

2020 - 2021

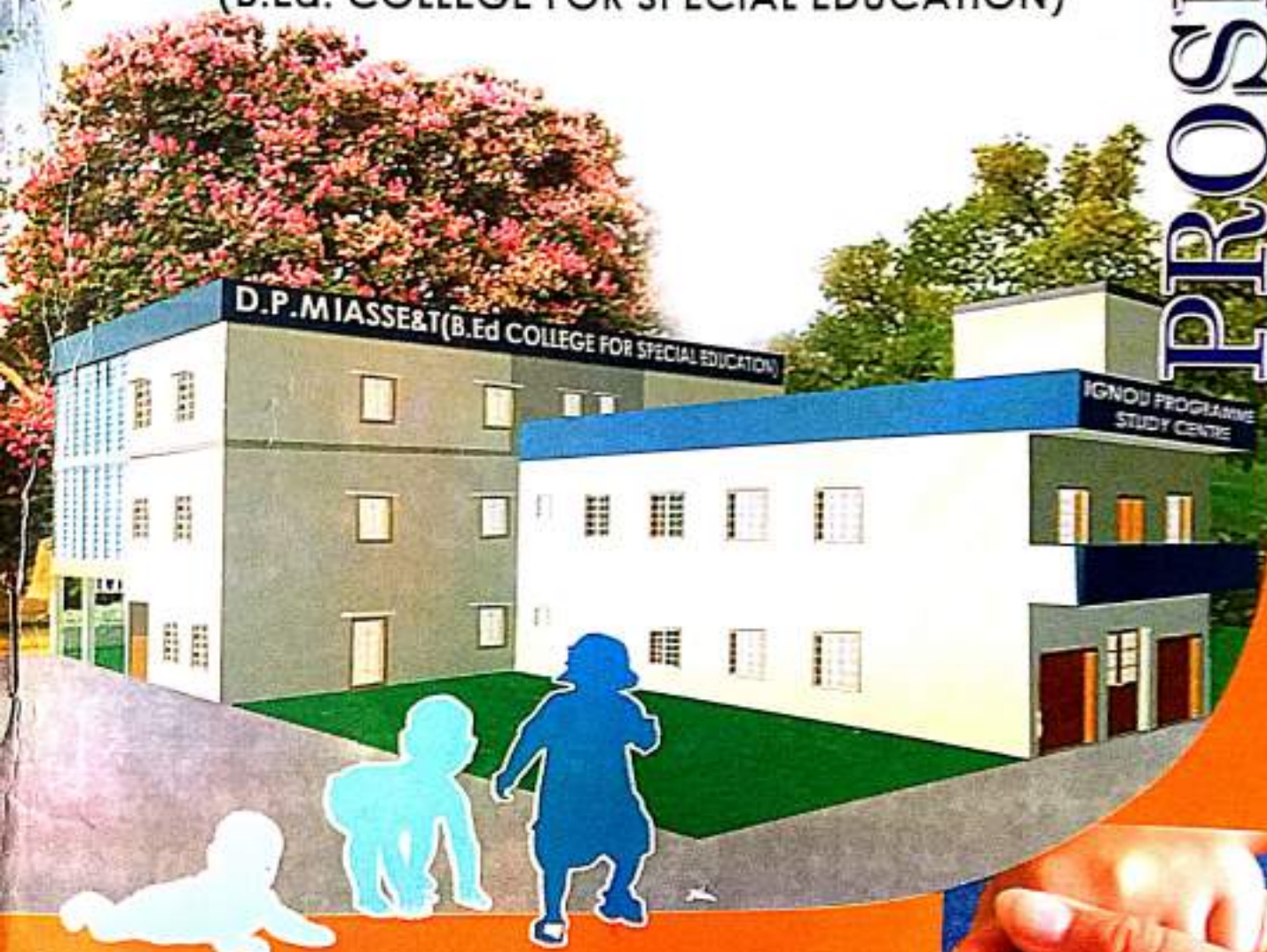


# BACHELOR OF EDUCATION

SPECIAL EDUCATION : MENTAL RETARDATION

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

PROSPECTUS



MANAGED BY : SAIMA, AT : SISU BIHAR, IN FRONT OF C.H.C.  
TAHASIL ROAD, KODOLA, GANJAM - 761032, ODISHA, INDIA  
PH. : 06810 268285, MOB. : 8249050877, 8763244094, 8260422298, 7205078134





Swami Chetanananda Saraswati in our Amrutmayee Granthagar with Staff



Lord Ganesh ji in Our Campus



Swami Chetanananda Saraswati at our Ganesh Temple



Our beloved Principal  
Dr. Bibhuti Bhusan Mohapatra  
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.



