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राष्ट्रीय बौद्धिक दिव्यांगजन सशक्तिकरण संस्थान
**National Institute for the Empowerment of Persons
with Intellectual Disabilities (Divyangjan)**

दिव्यांगजन सशक्तिकरण विभाग, सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार
Department of Empowerment of Persons with Disabilities (Divyangjan)
Ministry of Social Justice & Empowerment, Govt. of India
मनोविकास नगर, सिकंदराबाद/Manovikas Nagar, Secunderabad – 500 009



B.ED IN SPECIAL EDUCATION (ID)

ABOUT COURSE:

The B.Ed. Special Education (Intellectual Disability) course is affiliated with Osmania University and approved by the Rehabilitation Council of India. The Indian school system is as vibrant and dynamic as Indian society, both of which embody strengths and challenges that reflect diversity. Growing up in a diverse environment is integral to our development and functioning as adults. However, factors such as learning styles, multiple intelligences, personality profiles, and study habits have yet to be fully integrated into classroom activities. Additionally, the diversity of abilities and the corresponding educational needs of students with disabilities are areas that require greater attention in Indian classrooms.

To address these issues, the current curriculum of the B.Ed. Special Education program has been revised to empower special teachers and educators to provide education for students with disabilities in an inclusive, rights-based, and barrier-free environment. This curriculum aligns with significant reforms in the Indian education and teacher education systems, including the UN Convention on the Rights of Persons with Disabilities (UNCRPD) of 2007, the Rights of Persons with Disabilities (RPWD) Act of 2016, and the NCTE Notification of November 2014.

The primary aim of this program is to prepare a task force of special teachers and educators who can excel in various educational settings—whether inclusive, special, open, or home-based—and fulfill diverse roles such as classroom teachers, resource teachers, itinerant teachers, or cross-disability facilitators.

OBJECTIVES:

The B.Ed. Special Education (Mental Retardation/Intellectual Disability) program is designed to train special education teachers and educators to support children with disabilities across various settings, including inclusive, special, open school, and home-based education. This course aims to equip participants with the knowledge, competencies, and skills necessary to effectively educate and train children with intellectual disabilities, as well as all other children, fostering an inclusive environment.

Upon completion of the course, students will:

- a. Acquire knowledge and skills related to human development, contemporary Indian education, and pedagogical approaches for various school subjects, along with assessment for learning.
- b. Gain insights into the nature and educational needs of children with specific disabilities.
- c. Develop a conceptual understanding of educational provisions and the skills needed to work with children with various disabilities in both special and inclusive settings.
- d. Enhance their professional development knowledge and skills.

SCOPE:

The functions outlined above are aligned with the National Policy on Education (1986), which emphasizes that: (1) children with mild disabilities should be integrated into regular schools; (2) children with severe disabilities should attend special schools; (3) vocationalization of education should be incorporated at the school level; (4) teacher training programs should be reoriented to include children with special needs; and (5) voluntary efforts in this area should be encouraged. In light of this policy, the program aims to prepare teachers who can effectively serve as resource room teachers in regular schools while also possessing the competencies to teach children with various disabilities in inclusive settings.

Additionally, it has been observed that regular schools often hesitate to establish resource rooms due to a lack of trained personnel. This program aims to broaden the employment opportunities for special education teachers within regular educational environments, enabling them to function as resource teachers. The course content includes skills related to organization and administration, preparing graduates for leadership roles in special schools. Moreover, the curriculum addresses pre-vocational training and community involvement, equipping teachers to design comprehensive educational programs for individuals with intellectual disabilities within the school age range.

ENTRY REQUIREMENTS:

Candidates must hold a B.A., B.Sc., B.Com, or an equivalent graduate degree relevant to the specific course, with a minimum of 50% marks in the qualifying degree examination. Final-year students who are currently appearing for their exams may also apply; however, admission will be granted only to those who submit their passing certificate and marksheet/results during the admission counseling process.

Eligibility for persons with disabilities (PWDs) is restricted to individuals with one lower limb affected only, provided they possess independent mobility skills..

INTAKE CAPACITY: 30 + 3 EWS

DURATION: 2 Years

