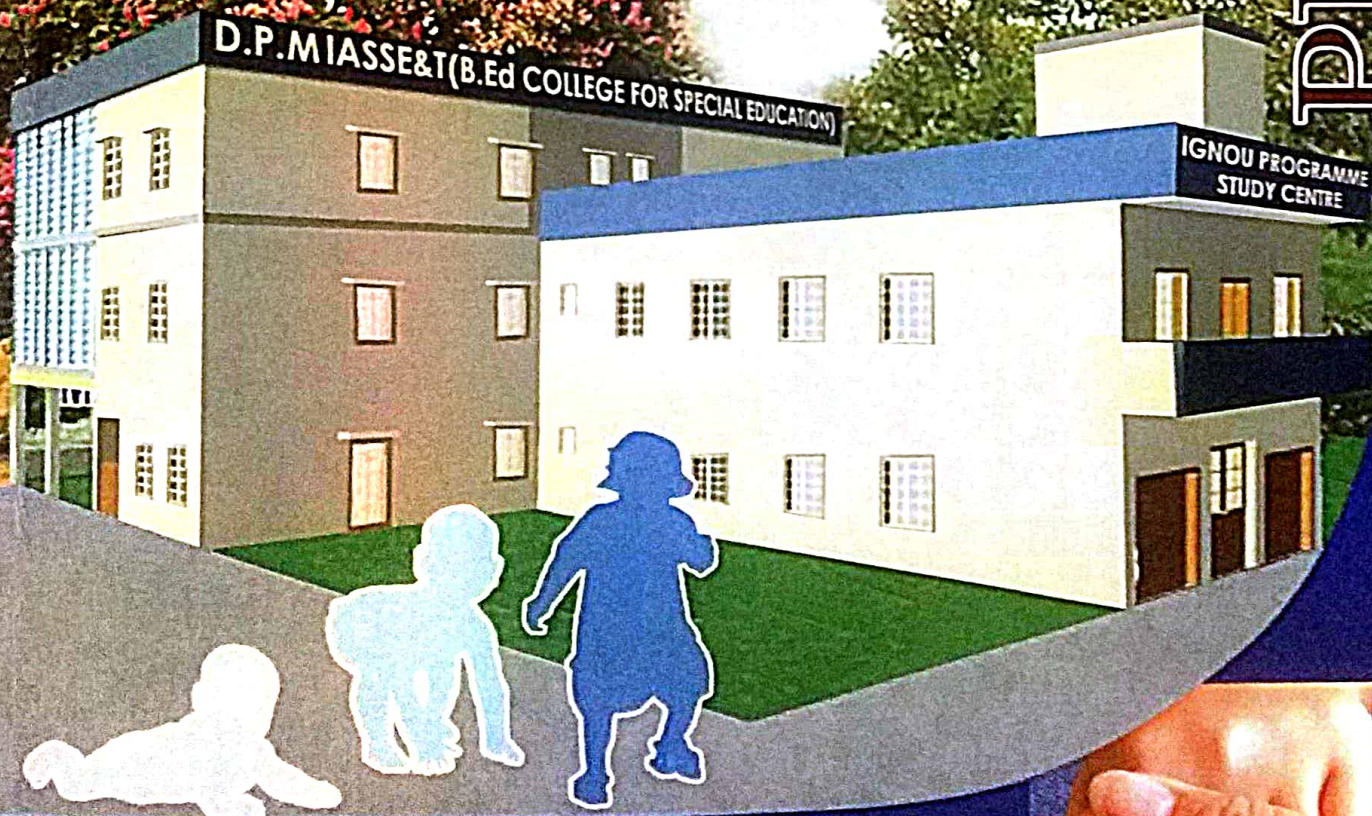
BACHELOR OF EDUCATION

SPECIAL EDUCATION : Intellectual Disability

**D.P.MISHRA INSTITUTE FOR ADVANCE STUDIES
IN SPECIAL EDUCATION & TECHNOLOGY
(B.Ed. COLLEGE FOR SPECIAL EDUCATION)**

ACADEMIC SESSION

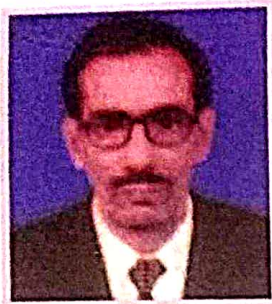
PROSPECTUS



MANAGED BY : SAIMA, AT : SISU BIHAR, IN FRONT OF C.H.C.
TAHASIL ROAD, KODOLA, GANJAM - 761032, ODISHA, INDIA
PH. : 06810 268285, MOB. : 9778686845, 9040537581, 9040018826
Web : www/salma-balvikas.org, Email-salma.balvikash@yahoo.co.in, welcome_salma@yahoo.in



Swami Chetanananda Saraswati in our Amrutmayee Granthagar with Staff



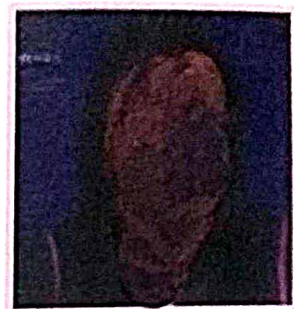
Our beloved Principal
Dr. Bibhuti Bhusan Mohapatra



Lord Ganesh ji in Our Campus



Swami Chetanananda Saraswati
at our Ganesh Temple



Inaugural Address of His Excellency

Shri Murlidhar Chandrakant Bhandare,

The Governor of Odisha on the occasion of inauguration of
DP. Mishra Institute for Advance Studies in Special Education and Technology,
Kodala, Ganjam on 22.12.2008 at 11.10A.M.

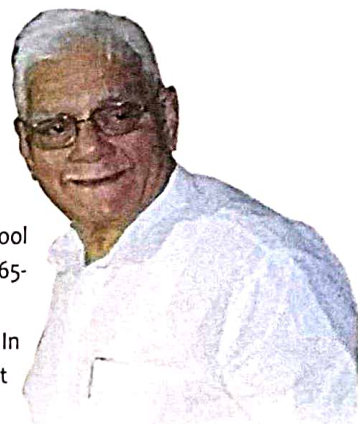
Education is the most powerful instrument of social control, social change and national development. Among all the sectors of education prime importance is given to the school sector, because it only the school system that gives birth to a new generation, the future citizens of a democracy. The education commission (1965-66) aptly says, "The destiny of India is now being shaped in her class-rooms."

India is the largest democracy of the world and we have the largest democratic system of school education. In our grand mission of democratic experimentation and national reconstruction, school education has the most significant role to play. Our school education is comprehensive, mass-based and far-reaching. Our mission, since 1947 has been to make up and contribute to the nation building. Today it can be said with confidence that in this task we are successful to a large extent.

