

**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL
DISABILITIES (DIVYANGJAN)**

**Department of Empowerment of Persons with Disabilities (Divyangjan)
(Ministry of Social Justice & Empowerment, Government of India)
(An ISO 9001:2015 Institution)**

Manovikasnagar, Old Bowenpally, Secunderabad

– 500009, Telangana

Prospectus for Undergraduate and Post Graduate Courses 2025-26

INDEX

S. No.	Section	Page No.
	Part A - General Information	3 - 10
1	About the Institute	3
2	Objectives of the Institute	3
3	Departments	4
4	Infrastructure	4
5	Library	4
6	Hostel Fee	4
7	Award of Certificate	4
8	Minimum Attendance Required	4
9	Scholarship	5
10	Discipline	5
11	Fee Waiver	5
12	Payment of Stipend	5
13	Courses Fee (First Year, Second Year)	6
14	Intake	6
15	For Foreign Nationals	6
16	Age Criteria	6
17	Eligibility	7
18	Admission Procedure	8
19	Medium of Instruction	8
20	Eligibility Certificate	8
21	Reservation Policy	8
22	Attendance Rules	9
23	Application Fee	9
24	Submission of Application to	10
	PART B: Course-Specific Details	11- 28
25	M.Phil in Rehabilitation Psychology: About Course, Objectives, Content, Syllabus, etc.	12 – 15
26	PG Diploma in Early Intervention: About Course, Objectives, Content, Syllabus, etc.	16 – 19
27	M.ED SE (ID): About Course, Objectives, Content etc.	20 – 22
28	B.ED SE (ID): About Course, Objectives, Content, Syllabus, etc.	23 - 28

ABOUT THE INSTITUTE:

The National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID, Divyangjan) formerly known as National Institute for the Mentally Handicapped is a registered society established in the year 1984 as an autonomous body under the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, Government of India. The institute is an apex body having tripartite functions of training, research and services in the field of Intellectual disabilities in the country. NIEPID has three regional centers at New Delhi/Noida, Navi Mumbai and Kolkata.

THE OBJECTIVES ARE:

- Human resource development
- Research and development
- Development models of care and rehabilitation
- Consultancy services to voluntary organizations
- Documentation and dissemination
- Extension and Outreach programmes

For 34 years, the Institute has been making significant advances in building capacities to empower persons with Intellectual disabilities. Based on the latest developments and recent trends in the field, the Institute strives to organize new programmes and make innovations through research and development. National and International collaborations entered into by the Institute in its various activities reflect the global characteristics of the organization. The activities of NIEPID are planned in accordance with the mandates of United Nation's Convention on the Rights of Persons with Disabilities (UNCRPD), the Legislative Acts and the National Policy promulgated for the Persons with Disabilities. NIEPID strives to be an Institute of excellence focusing on high standards in every aspect of its functioning to bring equality and dignity in the lives of persons with Intellectual disabilities which is endorsed by ISO 9001-2015 certification.

DEPARTMENTS:

- Department of Adult Independent Living
- Department of Special Education
- Department of Rehabilitation Psychology
- Department of Therapeutics
- Department of Medical Sciences
- Special Education Centre
- Department of Library & Information Services
- Department of Community Rehabilitation & Project Management

INFRASTRUCTURE:

NIEPID Secunderabad has a well-equipped campus spread across 20 acres. It includes hostels, a library, sports facilities, a canteen, an auditorium, guest rooms, a gym, a hostel mess, well-organized administrative staff, a separate college building, and other essential services.

LIBRARY

NIEPID is a well-equipped center that supports learning and research. It has a large collection of books, journals, research papers, and digital materials focused on disability studies, special education, rehabilitation, and psychology. The library also offers access to both Indian and international journals and magazines on disability care and management.

HOSTEL FEE

Hostel accommodation for outstation students (both boys and girls) will be provided, **subject to availability.**

Hostel Fee: Rs. 7500

Caution Fee: Rs.1500

Mess Fee: To be paid separately to the Mess Secretary.

