

NORMS AND STANDARDS
FOR DISTANCE MODE PROGRAMME
IN SPECIAL EDUCATION
FOR UNIVERSITIES/ INSTITUTES/ COLLEGES

2009

REHABILITATION COUNCIL OF INDIA

(MINISTRY OF SOCIAL JUSTICE & EMPOWERMENT, GOVT. OF INDIA)

B-22 , Qutub institutional Area, New Delhi-110016

NORMS AND STANDARDS FOR DISTANCE MODE PROGRAMME IN SPECIAL EDUCATION FOR UNIVERSITIES/INSTITUTES/COLLEGES

Institution offering the course

The Course will be offered only by the Open University or Directorates of Distance Education of the university as per the MoU between RCI and University.

Jurisdiction

The open Universities will conduct B.Ed.(SEDE) , PGPD(SEDE) & M.Ed.(SEDE) & or any other programme approved by the Council preferably programme in Regional Language within its jurisdiction.

Course Development and Delivery

The learning material for distance mode programme shall consist of print, Non-print, tactile (multimedia, audio-video/ electronic) self-learning materials. Information and communication technology should be extensively used as a mode of delivery to improve interactivity. The University shall create a two tier mechanism for curriculum transaction. The material should be user friendly for persons with disability.

The nodal tier will be at the headquarters of the university and the second tiers will be study / Skill development Centers approved by the council. The nodal tier will facilitate the distance learner by keeping in constant touch through internet / web based educational technology etc.

Facilities at the Head Quarters

University offering B.Ed.(SEDE)/M.ED.(SEDE)/PGPD programme should have following faculties :

Note : The total number of seats for M.Ed.(SEDE) Programme will be 500.

1. Regular Faculty at the Head Quarter(University)

(A) **Minimum Faculty required** – curricular transaction of B.Ed./PGPD/PGCSE programme requires qualified staff as per UGC and RCI norms. The Number of Qualified faculty should be as following –

B.Ed. Level -	A. Professor	:	1
	Or		
	Reader		
	B. Lecturers	:	3

(Initially all the specialty (Disability) should be represented, additional faculty should be appointed if the new specialty course is offered)

B.Ed. Level

&

M.Ed. Level -	A. Professor	:	1
	B. Reader	:	1
	C. Lecturers	:	4

(Initially all the specialty (Disability) should be represented, additional faculty / Staff Should be appointed if new specialty course is offered)

NOTE-

1. When an institution/ university is offering B.Ed., PGPD or any other programmes through distance mode any disability area, the minimum faculty needed for is 1 professor or 1 Reader and 3 Lecturers. For teaching core and methodology papers regular faculty involved in general B.Ed. Education may be involved.
2. The Specific disability area mentioned above refers to Visual Impairment, Hearing Impairment, Mental Retardation and Learning Disability. The specific disability areas are not interchangeable as a measure of maintenance of standard in specific education. For example, a person who has specialized in B.Ed. Special Education in visual Disability cannot get admission in M.Ed. Mental Retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.

(B) Qualification and experience of the faculty-

- Professor :**
- a.** Should have completed at least 5 years of experience as Reader in special Education in the relevant disability area.
 - b.** Eminent scholar with published work of high quality, actually engaged in research at doctoral level.

Or

An outstanding scholar with established reputation who has made significant contribution to knowledge in special education.

Desirable additional qualification:

Publication pertaining to special education in reputed journals and research Experience.

Reader a. Masters Degree in any subject area with not less than 50% of marks.

- b.** M.Ed. Degree in the specific disability area with not less than 55% of marks or an equivalent degree from a foreign university recognized by RCI.
- c.** Ph.D. in Education with research on Special Education (In the case of existing Lecturers/ reader's, a time duration of 5 years will be given for the completion of Ph.D.)
- d.** Should have completed at least 5 years of experience as lecturer in specific disability area.
- e.** Should have completed at least one general orientation course and a refresher course in special education recognized by RCI.

Desirable additional qualification :

Publication pertaining to special Education in reputed journals and research experience.

Lecturer

- a.** Masters Degree in any subject area with not less than 50% of marks.
- b.** M.Ed. Degree in the specific disability area with not less than 55% of marks or an equivalent grade of B in 7 point scale or an equivalent degree from a foreign university recognized by RCI.

Desirable additional qualification :

1. Ph.D./ M. Phil. in Education with research emphasis on special education
2. Experience for a period of a least 3 years as teacher or researcher in the area of specific disability or 3 years of teaching experience at the diploma level.

Study Centre

The field of special education is growing and the demand of special educators is increasing. This demand can be met with the help of open universities and their study centres equipped with the facilities and faculties as per norms. These study centres shall be located only in the training institutions recognized by RCI, however, other institutions willing to start these courses will have to obtain approval from RCI in advance.

Note : Maximum no of student should not exceed 40 students per batch for B.Ed.(SEDE) & for M.Ed.(SEDE) 20.

Faculty at the study Centre

In pursuance of the UGC norms the staff – student ratio in the area of special education should be as per RCI norms. There should be 2 full time lecturers in special education one of them will be the coordinators as per RCI prescribed norm.

1. Specialized Theory Courses : The study Centre should have two full time lecturers in special education as per RCI norms. For meeting specific training needs the study Centre should be able to engage qualified professional staff from the locality during the contact sessions.
2. Core pedagogy Course : Post graduation in Education/ Ph.D. in Education and /or Psychology along with at least 3 years of teaching experience

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| <p>3. General Content–based methodology Theory Course
:Group I: English, Hindi & Regional language</p> <p>Group II: Science, Mathematics & Social studies</p> | <p>Post Graduate Degree/ Ph.D. in education in the concerned subject along with B.Ed. or M.Ed.</p> |
| <p>4. Practical course
(Non Disability area)</p> | <p>Norms as above should be followed</p> |
| <p>5. Teaching practice course :
(Non Disability area)</p> | <p>Norms as above should be followed</p> |
| <p>6. Practical course
&
Teaching practice course }
(Disability area) :</p> | <p>Norms as per 1& 2 should be followed</p> |

2. Provision of infrastructural Facilities

The institution selected for a study centre for contact programme for implementing the B.Ed.(SEDE) , M.Ed. (SEDE)/ PGPD(SEDE) / or any special education courses should be able to provide necessary infrastructural facilities such as the rooms/ Cabin for trainee/ faculty members, psycho Educational laboratory , language laboratory , work Experience laboratory , computer Room, internet facilities , conference room with audio visual aids. Besides, the aids and appliances necessary for training programme in the respective area of disability should also be available. It is imperative that they should have access to a special school with 60 disabled children so that the trainee can undertake practice teaching.

3. Library

There shall be a library equipped with text and reference books on special education and general teacher education of respective disability area, educational encyclopedia, year- books, electronic publications, CD ROMs and journals on teacher education, distance education etc. Attempt should be made to procure the books listed in the curriculum of the Programme prescribed by RCI.