Our beloved Chairman  
Er.(Ms.) Rashmita Mishra

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 -





# FORM 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.

## FORM AND PROSPECTUS FOR ADMISSION INTO B.Ed. SPECIAL EDUCATION (M.R)

### 1.0. 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. Governor of Odisha on 22.12.2008.

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, recognition of Department of Women and child Development, Government of Odisha till the session 2013 - 14. The recognition issued by Department of Social Security Empowerment of persons with Disability from the academic session 2014 -2015. From the academic session 2010 -2011 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 B.Ed (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 Department of Social Security & Empowerment Of persons with Disability, 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.

### 2.0. 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 disabilities as well as of few selected specific disabilities.
- 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 extra curricular activities.
- To know, understand and develop the ability to manage a special school.
- To analyze and manage, under supervision from appropriate expert, behaviour 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 programmes should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be **B.Ed.Spl. Ed.: MR.**

### **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 subject 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 favour 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. 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:

There shall be 30 seats available for the Course with reservation as per the government rules. 16% of the seats (5 seats) for the SC and 23% of the seats (7 Seats) for ST are reserved, 1% of the total number of seats (1 seat) will be reserved for orthopedically handicapped. 11% of seats (3 seats) will be reserved for OBC/SEBC candidates. In case of non availability of candidates in one of these categories seats will be filled up from the candidates of the General Category. 50% of the seats will be reserved for general candidates. (14 Seats)

## 8.1. SUPERNUMERARY SEATS:

In addition to this, on the basis of RCI guide line 15% of the total intake seats (5 seats) are kept reserved as supernumerary seats.

## 9.0. SELECTION AND ADMISSION:

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

## 9.1. ADMISSION PROCEDURE:

Merit list will be prepared on the basis of entrance test marks to be conducted for the purpose.

9.2. 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	Number of Question	Duration
A	Current Affairs	40	120 minutes
B	General Awareness	40	
C	Teaching Aptitude and awareness on Disable issues	20	

## 9.3. TIE:

In case of a tie between two or more applicants in entrance test, the +3 aggregate marks will be considered in that order for breaking the tie.

## 9.4. ADMISSION:

Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a minimum number of 20 and maximum of 30 students may be admitted for the B.Ed.Spl.Ed. programme as per RCI guide line.

## 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 selected candidate will deposit their original certificate which will be released after the completion of the course. 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). The form & prospects can also available in our Website, [www.saimabalvikas.org](http://www.saimabalvikas.org). The candidates can download the application form & submit the same along with Counter foil 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 Hostal charge, application cost etc	Fee towards course fee etc,
01	Name of the Account holder	<b>DPMIASSE&amp;T</b>
02	Name of the Bank	<b>Utkal Gramin Bank</b>
03	Address of the Bank	Aska Road, Bus stand, Kodala
04	Account No	1353617249-8
05	Type of Account	Savings Bank Account
06	IFSC Code	<b>SBIN0RRUKGB</b> Zee

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 banker 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 Application Form	05.06.2020
ii.	Last Date of Selling of Application Form	26.08.2020 or two weeks after publication of +3 Result of Berhampur University which ever is latter
iii.	Date of submission of Completed Application Form	26.08.2020
iv.	Date of Entrance Test	30.08.2020
v.	Publication of Result	31.08.2020
vi.	Date of Admission (1 <sup>st</sup> Phase)	05.09.2020
vii.	Date of Admission (1 <sup>st</sup> Phase)	15.09.2020
viii.	Spot Admission	Date to be Fixed by the Principal
ix.	Commencement of Classes	17.09.2020

These dates may be alter if necessary or subject to be publication of Berhampur University +3 results or as per direction of the odisha state GOVT time to time on account of COVID-19 (Corona Virus)