Yet there are many challenges ahead. Every now we have large mass of children to attend school. They belong to the under-privileged and backward classes and we have a vast mass of children who are physically and mentally challenged. Particularly, such children who are blind, deaf, orthopedically handicapped and mentally retarded need special treatment and special education. We cannot and should not overlook them. Democracy recognizes the dignity of every individual and the dignity of every such child should be recognized. Significantly when Swami Vivekananda says that "Man is potentially Divine and education is the manifestation of the Perfection already in man" and Gandhiji says that "Education is the drawing out of the best in child and man body, mind and spirit," our task becomes all the more challenging because every such child has Divinity and Perfection within him/her which should be aroused and brought to the fore by proper and very special methods of teaching. These children are not social liabilities. They are assets of the nation. I can not call them handicapped, rather I called them challenged. Only our educators should know how to tap their potential power and utilize them for social well being.

We are still a long way to go. We must not stop. We have to work hard to harder. Odisha should be from hundred out of hundred in literacy. It is gratifying to note that the NGO "SAIMA" (Social Aid Improvement and Mass Action), Kodala plays very Important role to run a residential school for the Mentally Retarded children since 1993 and it has now strength 60 which includes 10 orphan children and 20 residential students. I am happy to know that from this year it has opened an Institute with B.Ed. Programme to train prospective teachers to teach such children with the cooperation of the Rehabilitation Council of India (a Statutory Body under the Ministry Social Justice and Empowerment Government of India), Government of Odisha in the Department of Women and Children Development and Berhampur University. Such sincere and honest effort of the organizers should be encouraged.

- Jai Hind -



Application No. :



APPLICATION FORM AND PROSPECTUS

BACHELOR OF EDUCATION SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

Recognized By SSEPD Department, Govt. Of Odisha
Approved by Rehabilitation Council of India, New Delhi
Affiliated to Berhampur University
(Two Academic Year Degree Course)

ACADEMIC YEAR: 2023-2025

D.P.MISHRA INSTITUTE FOR ADVANCE STUDIES IN SPECIAL EDUCATION AND TECHNOLOGY

Srimayee Pitha, Sisu Vihar, In Front of C.H.C, Kodala – 761032, Ganjam.(Odisha)
Web – [Http/ www/saima-balvikas.org](http://www/saima-balvikas.org), E.mail – welcome_saima@yahoo.com
Phone – 06810-268285, Cell - 8763244094, 9692997372

Last date of receipt of completed application form- 26.07.2023

Price- Rs. 600.00

FORMS AND PROSPECTUS

FOR ATTENTION OF ALL APPLICANTS

THE APPLICANTS BEFORE APPLYING TO THE ABOVE COURSE ARE ADVISED TO CAREFULLY GO THROUGH THE PROSPECTUS. TO KNOW ABOUT THE PROFILE OF THE INSTITUTE, THEY ARE ALSO ADVISED TO VISIT THE INSTITUTE CAMPUS, AT KODALA, IF THEY SO DESIRE AND SEE FOR THEMSELVES THE AVAILABLE INFRASTRUCTURE AND OTHER FACILITIES. IF SATISFIED, THEY MAY APPLY TO THE COURSE AS PER THEIR ELIGIBILITY. ONCE ADMITTED, MAKING ANY UNREASONABLE DEMAND THERE AFTER SHALL NOT BE ENTERTAINED AND IT SHALL BE TREATED AS AN ACT OF INDISCIPLINE

FORMS AND PROSPECT TO ADMISSION IN B.Ed, SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

1. Introduction :

Social Aid Improvement And Mass Action (SAIMA) has established D.P. Mishra Institute for Advanced Studies in Special Education & Technology. (B. Ed. College of Special Education : M.R) .The college is inaugurated by His Excellency S.J. Murali Dhar Chandra Kanta Bhandare, ex. Government of Odisha on 22.12.2008. **Mentally Retardation renamed as Intellectual Disability from the session-2020.**

The main objective of the institute is to develop man power and provide service to persons with mental handicap and other disabilities. As a part of the human resource development since 2008 - 2009 the institute offers one year teachers training Course leading to **Bachelor of Education(B.Ed) (Special Education: Mental Retardation)** under affiliation of Berhampur University, Berhampur-7, under recognition of Department of Women and child Development, Government of Odisha.

From the academic session 2015 -2016 the institute was also running two years **Bachelor in Education (B.Ed) in Special Education (Mental Retardation)** and **Foundation Course in Education (FCED) course (Three months short term course)** through distance mode as a special study centre under the affiliation of IGNOU, New Delhi.

SAIMA started two years **Diploma in special education (D.Ed) Mental Retardation)** course from the academic session 2010-2011. The aim of this course is to prepare the teacher trainees to screen, assess, educate and train persons with mental retardation in individual and group setting.

IGNOU programme special study centre was inaugurated by **Dr.Suresh Chandra Tripathy, Regional Director IGNOU, Bhubaneswar**. D.Ed and FCED courses were opened by **S.J. Surendra Prasad Mishra, IAS, Special Secretary to his Excellency, The Governor of Orissa** on 24.04.2011. All these courses are approved by the **Rehabilitation Council of India, New Delhi** (A Statutory Body under Ministry of Social Justice and Empowerment, Government of India) New Delhi.

The institute has its own constituent residential school i.e. **BALVIKAS B.A.M.M.INSTITUTE FOR THE MENTALLY RETARDED** which is the laboratory for the Special Education: Mental Retardation trainees.

D.P. Mishra Institute for Advanced Studies in Special Education & Technology (DPMIASSE&T) run by SAIMA, KODALA, has been recognized by the **Rehabilitation Council of India, New Delhi** (A Statutory Body under Ministry of Social Justice and Empowerment, Government of India, New Delhi and Social Security And Empowerment Persons With Disabilities Government of Odisha). The course prepares the students to work as special teachers in Special Schools for Mental Retardation, in special Classes in regular schools in integrated set up and also work in Community Based Rehabilitation (CBR) programmes for the Disabled.

2. Course Objectives

The B.Ed. Spl Ed. programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the Teacher Trainee will

- a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b. Acquire knowledge & skills about nature and educational needs of children with specific disability.
- c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- d. Enhance knowledge and skills for professional development.

The course aims to train the teachers to achieve the following objectives.

- To perceive the so called 'Disabled' as 'Differently Able' and develop them in confidence about their potentialities, abilities and usefulness to serve the society with a sense of freedom, self-respect and dignity.
- To understand the nature of children with intellectual disability in the learning process.
- To develop competencies to deal with the academic and personal problems of the learners with intellectual disability.
- To know and understand the various methods and techniques of evaluation and their applications.
- To apply the principles from psychology to develop, implement and evaluate educational programmes for persons with Mental Retardation.
- To develop competencies to organize various co-curricular and extracurricular activities.
- To know, understand and develop the ability to manage a special school as well as general school.
- To analyze and manage, under supervision from appropriate expert, behavior problems in class room setting.
- To perform counseling and guidance service to families of persons with Mental Retardation.

3.0. NOMENCLATURE

Nomenclature of B. Ed. Special Education courses should be as per UGC Notification of 2008 and 2014 and the new nomenclature will be B.Ed. Spl.Edn.:ID .