NOTE: The hostel fee for all courses may vary at the time of counselling.

AWARD OF CERTIFICATE:

Certificate will be issued by the Osmania University and affiliated with Osmania University

MINIMUM ATTENDANCE REQUIRED:

Students must maintain a minimum of 80% attendance in theory classes, with a condonation of up to 10% allowed for certified ill-health and up to 15% for pregnant women; for practical sessions, 90% attendance is mandatory without exception.

SCHOLARSHIP

NIEPID students are eligible to apply for various scholarships through the National Scholarship Portal (NSP), subject to the eligibility criteria of their course and category

- Top Class Education Scholarship for SC/ST and PwD students
- Central Sector Scholarship
- National Fellowship and Scholarship for Higher Education of ST students
- Central Sector Scheme of Scholarships for UG and PG courses
- PM YASASVI Central Sector Scheme for OBC, EBC, and DNT students
- Post-Matric Scholarship for all courses

Students from Telangana State can apply for the Telangana State Scholarship for OBC, SC, and ST categories.

Additionally, students can apply for education loans under the PM Vidya Lakshmi Scheme, with institutional support and guarantee provided by NIEPID.

DISCIPLINE

Students are expected to maintain discipline, respect, and good conduct with faculty, staff, and peers throughout the course.

Ragging is strictly banned and is a punishable crime under the law. Any student found involved will face strict disciplinary action and legal consequences.

As per UGC rules (2009), all students must submit an online anti-ragging undertaking at www.antiragging.in. No printout or signature is needed.

FEE WAIVER

The tuition fee will be waived for students with disabilities, as well as for the parents or siblings of students with disabilities who have a UDID card or a valid disability certificate and are registered on the UDID portal, regardless of the percentage of disability.

The institution fee will also be waived for one family member (parent or sibling) of a person with 40% or more disability.

PAYMENT OF STIPEND

Sl.No	Programme	Duration of Stipend	Stipend payable per month
1	M.Phil (Rehabilitation Psycholog)	10 months (Per Year)	Rs.10,000/-
2	M.ED Special Education (ID)	10 months (Per Year)	Rs. 5,000/-

COURSES FEE

FIRST YEAR FEE

Sl. No	Name of the Course	Tuition Fee	Caution Deposit Fee	Library Deposit fee	Total Fee
1	M.Phil in Rehabilitation Psychology	37,500	1,500	2,000	41,000
2	PG Diploma in Early Intervention	34,000	1,500	2,000	37,500
3	M.ED Special Education (ID)	34,000	1,500	2,000	37,500
4	B.ED Special Education (ID)	29,000	1,500	2,000	32,500

SECOND YEAR FEE

Sl. No	Name of the Course	Tuition Fee
1	M.Phil in Rehabilitation Psychology	37,500
2	M.ED Special Education (ID)	34,000
3	B.ED Special Education (ID)	29,000

NOTE: The tuition fee for all courses may vary at the time of counselling.

INTAKE

Sl.No	Name of the Course	Intake
1	M.Phil in Rehabilitation Psychology	14+1 (EWS)
2	PG Diploma in Early Intervention	20+2 (EWS)
3	M.ED Special Education (ID)	25+2 (EWS)
4	B.ED Special Education (ID)	30+3 (EWS)

FOR FOREIGN NATIONALS

Five supernumerary seats are available for foreign students. There is no entrance examination; students must apply directly to the Director, University Foreign Relations Office, Osmania University.

AGE:

While no minimum and maximum age is prescribed, preference will be given to those below 35 years of age.