## 12.0 FEES AND OTHER DIPOSITES

1	Development Fee	RS.10,000.00	RS.10,000.00
2	Academic Inspection Fees	Rs. 2000.00	Rs. 2000.00
3	Eligibility, Affiliation , Incidental Charges and University Programme Fees	Rs. 2000.00	Rs. 2000.00
4	Tuition Fee	RS.39,200.00	RS.39,200.00
5	Mentally Retarded (MR)Children's fund	Rs. 1000.00	Rs. 1000.00
6	Caution Deposit (Refundable)	-----	Rs. 500.00
7	Library Security Deposit (Refundable)	Rs. 500.00	-----
	<b>TOTAL</b>	<b>Rs. 54,700.00</b>	<b>Rs. 54,700.00</b>
8	Hostel Seat Rent & Establishment Charge	Rs. 15,000.00	Rs.15,000.00
9	Hostel Caution Money	Rs. 500.00	Rs. 500.00
	<b>TOTAL</b>	<b>Rs. 70,200.00</b>	<b>Rs. 70,200.00</b>
	<b>COVID – 19 Concession ( - )</b>	<b>Rs. 6,000.00</b>	<b>-----</b>
	<b>GRAND TOTAL</b>	<b>Rs. 64,200.00</b>	<b>Rs. 70,200.00</b>

**Educational / Internship Programme - To be paid by the candidate as per the institute notification.**

**UNIFORM - 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 for the course will bear by the candidate and deposits will be paid by the candidate will be forfeited. No refund or adjustment of fee paid other than mentioned in the prospects shall 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 to be 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 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 so deposited by him/her shall be refunded.
- In service Candidates Submitted Attested Xerox Copies of appointment letter, salary 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.**  
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 with out assigning any reason whatsoever.
- In addition to above fees the student will pay university examination fees, Migration fees, fee for matrices, fee



For genuineness 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 instalment basis/ phased manner is not permissible
- (iv) As far as practicable the total fees should be deposited in a single Demand Draft.
- (v) The students should follow the library and hostel rules strictly.

### 13.0. IDENTITY CARD

1. 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 produce 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.

2. 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 have to 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. **No cell phone is permitted to use in the hostel.**

### 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.

Need to be supported by authenticated certificate from the competent authority. )

**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 be4**

### 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 (five or 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 75% for all course work, 90% for all practicum, and 100% for school internship (6% attendance may be conceded by the head of institution only to a student who represented the University or the State or the Country during the teaching days in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, and Sports etc.) Such claims need to be supported by authenticated certificate from competent authority.)

## 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.

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 sessional 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.



## 18.0. STANDARD OF QUESTION PAPER

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

**18.2. END-SEM:** The pattern of questions should be as suggested by the respective Board of studies of Berhampur University from time to time. At present 20% of marks consist of objective / short type answers & 80% marks are long answers.

## 19.0. PASSING & GRADING SYSTEM (CBCS)

Berhampur University follow Choice Based Credit 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 Sem and End-Sem) together. However, a student must secure a minimum of 40% of Marks in the End-Sem examination and 40% marks in the mid sem and end sem examination taken together are essential for passing the examination.

Berhampur university will follow the grading system following letter grades recommended by the UGC and RCI as given below.

Table 1: Grades and Grade Points		
Letter Grade	Grade Point	Weightage 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/Average)	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 sessional, 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 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 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 recognised 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 over stressed. 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. Ed. 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 her/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 minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one 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 weightage of internal assessment for Engagement with the Field shall be decided by the concerned college**

### a) Tasks and Assignments 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 learners' 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 grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship.

During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school 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, organisation and management; the life of a teacher; needs of the 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 dispositions, 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, teacher observations and Observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers 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 levels, 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 should 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 with the following classification.

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
$40 \geq CGPA \times 9.50 < 50.0$	D
$CGPA \times 9.50 < 35.0$	F



## **28.0. MISCELLANEOUS:**

**Formats of Grade Sheets, 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, Physiotherapy, Occupational Therapy, Social work and related disciplines.

## **30.0. THE FACULTY-STUDENT RATIO:**

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

## **31.0. 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, 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 TO BE REQUIRED:**

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

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

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



### 34.0. GENERAL FRAMEWORK OF THE COURSE:

The 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:

- Support the discipline of study
- Provide an expanded scope
- Exposure to some other discipline/domain
- Nurturing student proficiency /skills

#### 3. Elective Foundation courses are value-based

The course 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 works/field per week.

### 35.0 COURSE STRUCTURE:

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

#### 35.1. TYPES OF COURSES:

Courses in a programme may be of three kinds: Core, Elective and Foundation.

##### (i) Core Course (Area A) :-

There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

##### (ii) Elective Course (Area B) :-

Elective course is a course which can be chosen from a pool of papers. It may be:

Supportive to the discipline of study

Providing an expanded scope

Enabling an exposure to some other discipline/domain

Nurturing student's proficiency/skill.