4.0. ELIGIBILITY

B.A. / B.Sc. / B.Com or an equivalent degree approved by the Berhampur University at graduate level depending on the requirements of being the school subjects for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination for general category & 45% for SC/ST/OBC/SEBC/Physically Handicapped etc.

5.0. CASTE CERTIFICATE :

In case of SC, ST and OBC / SEBC candidates, the Caste Certificate should be issued by the concerned Tahasildar /Additional Tahasildar. The Caste Certificate shall be considered by virtue of birth only not by marriage or adoption.

6.0. DISABILITY CERTIFICATE :

The candidates are required to submit Physical Handicapped Certificate issued in their favor in the prescribed form by Medical Board countersigned by CDMO concerned.(Reservation under PH category is for candidates with mild disability in one lower/upper limb only).

7.0 DURATION OF THE COURSE

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

7.1 Course Structure :

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

- Year 1- 16-18 weeks for two semesters + 2 weeks in summer
- Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64 -72 weeks +6 weeks for field activities/skill development with 40 credits in each year.

8.0 SEATS

SC & ST - There shall be 30 seats available for the Course with reservation as per the government rules.

16% of the seats for the SC (**5 Seats**) and 23% for ST (**6 Seats**) are reserved. In case of non-availability of candidates in one of these categories, seats will be filled up from the candidates of the General Category.

Orthopedically

Handicapped: 5% of the total number of seats will be reserved for PWDS candidates

(**1 seat**) . In case of non-availability, the seats will be filled up from the general category.

OBC/SEBC : 11% of the seats (**3 Seats**) will be reserved for OBC/SEBC candidates. In case of non-availability of candidates, seats will be filled up from the candidates of the General Category

General - 50% of the seats will be reserved for general candidates. (**15 Seats**)

In-Service - **15 %** of the Seats (**4 Seats**) are reserved for In – Service Candidates. Two Seats from SC/ST quota and two seats a General quota . In case of non-availability of SC/ST and General Category, the seats will be filled up from OBC/SEBC Category . Untrained In-Service Teachers working in Special School for ID, registered under RPWD Act. 2016 are eligible to be considered under In- Service quota. He/ She must have completed at least One year of continuous service by the date of submission of Application Form.(Documentary evidence should Be produce along with application form.

8.1. Age Limit : There is no maximum age limit prescribed by the Rehabilitation Council of India , New Delhi in the syllabus for admission in to B.Ed(SE:ID) course /programme as per letter no 91/2014/RCI-8672 dated- 07.07.2015.

9.0 SELECTION & ADIMISSION

Merit list will be prepared on the basis of carrier marking & entrance test marks.

Details of Carrier Marking out of 120

Board/Council/University Certificates	Maximum Mark
Graduation (B.A/B.Sc) or equivalent examination	100
RCI recognized Diploma /Degree level Courses/B.A in Education (H), Psychology (H)	20
Total	120

Note: in case of a tie between to or more applicants (i) honors marks in the relevant subject or (ii) +3 Degree aggregate marks will be considered in that order for breaking the tie.

Details of Entrance Test

The test will have 100 objective/multiple choice questions which will have four alternative answers. There is no negative marking for incorrect/wrong answer. The test has been designed on the following description.

Section	Description	No.of Questions	Duration
A	Current Affairs	40	120 Minutes
B	General Awareness	40	
C	Teaching Aptitude and Awareness on Disability issues	20	

10.0 JOINING AND SUBMISSION OF CERTIFICATES

This is a full time course of two academic years. The admitted candidates can not pursue any other course. Selected Candidates should join the course by the stipulated date. At the time of joining the course, the candidate will deposit their original certificate which will be released after the completion of the course. If necessary he/she may take the certificates by submitting the certificate deposit receipt along with application. At the time of joining the admitted candidates will have to produce.

- (A) Abond to the effect that the admitted candidates will not discontinue the course etc.
(B) A medical certificate of fitness from a Civil Surgeon declaring the state of health.

The cost of the application is Rs 600/- (Rupees Six hundred only). Please remit the amount by way of Bank Challan/RTGS/NEFT as **Account details given below.**

The form & prospectus can also available in our Website. www.saimabalvikas.org. The candidates can download the application form & submit the same alongwith counter folio of the deposit of Rs.600/- (Rupees Six Hundred only). The candidates desires to obtain the application & prospectus through post, they are advised to add Rs 60/- (Rupees Sixty only) with the application cost towards postal charge. In the present context and to avoid postal delay, the institute has decided to receive the aforesaid fee etc and any other monetary transaction (if any required) through **RTGS/NEFT** in any computerized branch in India.

Our bank account details are given below.

Sl.No	Nature of Deposit Hostel Charge, Application cost etc.	Fee towards course fee etc.
01	Name of the Account Holder	DPMIASSE&T
02	Name of the Bank	Utkal Gramin Bank
03	Address of the Bank	Aska Road, Bus Stand, Kodala
04	Account No	1353617249-8
05	Type of Account	Saving Bank Account
06	IFSC Code	SBIN0RRUKGB Zero

Once fee is deposited in the bank, the candidate are required to collect the transaction number from the concerned branch of bank where the fee has been deposited and provide the details of it along with the depositor's copy of pay-in-slip. It had been told by the bankers that transaction number is not provided when the transfer of money is done in the similar bank, the candidate has to request the bank cashier to provide them the transaction number.

In the existing account number above in the home branch a candidate can also deposited the requisite fee etc through a **bank chalan**. Challan to be collected from the institute for deposit of the fees in the home branch. After Deposit the third copy of the challan, collected from the bank should be submitted in the institute counter to collect the form and prospectus.

11.0. IMPORTANT DATES

i	Date of Selling of Application Form	02.05.2023
ii	Last Date of Selling of Application Form	26.07.2023 or two weeks after Publication of +3 Result of Berhampur University whichever is later
III	Date of Submission of completed Application Form	26.07.2023
IV	Date of Entrance Test	31.07.2023
V	Publication of Result	05.08.2023
VI	Date of Admission (1 st Phase)	12.08.2023
VII	Date of Admission (2 nd Phase)	22.08.2023
VIII	Spot Admission	Date to be fixed by the Principal
IX	Commencement of Classes	25.08.2023

❖ These dates may be changed if necessary.

