



भारतीय पुनर्वास परिषद्

भारतीय पुनर्वास परिषद्
(सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार के अधीन एक सांविधिक निकाय)

REHABILITATION COUNCIL OF INDIA

(A Statutory Body under the Ministry of Social Justice and Empowerment)
Department of Disability Affairs

7-128/2014-RCI

18.03.2015

To

All Concerned Institutions / Concerned Open Universities


Sub: Curriculum Framework of B.Ed.Spl.Ed. : reg.

Madam/Sir,

This is in continuation with the Council's letters no.8-A/Recog/Policy/2014-RCI dated 28/01/15 and 10-102/OU/2014/RCI dated 27/02/15 regarding B.Ed. Special Education Course.

2. As you are aware, these courses will be of two year duration starting from academic session 2015-16 onwards. The revised **Curriculum Framework** is enclosed for ready reference. The development of detailed curriculum is under process and will be circulated by May 2015.
3. The institutions who have submitted their consent for two year duration and are duly approved by RCI for this academic session are advised to go ahead with the admission process. As per the circular of the Council's of even no. dated 28/01/15, a revised approval for two years duration will be issued to the institutions/organizations.
4. Institutions/organizations who have not submitted consent for conducting 2 years B.Ed.Spl.Ed. are not authorized to admit students for the academic session 2015-16, even though they have prior approval to conduct this course for academic session 2015-16 of one year duration.
5. For institutions, whose proposal for conducting B.Ed.Spl.Ed. has not yet been finalized by RCI and inspections etc is under process, are not authorized to issue admission notice till they are duly approved by the Council. Please note that consent for for conducting 2years B.Ed.Spl.Ed. programme is mandatory for RCI approval.
6. The Course Content of the B.Ed.Spl.Ed.(Open and Distance Learning)-B.Ed.Spl.Ed.(ODL) will be same as B.Ed.Spl.Ed. However, separate guidelines will be issued shortly in respect of norms and regulations of B.Ed.Spl.Ed.(ODL).

Yours faithfully,


(S.K. Srivastava) 18/3/15
Member Secretary

बी-22, कुतुब इंस्टीट्यूशनल एरिया, नई दिल्ली - 110016

B - 22, Qutab Institutional Area, New Delhi - 110 016

Tel. : 011-2653 2408, 2653 2384, 2653 4287, 2653 2816 Fax : 011-2653 4291

E-mail : rehabstd@nde.vsnl.net.in, rehccouncil_delhi@bol.net.in

www.rehabcouncil.nic.in

Please Recycle 

Curriculum Framework

Bachelor of Education Special Education (B.Ed.Spl.Ed.)

Norms, Regulations & Course Content

March, 2015

**Effective from Academic Session 2015-16
Two Years Duration**

Rehabilitation Council of India
B-22, Qutab Institutional Area,
New Delhi - 110 016

Email: rehabstd@nde.vsnl.net.in , rehcouncil_delhi@bol.net.in
www.rehabcouncilnic.in

Bachelor of Education Special Education (B.Ed.Spl.Ed.) Programme¹

I. Preamble

Indian school system is as vibrant and dynamic as is Indian society. Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and our functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified (by classroom teachers, if not by theorists and experts) – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due place in classroom activities. Similarly diversities of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current curriculum B. Ed. Special Education is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students of with disabilities in an inclusive, right- based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general such as UNCRPD (2007), Draft RPWD Bill (2014), NCTE Notification of November 2014. It intends to place teacher education preparation in special education in the context of the larger picture. **The prime intention is to develop a task force of the special teachers / educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.**

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be introduced and worked upon during the program without making it unrealistically demanding for a graduate student to be successful. The program structure readies the candidates for a long-term fulfilling professional journey leaving scope for self reflections thereafter. Making the experiences and exposures more skill oriented, the program offers various opportunities of interactions with self, students, schools and communities with special reference to students with disabilities.

The curriculum attempts at striking the balance among core knowledge and skills, cross disability knowledge and skills and disability specific knowledge and skills. A

¹ *This Degree is as per UGC Notification of July 2014.*

teacher would need the first set since any teacher is a teacher first irrespective of the type of students s/he works with. A teacher would need the second set since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education.

II. 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 students 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

III. 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.Ed.(Name of Specialization in Disability & Inclusive Education) such as for Visual Impairment the nomenclature will be B.Ed.Spl.Ed.(VI & Inclusive Education).

IV. General Framework of the Course

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.*

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:
 - a. Support the discipline of study
 - b. Provide an expanded scope
 - c. Exposure to some other discipline/domain
 - d. Nurturing student proficiency /skills
3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC² as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- A student obtaining Grade F shall be considered failed 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.
- The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,
- The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

RCI as Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

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.

² http://www.ugc.ac.in/pdfnews/9555132_Guidelines.pdf

V. 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	06
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:

- 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**.
- 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.
- 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)

SEMESTER-WISE STRUCTURE

SEMESTER – I

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 the 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
	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
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	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
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	a. 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 School	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.**

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

The syllabus prescribed at the B.Ed.Spl.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education / Institutes implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

VII. 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.

VIII. 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 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).

IX. ELIGIBILITY FOR ADMISSION

B.A. / B.Sc. / B.Com or an equivalent degree at graduate level depending on the requirements for the particular course with Minimum 50% in the qualifying degree examination.

X. ADMISSION

Admission Procedure: as per University norms

XI. PROGRAMME PATTERN

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

XII. PASSING MINIMUM

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

XIII. NATURE OF EVALUATION

Internal & External As per University norms; *RCI as Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.*

XIV. 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.

XV. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 30 students may be admitted for the B.Ed.Spl.Ed. course. Faculty norms are being circulated separately.

XVI. FACULTY NORMS

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16 onwards).

XVII. INFRASTRUCTURAL FACILITIES

- Lecture Hall / Classrooms – Minimum 3 rooms accommodating 30 students is the basic requirement (minimum one Additional classroom for each additional programme)
- Multipurpose Hall – 1
- Staff Room – 1
- Resource Room* – 1
- HOD / Principal Room – 1
- Administrative Room - 1
- Library – 1
- ICT - 1
- Disabled Friendly gender- wise washrooms

**Space for Resource Room - it should be large enough to include disability as well as health, physical education, yoga, drama etc w.r.t. to children with disabilities.*

XVIII. 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 should ensure that all passed out students are registered with the Council.

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in **Bachelor of Education Special Education (Area of Specialisation & Inclusive Education)**. The areas of specialisation provided are Hearing Impairment (HI) / Learning Disability (LD) /

Mental Retardation (MR) / Visual Impairment (VI) / Autism Spectrum Disorders (ASD) / Multiple Disabilities (MD). For example in the area of hearing impairment the degree awarded will be B.Ed.Spl.Ed. (HI & Inclusive Education). While issuing degree certificate, the Universities should clearly spell out the area of specialization

XX. 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 LD and ASD 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*.

XXI. B.Ed.Spl.Ed.(Open and Distance Learning)- B.Ed.Spl.Ed.(ODL)

The course content of B.Ed.Spl.Ed.(ODL) will be same as B.Ed.Spl.Ed.

Separate guidelines will be issued in respect of norms and regulation of B.Ed. Spl.Ed. (ODL)

**Not applicable for National Institutes and Universities.*

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[1] 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 university.**

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, a student-teacher 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.

**Short note is given here, course details given separately after each semester.*

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 of students.

Course Details

(Suggestive and Under Finalization; will be communicated to the institutions and Universities by May End, 2015)