An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

##### (iii) Foundation Course (Area C & D):-

The Foundation Courses may be of two kinds: Compulsory Foundation (Area C) and Elective foundation (Area D). "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

#### 35.2. PROGRAMME STRUCTURE:

The detailed course structure for a Programme approved by Berhampur University recommended by RCI, New Delhi as follows.



## COURSE AT A GLANCE

Structure for 2 years			
Code	Area	Courses	Credits
A	THEORY: Core courses	5	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	6
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
<b>Total</b>		<b>24</b>	<b>80</b>

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 Growth and Development
A2	Contemporary India and Education
A3	Learning and Teaching and Assessment
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)

## AREA B: CROSS DISABILITY AND INCLUSION

Note:

- a. All teacher trainees will be learning about all disabilities (theory, practical as well as field engagement) and socialization in any one disability other than selected for Area C.
- b. Institutions / organizations offering B.Ed.Spl.Ed. are expected to decide 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. Teacher Training with Visual / Hearing impairment may opt for Courses that are appropriate for them across/only from **B10 and B11**)

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, DEAF, BLIND)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill based Optional Course (Cross Disability and Inclusion)
B11	Skill Based Optional Course (Disability Specialization)

**B10: Skill based Optional Course (Cross Disability and Inclusion) ANY ONE**

A	Guidance and Counselling
B	Early Childhood Care and Education
C	Applied Behavioural Analysis
D	Community Based Rehabilitation
E	Application of ICT in classroom
F	Gender and Disability
G	Braille and Assistive Devices

**B-11: Skill based Optional Course (Disability Specialization) ANY ONE**

A	Orientation and Mobility
B	Communication Options: Oralism
C	Communication Options: Manual Indian Sign Language
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation and Transition to the Placement

**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 )

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psychosocial and Family Issues

**AREA-D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)**

(wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D19	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)

### SEMESTER WISE STRUCTURE SEMESTER- I

Course	Course title	Credits	Weightage/Marks
A1	Human Growth & Development and Understanding Self	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI)	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	2	50
E1	Practical: Cross disability and inclusion	4	100
<b>TOTAL</b>		<b>20</b>	<b>500</b>

### 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	C12 (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 & Assessment	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
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability specialization	4	100
	<b>TOTAL</b>	<b>20</b>	<b>500</b>

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	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/Inclusive School
4	Assignment / Project / Presentation	A4/A5	Institute/ Special/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 Subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	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
C14	Educational Intervention and Teaching Strategies	4	100
C15	Technology and Disability	4	100
C16	Psychosocial and Family Issues	2	50
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Drama and Art in Education (EPC)	2	50
F1	Practical: Main disability special school (Related to Area C)	4	100
E2	Practical: Disability Specialization	4	100
<b>TOTAL</b>		<b>22</b>	<b>550</b>

ENGAGEMENT WITH FIELD AS PART OF COURSE AS INDICATED BELOW:

S.N.	Task for the Teacher Trainees	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	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	School sensitisation on Disabilities for Regular Staff, peer group & Parents	ID	Regular School	10 Hours
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
B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	50
B11	Skill based Optional Course (specialization disability) ANY ONE	2	50
D19	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
	<b>TOTAL</b>	<b>18</b>	<b>450</b>

### ENGAGEMENT WITH FIELD AS PART OF COURSE AS INDICATED BELOW:

S.N.	Task for the Teacher Trainees	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute/ school
3	Assignment / Project / Presentation	D19	Institute/ school

### AREA E1- PRACTICAL: CROSS DISABILITY AND INCLUSION (AREA B)

**Note:** Practical timing shall be included in time table (minimum of four week) 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	Lesson planning And execution on Different levels for Selected 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 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 Specialisation, 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 specialisation
4. Practical in Inclusive settings should be preferably with various disabilities.