12.0 FEES AND OTHER DEPOSITS:

Sl.No.	Item	Fees
1.	Social Service Fees (For 2 Years)	Rs. 50.00
2.	Sports Fees (For 2 Years)	Rs. 200.00
3.	Seminar Fees (For 2 Years)	Rs. 1000.00
4.	Cultural Fees (For 2 Years)	Rs. 1000.00
5.	Tuition Fees (For 2 Years)	Rs. 1,13,000.00
6.	Examination Fees (Actual Fee will be paid by the Students as per the University Notification)	-----
7.	Educational Tour (Actual Fee will be paid by the Students as per the College Notification)	-----
Total		Rs. 1,15,250.00
8.	Hostel Seat Rent & Establishment Charge (P.A)	Rs. 6000.00

Uniform and Identity Card

(Actual cost will be paid by the Student at the time of Admission)

Note

- The candidate once admitted in the course will not be allowed to leave the course under any circumstances. If the candidate still desires to leave the course by any reason, the total fees deposited will be forfeited. If there is any outstanding amount from the total fees the candidate will be required to pay the same before leaving the course. No refund or adjustment of fee paid other than mentioned in the prospectus shall not be made under any circumstances.
- Original Certificates submitted will not be released during the course and students are advised to keep sufficient number of photo copies before submission of the original certificates to the office at the time of admission.
- Application form if not filled properly, found incomplete, received after due date and without supporting documents will be summarily rejected without assigning any reason and any intimation to the learners.
- All admissions are provisional and can be cancelled at any time by the Institute. **The admission can be rejected too for any valid reason such as misconduct, forgery of certificates etc..**
- Failure to produce any document shall disqualify an applicant from taking admission and fee deposited by him/her shall be refunded within the time limit.
- In service Candidates Submitted Attested Xerox Copies of appointment letter, salary Certificate, Continue attendance sheet, RPWD Certificate & relive order with study live Certificate.
- Kindly note that all the original documents and the information supplied by the students regarding their qualifications, merit card, genuine of all your certificates etc. will be verified by appropriate authority. (if required)
- **In case the documents and information submitted are found to be false at any time, legal action as deemed fit will be initiated, the admission into the course will be cancelled and the amount deposited at the time of admission shall be forfeited by the Institute and the total fees for the course will bear by the candidate.**
- The institute reserves the right to accept or reject an application without assigning any reason whatsoever.
- In addition to above fees the student will pay university examination fees, Migration fees, fee for matrices etc.

- forgenuineness of certificates and other fees, if any, as required or as prescribed by the Berhampur University (Examination Authority) or REHABILITATION Council of India, New Delhi or the norms as prescribed by the Rehabilitation Council of India, New Delhi time to time during his/her study period.

- As a part of the practical work and field experience the students have to under go field study, study tour and conduct co curricular activities, prepare teaching learning materials (TLM) etc during their study period. The costs, if any required for this purpose that charges will have to be borne by the trainees themselves.
- Institute will not be responsible for any postal delay.
- Dress code is compulsory for all the students.

N.B.: -

- (i) Application should be filled-in by the applicant in his/her own hand-writing.
- (ii) Incomplete application will be summarily rejected without reference to the applicant.
- (iii) Payment of fees on installment basis/ phased manner is not permissible
- (iv) As far as practicable the total fees should be deposited at once.
- (v) The students should follow the library and hostel rules strictly.

13.0 IDENTITY CARD

Each admitted candidate will be issued with an Identity Card by the Institute. The actual cost of the identity card will be bear by the student. The candidates shall have to reduce the card at various academic programmes and examination centre. Candidates are required to preserve the Identity Card carefully. This will prove their identity on any matter connected with the Institute. In case of loss of the card, a duplicate can be issued on application along with a stamp size photo and payment of Rs.50/- (Rupees fifty) only.

The Identity Card is to be surrendered to the Institute at the time of taking TC/CLC & CC.

14.0. HOSTEL ACCOMMODATION :

The course involves a lot of practical training during and after the class hours. Hence it is fully residential. As sufficient hostel seats are not available and hostel accommodation is limited hostel will be provided to few candidates on first come first served basis on request. Boarding charges will have to be borne by the trainees themselves. The hostellers are deposit Hostel Seat Rent and Establishment charges (Electricity, water, room rent and maintenance service etc) at the time of admission only. Cooking practices are not allowed in the rooms. There are separate fully furnished hostels for the men and women trainees. The student trainees remain in the hostel will abide strict rules and regulations of the institute hostel and infringement of violation thereof shall result in rustication from the hostel for a period as decided by the authority. The trainees are permitted to remain in the hostel up to summer vacation of the academic session when the course will complete or completion of the year end examination of forth semester whichever is earlier.

15.0. DISCIPLINE

The candidate admitted shall be subjected to strict discipline inside and outside the campus and also in the hostel where accommodation is provided. The candidates are expected to maintain decorum, decency and discipline throughout their pursuance of the course with the staff, faculty, co-student and other supporting staffs. Use of cell phones during working hours is strictly prohibited.

Ragging is a crime prohibited under law. Anyone found indulging in the unethical act of ragging would be isolated /punished by management and law enforcing authorities as the case may be

16.0.WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working days** each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

17.0 Programme Pattern & Examination

The programme is planned on the Choice Based Credit System (CBCS). According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. The programme has been developed on Semester basis with 2000 marks in four semesters. In view of disability specific specialization.

All courses (Core, Elective, foundation etc.) except practical, field study, project work, seminar, comprehensive viva-voce shall involve two components of evaluation, viz., Internal Examination (mid term examination) and End Semester Examination as detailed below:

17.1 Distribution of marks:

Internal Examination : 20% of the maximum mark allotted to a course

End Semester Examination : 80% of the maximum mark allotted to a course

- a) **Mid-Sem:** This test shall be mandatory and carry 10% - 20% of the maximum mark. Duration, question patterns, total marks of the test etc. are to be fixed by the concerned College. The Mid-Sem test shall be conducted after completion of about 50% of the course.

Make up Examination for Mid-Sem Test: If a student fails to appear at the Mid-Sem test examination due to: (a) hospitalization or prolonged treatment of self or a close relative like parent, children, siblings, spouse; (b) death of parent, children, siblings, spouse; (c) representing the University in Inter-University/State/National events, or (d) any other valid reason to the satisfaction of the Principal/ Staff Council, the Principal/Course Coordinator may allow the concerned student to appear at a makeup examination. All such make up examinations shall be completed before the End-Sem Examination is over. To avail the makeup examination, the student must give an application to the Principal/Course Coordinator clearly mentioning the reason of absence. If a student does not appear at the Mid-Sem Examination, the student shall be awarded '0 (Zero)' mark for the concerned test.

b) **End-Semester Examination**

- The End-Sem Examinations shall be conducted as per the schedule notified by the University.
- A student shall be eligible to appear at the End-Sem Exam of a Semester if he/she has completed the course, secured the required percentage of attendance and cleared all the dues in respect of his/her studentship.
- A student who qualifies to appear at the End-Sem examination but fails to appear due to any of the reasons, shall be permitted to appear the End-Sem examination, on his/her application, within the succeeding two chances only, by depositing the prescribed fees.
- If a student is not permitted to appear in the End-sem Examination due to shortage of attendance beyond the exemption limit, he /she may be permitted to redo the missed semester in the succeeding two relevant semesters only, on his / her written request. In this case, he/she will not be promoted to the next higher semester till completion of the said semester within two consecutive chances.

c) **Practical Examinations**

The College shall adopt any one of the following for conduct of practical examinations.

At the end of the Semester an examination of 3 hours duration shall be conducted. Students shall be evaluated out of 100 marks jointly by an Internal Examiner and an External Examiner from outside the University. The distribution marks for the experiment, practical record, and viva voce test will be as decided by a College/Department.