ELIGIBILITY

Sl. No	Name of the Course	Eligibility
1	M.Phil in Rehabilitation Psychology	The minimum educational requirement for admission to this course is an M.A. or M.Sc. degree in Psychology from a university recognized by the University Grants Commission (UGC). Candidates must have secured a minimum of 55% aggregate marks. However, for candidates belonging to the SC/ST category, a minimum of 50% aggregate marks is required.
2	PG Diploma in Early Intervention	Candidates who have passed MBBS, BAMS, BUMS, BHMS, BNYS or an equivalent medical degree; or those with qualifications such as BOT, BPT, BASLP, B.Ed. Special Education or an equivalent degree; or those who have completed B.Sc. Nursing are eligible to apply. Additionally, postgraduates in Psychology, Social Work, Special Education, Child Development or equivalent disciplines may also apply. A minimum of 50% aggregate marks is required for general category candidates, while SC and ST candidates are eligible with a minimum of 45% aggregate marks.
3	M.ED Special Education (ID)	<p>Admission to the M.Ed. Special Education (ID) program is open to candidates who have passed B.Ed. Special Education (ID) with a minimum of 50% marks from a university recognized by the University Grants Commission (UGC) and approved by the Rehabilitation Council of India (RCI). Candidates who have completed a B.Ed. (General) program along with a Diploma in Special Education (ID) recognized by RCI, with a minimum of 50% marks in each course, are also eligible. Additionally, students who have completed a four-year integrated B.A./B.Sc./B.Com. B.Ed. Special Education (with specialization in Mental Retardation/Intellectual Disability), approved by RCI, may apply. Final-year B.Ed. students who are awaiting results can apply provisionally; however, admission will be granted only upon submission of their final mark sheet or passing certificate at the time of counseling.</p> <p>It is important to note that candidates who have specialized in a single disability at the B.Ed. level are eligible to pursue M.Ed. in a multi-category specialization. However, those who have completed B.Ed. in a multi-category format are not eligible for M.Ed. with specialization in a single disability.</p>
4	B.ED Special Education (ID)	Candidates seeking admission must have completed a B.A., B.Sc., B.Com, or an equivalent graduate-level degree, depending on the specific requirements of the course they are applying for, with a minimum of 50% marks in the qualifying examination. Final year students who are currently appearing for their examinations and are awaiting results are also eligible to apply. However, admission will be granted only upon submission of the final passing certificate and marksheet or result at the time of admission counseling. In the case of candidates applying under the Persons with Disabilities (PWD) category, eligibility is strictly limited to those classified as Persons with Physical Handicap (PWPH) with one lower limb affected only. Such candidates must possess independent mobility skills in order to be considered for admission.

ADMISSION PROCEDURE:

Admission is granted based on the merit obtained by the candidates in the entrance examination, followed by counseling/interview conducted as per the rules and regulations of Osmania University. In case of a tie in rank, the order of merit will be decided as follows:

The candidate who has secured a higher percentage of marks in the qualifying examination will be given higher priority.

If the percentage of marks in the qualifying examination is also tied, then the older candidate will be given higher priority.

The entrance examination will be conducted through multiple-choice questions (MCQs) for 100 marks. The syllabus is as follows:

If the number of applications is less than the intake capacity, there will be no entrance examination. In such cases, counseling will be conducted, and admission will be granted based on the qualification merit

MEDIUM OF INSTRUCTION: ENGLISH

NOTE:

ELIGIBILITY CERTIFICATE: Candidates admitted to the course must submit an Eligibility Certificate from Osmania University (applicable to students from institutions other than Osmania University) within 15 days from the date of joining. Failure to submit the certificate will result in cancellation of admission, and the amount paid will be forfeited.

Original certificates deposited will not be released during the course. Students are advised to keep a sufficient number of photocopies before submitting the original certificates to the office at the time of admission.

Candidates once admitted to the course will not be allowed to withdraw under any circumstances. If a candidate still wishes to leave the course for any reason, the total fee and deposits paid will be forfeited.

RESERVATION POLICY:

The institute follows the reservation policy as per the norms of the Central Government.

Sl.No	Category	Percentage wise
1	GEN	50%
2	OBC	27%
3	SC	15%
4	ST	7.5%

For EWS (Economically Weaker Sections) candidates, 10% of the intake capacity shall be reserved as supernumerary seats in all courses.

5% of seats will be reserved for Persons with Disabilities (PwD) under the general reservation category.