# **SEMESTER-WISE CURRICULUM FRAMEWORK FOR B.Ed.Spl.Ed.**

Course Code	Course Title	Working Hour	Credit	Weightage/ Marks
<b>Semester I ( July to December)</b>				
A1	Human Growth and Development	60	4	100
A2	Contemporary India and Education	60	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	30	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID/MR, ASD)	30	2	50
B9	Introduction to Locomotor and Multiple Disabilities (Deaf Blind, CP,MD)	30	2	50
C12	Assessment and Identification of needs	30	2	50
E1	Cross Disability and Inclusion	10	4	100
	<b>Total</b>	<b>250</b>	<b>20</b>	<b>500</b>
<b>Semester II ( January To June)</b>				
A3	Learning Teaching & Assessment	30	2	50
A4	Pedagogy of Teaching School Subjects (Science, Social Studies and Mathematics-any one from Part-1 to part-5)	60	4	100
A5	Pedagogy of School Subjects (English, Odia-any one from Part-1 to part-5)	60	4	100
B6	Inclusive Education	30	2	50
C13	Curriculum Designing, Adaptation and Evaluation	60	4	100
E2	Practical: Disability Specialization	60	4	100
	<b>Total</b>	<b>300</b>	<b>20</b>	<b>500</b>
<b>Semester III(July to December)</b>				
C14	Educational Intervention & Teaching Strategies	60	4	100
C15	Technology & Disability	60	4	100
C16	Psycho social and Family Issues	30	2	50
D17	Reading and Reflecting on Text (EPC)	30	2	50
D18	Performing & Visual Art (Drama and Art in Education EPC)	30	2	50
E2	Practical: Disability Specialization	20	4	100
F1	Practical: Main Disability Special School ( Related to Area C)	20	4	100
	<b>Total</b>	<b>450</b>	<b>22</b>	<b>550</b>
<b>Semester IV(January To June)</b>				
B10	Skill based optional Course ( Cross Disability & Inclusion) ANY ONE	30	2	50
B11	Skill based optional Course ( Disability Specialization) ANY ONE	30	2	50
D19	Basic Research and basic statistic (EPC)	30	2	50
E1	Practical: Cross Disability and Inclusion	20	4	100
F2	Practical: Other Disability Special School	18	4	100
F3	Practical: Inclusive School	120	4	100
	<b>Total</b>	<b>248</b>	<b>18</b>	<b>450</b>
	<b>Grand Total</b>		<b>80</b>	<b>2000</b>





Ganjam Biju Kanyaratna Felicitation Award to Smt. Anita Nanda by Hon'ble Chief Minister of Odisha Sh. Naveen Pattnaik on 19.11.2016. at Collectorate, Chhatrapur, Ganjam



Our Principal with robe in the Convocation of Berhampur University



Annual Function Cum Foundation Day Celebration



From Left- prof. P. Jayachandran, (3rd), Member of Executive Committee, of RCI, New Delhi, Prof. N.C.Pati, (5th), Secretary, Chetana College, Bhubaneswar, Sri Ashok Chakrabarti, (6th), Secretary, TARY, ZCC of RCI with our Staff and Students of BALVIKASH, (Special School)



Observation of Children's Day





Organising State level Workshop



CRE Programme



Inauguration of College Magazine



Inauguration of Wall Magazine

Legal Awareness Camp





Controller & Berhampur University Principal, TTC, Bhanjanagar in our College Library

RCI, New Delhi Inspection Team with our College Staff



Class Room Interaction (Special School)



Independence Day Celebration



Republic Day Celebration

School Internship Programme



A view of World Disability Day



Welcome to the New Commerees



Raksha Bandhan





Ganesh Puja



Saraswati Puja



Study Tour at NIMH, Secunderabad



Picnic at Mahunikalua



The Students of Balvikas (Spl. School) are with the Chairman, NAC, Kodala and the School Staff after achieving Champion Trophy



Holi re Holi



Leisure time Recreation



Psychology Post Graduate Students of Sasibhusan Women's College are doing Internship in our Institute





Our Reception



Our Special School & College



Our Resource Room



Our Computer lab



Our Library



TLM Show





Designed & Printed by Screen - O - Line, Cuttack

# ପ୍ରତିକ୍ଷା.....

ପ୍ରତିକ୍ଷା.....

ପ୍ରତିକ୍ଷା କରିଛି ଶୁଭ ସକାଳକୁ ସନ୍ତେ ବି ଆସିବ ଫେରି ।  
 ଓ ସମାଜ ତଳେ କୋଳେଇ ଲେଉଟି ଆମକୁ ନିଜର କରି ॥  
 ତେଣୁ ଆସିବେ ଆପଣାର ଦେବେ, ଉପୁଟି ଗଭୀର ଦେବ  
 ପ୍ରତିକ୍ଷା ଆମର ବିପଦ ଲୋଡ଼ିବ ବରୁଣା 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