OR

- a. In every practical session, performance of a student shall be evaluated, out of 70 marks, based on a comprehensive viva-voce on the experiment, conduct of the experiment and maintenance of practical record. The marks secured in every practical session shall be maintained by the concerned Teacher. At the end of the Semester, an external (external to the Department) examiner shall conduct a comprehensive Viva-Voce on the subject of the seasonal and evaluate the students out of 30 marks. The marks secured by a student in the Viva-Voce shall be added to the average of the marks secured in the practical sessions, and the total shall determine the grade of the student.

18. STANDARD OF QUESTION PAPER

Mid-Sem.: It shall consist of objective, short, and/or long answer type questions. Other modalities may be decided by the College.

End-Sem.: The pattern of questions should be as suggested by the respective BoS from time to time.

19. PASSING & GRADING SYSTEM (CBCS)

The grade awarded to a student in any particular course will be based on his/her performance in the Examination, taking Continuous Comprehensive Assessment (mid semester) and End-Sem together. However, a student must secure a minimum of 50% of Marks in the End-Sem examination and 50% marks in the mid sem examination taken together are essential for passing the examination.

Berhampur University will follow the 10-point grading system following letter grades recommended by the UGC RCI as given below

Table 1: Grades and Grade Points		
Letter Grade	Grade Point	% of marks
O (Outstanding)	10	Marks $\geq 75\%$
A+ (Excellent)	9	Marks $\geq 65\% < 70\%$
A (Very Good)	8	Marks $\geq 60\% < 65\%$
B+ (Good)	7	Marks $\geq 55\% < 60\%$
B (Above Average)	6	Marks $\geq 50\% < 55\%$
P (Pass)	5	Marks $\geq 40\% < 50\%$
F (Fail)	0	
Ab (Absent)	0	

A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.

For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

20.0 GRADE REPLACEMENT/IMPROVEMENT PROCEDURE

The purpose of this procedure is to allow a student to improve his/her Grade by reappearing at the End-Sem examination of a course.

- These provisions shall apply to courses which are of theoretical in nature only. It shall not be applicable for seasonal, practical, seminar, Projects, Viva-Voce, etc.
- A student may exercise the grade replacement procedure only once for a particular course in two subsequent chances only.
- A student may be allowed to avail this facility for not more than two courses at a time. If a student earns a better grade by grade replacement procedure, he/she has to submit all his/ her grade sheets to receive the updated grade sheets.
- Marks secured in Mid-Sem examination shall be carried over to the subsequent examinations.

21.0 Transitory Regulation

Whenever the course is changed in a particular year, two more examinations immediately following there shall be conducted according to the old syllabus/regulations. Candidates not appearing at the examinations or failing them shall take the examinations subsequently according to the changed syllabus /regulations/as per the University norms.

22.0 Practicing Schools

Special & Inclusive School - Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognized by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience.

23.0 Engagement with the field and school Experience :

The B.Ed. Spl.Edn.ID curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher – trainee understand teacher/his role and function.

In the first year (First two semesters), there shall be work on the field amounting to a **minimum of 4 weeks**, spread over several days throughout the semester /year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements . in the second year (Third and Fourth Semesters), there shall be a week is for other field engagements . Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field , under the broad curricular areas of practical related to Disability and Field Engagement . **The weight age of internal assessment for Engagement with the Field shall be decided by the concerned college.**

a) Tasks and Assignment that run through all the courses

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices , creative ways of tracking learner's progress, forums for professional development of in – service school teachers, dialoguing with the School Management Committee , parents and the community. The community based engagement may also be related to the pedagogical subjects and /or concerns and challenges arising out of special needs of children.

b) School Internship /Attachment

While First year prepares ground for going to education settings and interacting and working with the children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship .

During the Internship ,students – teachers shall work as a regular teacher / special teacher/special educator and teachers, parents , community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher .

Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week , to understand the school in totality , its philosophy and aims, organization and management ; the life of a teacher ; needs of physical, mental, emotional development of children; aspects of curriculum and its transaction; quality , transaction, and assessment of teaching learning .

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher disposition, sensibilities and skills . Student teachers shall be equipped to cater to diverse needs of learners in schools.

Student- teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary . Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations and observations of interns' lesson by faculty besides other settings.

It is important that the student – teaches consolidate and reflect on their teaching experience during and after the school internship . Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However , to understand the dynamics of teaching at elementary and secondary level, this period can be divided into two blocks ; this will also be impacted by the type of schools

(Special and Inclusive) being available. Internship should not be reduced to the delivery of a certain number of lesson plans but shgy, aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher /special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs.

24.0 PERFORMANCE EVALUATION

The performance of a student will be evaluated in terms of two indices, viz. (i) Semester Grade Point Average (SGPA) which is the Grade Point Average for a semester, and (ii) Cumulative Grade Point Average (CGPA) which is the Grade Point Average for all the completed semesters at any point of time.

Semester Grade Point Average (SGPA) is a measure of performance of a student in a semester which is a ratio of total credit points secured by a student in various courses in a semester and the total course credits taken during that semester, i.e.,

$$SGPA (S_i) = \sum (C_i \times G_i) / \sum C_i$$

where C_i is the number of credits of the i -th course and G_i is the grade point scored by the student in the i -th course.

Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all semesters. It is computed as the Semester Grade Point Average for all completed semesters at any point of time.

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.,

$$CGPA = \sum (C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i -th semester and C_i is the total number of credits in that semester.

Percentage Equivalence of CGPA may be computed as follows:

$$\text{Equivalent Percentage of Marks} = CGPA \times 9.5$$

25.0. EXAMINATION FEE

The examination fees payable by a student for appearing/reappearing End-semester examinations shall be as prescribed by the University from time to time.

26.0. PUBLICATION OF RESULTS

Berhampur University shall publish the list of successful candidates in order of merit after the examinations are over as soon as possible.

27.0. AWARD OF DEGREE

Each successful candidate, who satisfies the Degree Requirements under Regulations, of Berhampur University shall be eligible to receive his/her Degree/ Diploma/ Certificate signed by the Vice-Chancellor.

Equivalent % age	Equivalent Grade Letter
$CGPA \times 9.50 \geq 75.0$	O
$65 \geq CGPA \times 9.50 < 75.0$	A
$55 \geq CGPA \times 9.50 < 65.0$	B
$50 \geq CGPA \times 9.50 < 55.0$	C
$45 \geq CGPA \times 9.50 < 50.0$	D
$CGPA \times 9.50 < 35.0$	F

28.0. MISCELLANEOUS

Formats of Grade Sheets, Master Degree Certificate etc: As determined by competent authority of the Berhampur University.

29.0. TEACHING STAFF

The core staff at the institute comprises faculty members in the fields of Education, Special Education and Psychology, supported by part-time and guest lecturers in the fields of Medical Science, Speech Pathology & Audiology.

logy, Physiotherapy, Occupational Therapy, Social work and related disciplines.

30.0 THE FACULTY-STUDENT RATIO in the area of M.Ed.Spl. Edn. may be 1:10, as per the RCI norms.

31.1. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India. The successful students will be registered as Special Educator (Professional). The training institution/organization will help all to get themselves registered with the Council.