ATTENDANCE:

The minimum attendance required for successful registration in the respective semester/year examinations

- 80% of the attendance at theory classes is a must
- 10% attendance can be condoned on certified ill-health
- 15% attendance can be condoned in respect of pregnancy woman
- 90% attendance for all practical

APPLICATION FEE

Sl.No	Name of the Course	Application Fee for General / OBC	Application fee for SC/ST/PwD	Late fee For all categories
1	M.Phil (Rehabilitation Psychology)	1500	1100	200
2	M.ED Special Education (ID)	1500	1100	200
3	P G Diploma in Early Intervention	1500	1100	200
4	B. ED Special Education (ID)	1500	1100	200

APPLICATION SUBMISSION DETAILS – NIEPID

The application form can be downloaded from the official website: www.niepid.nic.in

The duly filled-in application form, along with the requisite documents and application fee, must be submitted on or before the last date of submission to the address provided below.

Sl.No	Schedule	Date
1	Starting of Sale of Application	15.05.2025
2	Last date for submission of Application	25.06.2025
3	Last date for submission of Application (with fine)	30.06.2025
4	Date of Entrance Examination	27.07.2025 (Tentative)

APPLICATION FEE:

A Demand Draft (non-refundable) drawn on any Nationalized Bank in favor of **Director, NIEPID** payable at Secunderabad/Hyderabad should be submitted. The original DD must be submitted along with the application

ENTRANCE EXAMINATION:

The date, venue, and time of the entrance examination will be intimated separately.

SUBMISSION OF CERTIFICATES FOR SELECTED CANDIDATES:

SSC, Intermediate, Caste Certificate, Qualification Memo and Transfer Certificate (T.C.)

SUBMISSION ADDRESS:

The filled in application form should be sent to.

Incharge, Academics

National Institute for the Empowerment of Persons with Intellectual Disabilities
(Divyangjan)
Manovikasnagar
Secunderabad – 500 009
Telangana, India

PART – B

Sl.No	Name of the Course	Page Nos
1	M.Phil in Rehabilitation Psychology	12 – 15
2	PG Diploma in Early Intervention	16 – 19
3	M.ED SE (ID)	20 – 22
4	B.ED SE (ID)	23 - 28

M.Phil in Rehabilitation Psychology

ABOUT THE COURSE AND ITS GENERAL OBJECTIVES

M.PHIL IN REHABILITATION PSYCHOLOGY:

The course is designed to create a group of highly competent professionals/specialists at the master trainer level in the field of Rehabilitation Psychology.

Rehabilitation Psychology is emerging as a strong and dynamic discipline in the area of disability rehabilitation, although it is yet to be established in a fully organized manner. Therefore, there is a fundamental need to train professionals with a high level of competence.

Rehabilitation Psychologists qualified at the M.Phil level can conduct a large number of long-term training programs at various levels to deliver services in the field of disability. This will help meet the growing demand for rehabilitation professionals and personnel in the country.

As part of human resource development and the creation of skilled manpower in the field of disability, the M.Phil in Rehabilitation Psychology program was started. The course is modeled after the M.Phil program in Clinical Psychology offered by NIMHANS and the Central Institute of Psychiatry, Ranchi. This model has stood the test of time and is perhaps the only available framework in India for advanced studies for those who already hold a Master's degree in Psychology or an equivalent qualification.

This course is different from the regular M.Phil course, which has been discontinued under the NEP 2020. Therefore, the pattern of teaching and examination will vary. The regular M.Phil course was academic and research-oriented, while this course emphasizes practical experience in Rehabilitation Psychology. Graduates of this course can work as practitioners and master trainers in the field.

OVERALL AIM AND GENERAL OBJECTIVES OF THE COURSE

AIM:

The aim of the M.Phil. in Rehabilitation Psychology course is to develop professionals with strong skills to work as master trainers and specialists in the field of disability.

GENERAL OBJECTIVES:

The course is structured as a rigorous two-year program that includes in-depth theoretical knowledge and hands-on practical training in disability rehabilitation.