32.0. MEDIUM OF INSTRUCTION

Medium of Instruction and Examination will be English.

33.0 Documents which have been required to attached with the application (Self Attested Xerox Copy)

Note - All enclosure documents are to be sign by the candidate. All original certificates shall be submit at the time of admission.

1. HSC/SSLC/SSC or Equivalent examination Certificate and Mark Sheet.
2. Intermediate/+2 or Equivalent examination Certificate and Mark Sheet.
3. B.A/+3 or Equivalent examination Certificate and Mark Sheet.
4. B. Ed,(SE:MR) or Equivalent examination Certificate and Mark Sheet.
5. Original Transfer/College Leaving Certificate of the Institution for which it is available. (At the time of Admission)
6. Conduct Certificate from the Head of the Institution for which it is available or recent Character Certificate issued by a Gazette Officer in original.
7. Proof for SC/ST/OBC/SEBC Certificate issued by the revenue authority not below the rank of Addl. Tahasildar. Physically Handcraft Certificates must be issued by a medical board constituted under PWD Act 95 under the chairmanship of CDMO of the District.
8. In service Candidates Submitted Attested Xerox Copies of appointment letter, salary Certificate, relive order with study live Certificate.
9. Xerox attested copy of caste certificate (In case of SC, ST, OBC/SEBC candidates.)
10. Residential certificate issued by the revenue officer not below the rank of a Tahasildar. (Incase of candidates belongs other than Odisha.)
11. Three passport size photo affixed in the application & admit card for entrance test.
12. One unstamped envelopes of size (28 cm x 42 cm) and two small size envelopes (15 cm x 6 cm)

34. 0 General Framework of the Course :

he course structure has three sets of courses :

1. **Core courses in every semester**
2. Elective course which can be chosen from pool of papers in order to :
 - a. Support the discipline of study
 - b. Provide and expanded scope
 - c. Exposure to some other discipline /domain
 - d. Nurturing student proficiency /skills.

MINIMUM FOR PASS AND AWARD OF DEGREE

Minimum 50 % marks are essential in all courses for passing in the programme(Grace Marks as per University norms)

Candidate shall be declared to have passed if he/ she obtain:

- i) 40% or more marks in both internal and external evaluation in each of the theory paper
- ii) 50 per cent in each of the practical papers.
- iii) 50 per cent marks in the aggregate.

Note - Berhampur University will decide whether adopt grading or Marking system of Marks.

PAPERWISE HOURS AND MARKS DISTRIBUTION

CONTENTS OF THE COURSE

The B.Ed. Special Education (MR & inclusive education) will consist of four semester in two years. Different components of the programme in theory and practical courses are given below:-

COURSE AT A GLANCE

Structure for 2 years			
Code	Area	Courses	Credits
A	THEORY: Core courses	6	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities/ Professional Development Courses (EPC)	3	
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
	Total	25	80

Each theory course (A, B, C, D) will have 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2, F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in following specializations:

- I. Hearing Impairment (HI)
- II. Visual Impairment (VI)
- III. Mental Retardation /Intellectual Disability (MR/ID)
- IV. Autism Spectrum Disorders(ASD)
- V. Multiple Disabilities (MD)
- VI. Learning Disability(LD)

AREA A: CORE COURSES

A1	Human Development and Understanding Self
A2	Contemporary India and Education
A3	Learning and Teaching
A4	Pedagogy of Teaching (Special Reference to Disability) Any one PART I : Science (Special Reference to Disability) PART II: Mathematics (Special Reference to Disability) PART III: Social Studies (Special Reference to Disability)
A5	Pedagogy of Teaching (Special Reference to Disability) Any one PART IV: Hindi / Regional Language (Special Reference to Disability) PART V: English (Special Reference to Disability)
A6	Assessment for Learning

AREA B: CROSS DISABILITY AND INCLUSION

Note:

- a. All trainees will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability other than selected for Area C.
- b. Institutions / organizations offering B.Ed.Spl.Ed. are expected to decide on other than specialization area out of VI /HI/MR/LD/MR(ID)/ASD/MD.
- c. In case of teacher trainees with disability; the choice of two optional courses from B-11 or B-12 can be on case to case basis (e.g. Students with Visual Impairment may opt for two papers from B11 only).

B7	Inclusive Education
B8	Introduction to Sensory Disabilities (VI, HI)
B9	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B10	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)
B11	Skill based Optional Course (Cross Disability and Inclusion)
B12	Skill Based Optional Course (Disability Specialization)

B11: Skill based Optional Course (Cross Disability and Inclusion) ANY ONE

A	Guidance and Counselling
B	Vocational Education
C	Early Intervention
D	Applied Behavioural Analysis
E	Community Based Rehabilitation
F	Application of ICT in classroom
G	Gender and Disability

B12: Skill based Optional Course (Disability Specialization) ANY ONE

A	Braille and Assistive Devices
B	Communication Options: Oralism & Auditory Verbal Approach
C	Communication Options: Manual Options (Sign System, Sign Language)
D	Augmentative and Alternative Communication
E	Management of Specific Learning Disability

AREA C: DISABILITY SPECIALIZATION COURSES

{Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for specialization out of VI / HI / MR(ID) / LD / ASD / MD }

C13	Assessment and Identification of Needs
C14	Curriculum Designing, Adaptation and Evaluation
C15	Intervention and Teaching Strategies
C16	Technology and Disability
C17	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(wherever applicable specific reference to disability will be focused)

D18	Reading and Reflecting on Texts
D19	Drama and Art in Education
D 20	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

F3. Inclusive school (Related to Area B & C)

Course	Course title	Credits	Weightage/Marks
A1	Human Development and Understanding Self	4	100
A2	Contemporary India and Education	4	100
B8	Introduction to Sensory Disabilities (VI, HI)	2	50
B9	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)	2	50
B10	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)	2	50
C13	Assessment and Identification of Needs	4	100
E1	Practical: Cross disability and inclusion	2	50
	TOTAL	20	500

Engagement with field as part of courses indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute

3	Assessment & Identification of Needs	C13 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours
---	--------------------------------------	---------------------------	--

Area E1- Practical-Cross Disability and Inclusion

Tasks for Teacher Trainees	Disability Focus	Education Setting	Hrs (60)	Description
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

- Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).
- Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.

SEMESTER II

Course	Course title	Credits	Weightage / Marks
A3	Learning and Teaching	2	50
A4	Pedagogy of School Subjects (ANY ONE from part I to part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from part I to part V)	4	100
A6	Assessment for Learning	2	50
B7	Inclusive Education	2	50
C14	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability specialization	2	50
	TOTAL	20	500

Engagement with field as part of as indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	A6	Institute
3	Assignment / Project / Presentation	B7	Institute
4	Assignment / Project / Presentation	C14	Institute/ Special/
5	Assignment / Project / Presentation	A4/A5	Inclusive school

Area E2- Practical Disability Specialization (Area C)

Note: Schedule for practical for E-2 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

S.N.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school Periods.
1.2	a Lesson planning for selected pedagogy school subjects	Major Disability	For Special school & Inclusive Set up	10	10 lessons

1.3	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	a. Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

SEMESTER III

Course	Course title	Credits	Weightage / Marks
C15	Educational Intervention and Teaching Strategies	4	100
C16	Technology and Disability	4	100
C17	Psycho Social and Family Issues	2	50
E2	Practical: Disability Specialization	4	100
F1	Main disability special school (Related to Area C)	4	100
D18	Reading and Reflecting on Texts (EPC)	2	50
D19	Drama and Art in Education (EPC)	2	50
	TOTAL	22	550

Engagement with field as part of course as indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	a. Assignment / Project / Presentation	C15	Institute
2	b. Assignment / Project / Presentation	C16	Institute
3	c. Assignment / Project / Presentation	C17	Institute
4	d. Assignment / Project / Presentation	D18	Institute/ school
5	e. Assignment / Project / Presentation	D19	Institute/ school

Area E2- Practical Disability Specialization (Part C)

S.N.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability school Periods	Special School	Minimum 30
	b. Visit to other special schools	Major Disability	Special School	Minimum 2
1.2	a. Lesson planning and execution On different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on Different levels for selected pedagogy School subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Major Disability	Institute/Clinic	Depending on the Specialization

Area F1- Disability Specialisation

S.N.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas Disability Specialization (E-2 & F-1)

A-4 Pedagogy Subject 1	Semester- III (3 days-15 Hrs)
A-5 Pedagogy Subject 2	Semester- III (3 days-15 Hrs)
F-1 School Attachment/ Internship	Semester- III (24 days-120 Hrs)

SEMESTER IV

Course	Course title	Credits	Weightage / Marks
B11	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	50
B12	Skill based Optional Course (specialization disability) ANY ONE	2	50
D20	Basic Research & Basic Statistic (EPC)	2	50
E1	Practical: Cross Disability and Inclusion	4	100
F2	Other disability special school	4	100
F3	Inclusive school	4	100
	TOTAL	18	450

Engagement with field as part of course as indicated below:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project / Presentation/	B11	Institute
2	Assignment / Project / Presentation/	B12	Institute/ school
3	Assignment / Project / Presentation/	D20	Institute/ school

Area E1- Practical: Cross Disability and Inclusion (Area B)

Note: Practical timing shall be included in time table (minimum of four week)

Classroom Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

S.N.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school Periods
		Any Disability	Inclusive Schools	Observation of all subject at different level, minimum 15 school Periods
1.2	a. Lesson planning and execution on Different levels for selected pedagogy school subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons

1.3	a. Individualised Teaching lessons on different levels for selected pedagogy school subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Area F2- Other Disability Special School (Area B)

S.N.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1	Classroom Teaching	Other than Major Disability	Special schools for other disabilities	Minimum 180 school Periods

Area F3- Inclusive School (Area B & C)

S.N.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive schools	Minimum 180 school Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Area	Disability Specialization	Other disability	Inclusive Education
A4 Pedagogy Subject 1	Semester III (3 days-15 Hrs)	Semester IV (2 days-12 Hrs)	Semester IV (2 days-12 Hrs)
A5 Pedagogy Subject 2	Semester-III (3 days-15 Hrs)	Semester-IV (2 days-12 Hrs)	Semester-IV (2 days-12 Hrs)
F-2 & F-3 Internship	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It May be noted:

1. Observations and Lessons should be on Primary and Secondary level of classes in all three areas i.e., Disability Specialization, Other disability and Inclusive Education.
2. Practical are focused on school subject teaching. Every student is expected to opt for any two school subject as offered by the Institution/ University and teach.
3. Practical in Other disability should be for other than disability specialization
4. Practical in Inclusive settings should be preferably with various disabilities.

18.0. Medium of Instruction

Medium of Instruction and Examination will be English.

19.0. Course Pattern

The programme has been developed on Semester basis. It has proposed 2000 marks in view of disability specific specialization on recognition of the RCI.

Examination:

The examination of the Bachelor in Education B.Ed, Special Education (MR & Inclusive Education) will be held In semester basis. The examination will conduct by Berhampur University. The Semester examinations, results of the course will be declared after its successful completion as per Berhampur University regulations.

At present Examination will be conducted in English by Berhampur University.

For practical papers, it will be both internal and external evaluation as per course structure. Record submission will be made during the final examination where external examiner may ask questions during viva. External as well as internal examiners' marks will be considered for finalizing the marks.

Examination of each theory paper is of three hours duration & each practical paper is of three hours duration

21.0. Award of Degree to the Successful Candidate:
The Berhampur university shall award the degree " Bachelor of education special education (MR & Inclusive Education)"

Provisions for Failure Candidates/ Reappearing Facility As Per the Regulation of Berhampur University.

23.0. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus regulations/As per University norms.

Teaching Staff

The core staff at the institute comprises faculty members in the fields of Education, Special Education and Psychology, supported by part-time and guest lecturers in the fields of Medical Science, Speech Pathology & Audiology, Physiotherapy, Occupational Therapy, Social work and related disciplines.

The faculty-student ratio in the area of B.Ed.Spl.Edn. may be 1:10, as per the RCI norms.

25.0. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

The successful students will be registered as Special Educator (Professional).

The training institution/organization will help all to get themselves registered with the Council.

26.0. Documents which have been required to attached with the application (Attested Xerox Copy)

Note All enclosure documents are to be sign by the candidate. All original certificates shall be submit at the time of admission.

- HSC/SSLC/SSC or Equivalent examination Certificate and Mark Sheet.
- Intermediate/+2 or Equivalent examination Certificate and Mark Sheet.
- B.A/+3 or Equivalent examination Certificate and Mark Sheet.
- Original Transfer/College Leaving Certificate of the Institution for which it is available. (At the time of Admission)
- Conduct Certificate from the Head of the Institution for which it is available or recent Character Certificate issued by a Gazette Officer in original.
- Proof for SC/ST/OBC/SEBC Certificate issued by the revenue authority not below the rank of Addl. Tahasildar..Physically Handcraft Certificates must be issued by a medical board constituted under PWD Act 95 under the chairmanship of CDMO of the District.
- In service Candidates Submitted Attested Xerox Copies of appointment letter, salary Certificate and relive order with study live Certificate
- Xerox attested copy of caste certificate (In case of SC, ST, OBC/SEBC candidates.)
- Residential certificate issued by the revenue officer not below the rank of a Tahasildar. (In case of candidates belongs other than Odisha.)
- Three passport size photo affixed in the application & admit card for entrance test.
- One unstamped envelopes of size (28 cm x 42 cm) and two small size envelopes (15 cm x 6 cm)

APPLICATION FORM

INDEX NO - /Dtd. /GEN / SC / ST / INS / PH / OTH / 23

% Marks in +3 level - Entrance text mark- Principal

Form No. :

ACCEPTED ☐ / REJECTED ☐



D. P. MISHRA INSTITUTE FOR ADVANCED STUDIES IN SPECIAL EDUCATION & TECHNOLOGY

(B. Ed. College for Special Education)

Managed by SAI MA

At - Sisu Vihar, In front of CHC, Tahasil Road,
Kodala, Ganjam 761032

The filled in application form should be submitted
on or before 26.07.2023

The last date for sale of application form is 26.07.2023

Application should be filled by candidate own hand writing.