The role of a rehabilitation psychologist combines three key areas: Clinician, Counsellor, and Social/Community Psychologist.

UPON COMPLETING THE COURSE, TRAINEES ARE EXPECTED to:

- Identify and screen individuals with disabilities at an early stage.
- Carry out detailed psychological assessments and diagnoses.
- Use psychological methods and techniques in the rehabilitation of persons with disabilities.
- Support the social and community inclusion of persons with disabilities.
- Conduct research in the field of disability and rehabilitation psychology.
- Take on teaching roles in rehabilitation psychology.

COURSE CONTENT:

Part – I (I Year)

Group – “A”

Paper – I	:	Psychosocial Perspectives of Disability
Paper – II	:	Biological Perspectives of Disability
Paper – III	:	Statistics and Research Methods
Practical	:	Psycho diagnostic Assessments of Persons with Disability and Viva Voce

Group – “B”

Submission	:	Five full-length Psycho diagnostic Assessment of Persons with Disability. The records should include a summary of the clinical history organized under relevant headings, and a discussion on. a) rationale for psychological assessments, b) areas to be investigated, c) tests administered and their rationale, d) test findings and e) impression.
------------	---	---

Part – II (II Year)

Group – “A”

Paper – I	:	Psychological Interventions
Paper – II	:	Behavioral Interventions
Paper – III	:	Community – Based Rehabilitation
Practical	:	Psychosocial Interventions for Persons with Disability and Viva Voce

Group – “B”

Submission	:	Five fully worked-out Psychosocial Interventions Records of Persons with Disability. The records should include a summary of the clinical history organized under relevant headings, and a discussion on. a) reasons for intervention(s), b) areas to be focused including short and long-term objectives, c) approach and technique/s of intervention employed and rationale, d) interventions processes, e) changes in therapy or objectives, if any, and reasons for the same, f) outcome, g) integration strategies employed, h) future plans
------------	---	---

Group – “C”

Dissertation	:	Every student has to take up a research project on a topic of practical relevance and undertake the study using appropriate research methodology and statistical analysis and submit the project report. Submission of the project work is essential before appearing for the final examinations.
--------------	---	---

M.PHIL IN REHABILITATION PSYCHOLOGY

SYLLABUS FOR ENTRANCE EXAMINATION

Total Marks: 100

	Area	Topics
Part – A	Psychology	Psychological Assessment, Learning Theories, Developmental Psychology, Personality Development, Group Dynamics, Counseling Behaviour Modification & Statistics
Part – B	Disability	PWD Acts, Diagnostics criteria about disability, Schemes and benefits for persons with disability, Intervention Strategies.
Part – C	General Mental Ability	Reasoning ability, Numerical ability, Analytical ability, & problem solving.

&&&

Post Graduate Diploma in Early Intervention

ABOUT THE COURSE:

The rapid advances in medical technology have significantly increased the survival rate of high-risk babies. However, this has led to a growing number of babies who may experience developmental delays and disabilities. Therefore, it is of utmost importance to focus on the prevention aspects of disabilities. If a baby is born with or is developing an impairment or disability, it is crucial to identify such infants with problems at the earliest stage and provide rehabilitation services to enhance their development and quality of life. Early rehabilitation services are critical in this regard and constitute early intervention services.

The PWD Act, 1995, and the Revised Persons With Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act, 2016, have made provisions for the prevention, early identification, and intervention for these infants and young children. Early intervention is still in its infancy in our country, with far too few and scattered centers offering these services. One major hurdle in the development of these services is the lack of trained personnel. To ensure that these services reach underserved areas, the vital step is to focus on human resource development in this field.

India, being a vast country, faces challenges in providing highly specialized services, especially in rural areas, at the outset. Therefore, it is imperative to develop a single-window mode of delivery for early intervention services. This course focuses on preparing professionals who are qualified to intervene in the highly specialized field of early intervention with very young infants and toddlers.