Affix Recent

Passport Photo

APPLICATION FOR ADMISSION INTO BECHOLAR IN EDUCATION(B. Ed) SPECIAL EDUCATION (ID) ACADEMIC YEAR: 2023 - 2025

NEFT UTR No. _____ Date: ____/____/20 Amount Rs 600/- Bank UGB/SBI/PNB

(To be filled by the Candidates Own Handwriting)

1. Name of the Candidate (In full block letters as given in High School Certificate):

First Name

Surname

2. Father's /Mother's /Guardians Name (In full block letters as given in High School Certificate):

3. Date of Birth
D D M M Y E A R

Age (in complete Years as on 26th July 20)

4. Complete Postal Address (in block letters)

PIN:

Phone/ Mobile:

E-mail:

5. Nationality: Foreign Indian

Gender: M F

Category: SC ST PH OBC/SEBC GEN

Caste:

6. "STATE" to which the candidate belongs:

7. Annual income of self/parent/guardian:

8. Details of qualification:

Permanent Address

PIN: Phone/ Mobile:

E-mail:

Exam. Passed	Name of the School/ College	Board/ University	Medium of instruction	Class/ Division	Subject Taken	Marks Secure	Aggregate % of Marks
		Year of Passing				Marks examined	
X/SSC Equivalent							
CHSE +2 Equivalent							
Equivalent B.A./ +3 Equivalent						Pass	
						Hons	
						Total% of +3	
Grand Total Marks (HSC + I.A/ +2 Level + B.A/ +3 level)							

9. Languages Known

Speak

Read

Write

- 1.
- 2.
- 3.

10. Extra-curricular Activities:

11. Please state in your own handwriting:

"Why do you want to join B.Ed (Spl. Edn.) ID Course".

12. Do You Need Hostel Accommodation: Yes / No

13. The following documents have been attached with the application (Please tick mark)

- Attested copy of Proof of date of birth (10th Certificate) & +2 certificate or other equivalent qualifying exam..
- Statement of marks of Intermediate/Higher Secondary, (10+2) or other equivalent qualifying exam
- Statement of marks and certificates of B.A/ +3 or other equivalent qualifying exam
- Proof for SC/ST/OBC/SEBC Certificate issued by the revenue authority not below the rank of addl. tahasildar.. Physically Handcraft Certificates must be issued by a medical board constituted under PWD Act 9 under the chairmanship of CDMO of the District.
- In service Candidates Submitted Attested Xerox Copies of appointment letter, salary Certificate, relive order with study live Certificate
- Three Recent passport size photo affixed in the application and Admit Card.
- One unstamped envelopes of size (28 cm x 42 cm) and two small size envelopes (15 cm x 6 cm)

DECLARATION

I hereby declare that the information given above is true and correct to the best of my knowledge and belief. I further declare that I shall abide by the rules and regulations of the College. I am aware that my admission will be cancelled in case the details furnished by me are proved to be wrong.

Date :

Place :

Signature of the Applicant

Contact No.



Application No. :

**D. P. MISHRA INSTITUTE FOR ADVANCED STUDIES
IN SPECIAL EDUCATION & TECHNOLOGY
(B. Ed. College for Special Education)**

Managed by SAI MA

Sisu Vihar, In front of CHC, Tahasil Road, Kodala, Ganjam 761032

Admit Card for Entrance Test

BECHOLAR in Education Special Education (ID)-2023-25

Affix recent Passport
size photograph of
candidate
duly signed by
him/ her across it

Name of Candidate.

Roll No.

Date:

Time: 11 AM to 1 PM

Exam. Centre : D. P. MISHRA INSTITUTE FOR ADVANCED IN SPECIAL EDUCATION & TECHNOLOGY

Signature of the Candidate

Signature of Invigilator

Course Coordinator



Application No. :

**D. P. MISHRA INSTITUTE FOR ADVANCED STUDIES
IN SPECIAL EDUCATION & TECHNOLOGY
(B. Ed. College for Special Education)**

Managed by SAI MA

Sisu Vihar, In front of CHC, Tahasil Road, Kodala, Ganjam 761032

Admit Card for Entrance Test

BECHOLAR in Education Special Education (ID)-2023-25

Affix recent Passport
size photograph of
candidate
duly signed by
him/ her across it

Name of Candidate.

Roll No.

Date:

Time: 11 AM to 1 PM

Exam. Centre : D. P. MISHRA INSTITUTE FOR ADVANCED IN SPECIAL EDUCATION & TECHNOLOGY

Signature of the Candidate

Signature of Invigilator

Course Coordinator



Inspection team with DSWO and ADSWO, Chhatrapur, Ganjam, Medical officer, C.H.C., Kodola and Tahasildar, Kodala with our principal



Sensitization Programme



Miss. Bina Mahapatra & Smt. A.N.Bandopadhaya from NIMH Secundarabad & Kolkota respectively viewing wall magazine



March fast view of World Disabled day



Legal Awareness Camp



Our Special School



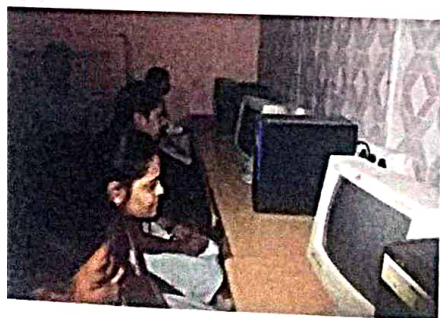
Reception



Student & Staff on Study Tour programme at NIMH, Ssecundrabad



D.Ed. Students Teaching Fine Motor Skill to MR Children



Our Computer lab



Our Resource Room



Holi re Holi



Annual Function cum Foundation Day Celebration



ପ୍ରତିକ୍ଷା.....

ପ୍ରତିକ୍ଷା.....

ପ୍ରତିକ୍ଷା କରିଛି ଶୁଭ ସନ୍ଧ୍ୟାକୁ, ଯତେ କି ଆସିବ ଫେରି ।

ଏ ସମୟ ଯତେ ଶୋଇଲେ ନେତ୍ର ଆମକୁ ନିଦର କରି ॥

ଯତେକି ଆସିବେ ଆପଣାର ହେବେ, ସ୍ମୃତି ସାକାର ହେବ

ପ୍ରତିକ୍ଷା ଅମର ବିଷୟ ନେହିବ କରୁଣା ବାରି ବୋହିବ ॥

.....Dr. Bibhuti Bhusan Mohapatra

An appeal.....

When will that day dawn

We wait for that gala morn

The society will care for us

and hug us with love thus

We will be one like many

There shall not be stress any

Oh! God shower Thy benign grace

Dispel gloom from our face

.....Dr. Bhagirathi Sahu