The training program is designed to prepare professionals to provide quality services to infants and toddlers who are disabled or at risk, along with supporting their families. Students are trained to fulfill the following roles:

- a) Interventionists who deliver services to children and their families
- b) Program coordinators and supervisors in service delivery
- c) Collaborators with inter-agency, interdisciplinary professionals for effective service delivery

PROGRAM OBJECTIVES:

To equip professionals with the skills to assess, plan, and implement early intervention for infants and toddlers at risk and/or with developmental delays.

To develop competencies in organizing early intervention services.

To impart techniques for working with families and communities for effective intervention.

To develop competency in report writing, record maintenance, and communication.

To facilitate and integrate children into community programs and family-guided intervention.

SCOPE:

Professionals have the opportunity to work in:

Pediatric units of hospitals, pediatric clinics, child guidance clinics, at-risk follow-up clinics, child development centers, rural primary health centers, and district health centers.

Comprehensive rehabilitation centers and service centers for individuals with visual impairment, hearing impairment, intellectual disabilities, cerebral palsy, and locomotor disabilities.

Early intervention centers, pre-school programs, and nursery programs.

Early interventionists under NRHM/NUHM of the National Health Mission.

COURSE CONTENT:

Theory:	Paper	Title
	I	Neurobiology
	II	Child Development
	III	Physical and Occupational Therapy
	IV	Speech Language and Communication
	V	Family and Community
Practical:	Paper	Title
	I	Case History Taking and Developmental Assessments
	II	Therapeutics
	III	Individualized Family Assessment and Intervention
	IV	Individualized Early Intervention Programming (IEIP)

ENTRANCE EXAMINATION SYLLABUS:

CHILD DEVELOPMENT – 50 marks

- Stages of child development
- Theories of child development, developmental milestones
- Aspects of all areas of development (sensory motor, speech and hearing, cognitive, social emotional)
- Learning & teaching aspects
- Gross motor, fine motor development, play & types
- Principles of child development
- Prevention (primary, secondary and tertiary) & causes (Prenatal, Natal and Post Natal) of disability.

DISABILITY REHABILITATION – 50 marks

- Disabilities and its types
- Government legislations, acts, policies, schemes & benefits for persons with disabilities, RPWD Act 2016 & NEP 2020
- Barrier-free environment
- Apex organizations working in the field of Disabilities in India (National Institutes & CRCs)
- International legislations (UNCRPD, Incheon etc.)
- Aids & Appliances for persons with disabilities, educational, psychological & therapeutic equipment
- Community-based Rehabilitation.

&&&

M.ED Special Education (ID)

M.ED SE (ID) COURSE:

Special Education is an emerging field, and there is a growing need for human resources in this area. With the Rights of Persons with Disabilities Act, 2016 mandating the right to education for every child with a disability, the role of special educators has become even more significant, addressing the life span needs for independent living and ensuring a quality life.

In response to the need for special education teachers/educators at various levels, the Master's level program, i.e., the M.Ed Special Education (Intellectual Disabilities) course, has been launched in affiliation with Osmania University and with approval from RCI. The course duration is 2 years (4 semesters), following NCTE norms. In the current scenario, special educational services in the country consist of special schools, special classes in regular schools, inclusive schools, and community-based programs. All special education programs require qualified human resources to deliver quality services in these educational settings. To meet this need, qualified M.Ed Special Education (ID) professionals can serve as master trainers, teaching special educators undergoing training at the diploma or graduate levels in special education (ID).

OBJECTIVES

Upon completion of the course, the student will be able to:

- i) Function as a teacher educator and faculty member in teacher training courses.
- ii) Function as a researcher in the field of disability rehabilitation and special education.
- iii) Function as an educational program planner in general, inclusive, and special schools.
- iv) Function as a school administrator and program head.
- v) Function as a curriculum developer.

COURSE CONTENT:

COURSE CONTENT: SEMESTER I		SEMESTER II	
CODE	COURSE TITLE	CODE	COURSE TITLE
A1	Developments in Education and Special Education	A2	Psychology of Development and Learning
A3	Research Methodology and Statistics	A4	Curriculum Design & Development
B8	Identification, Assessment and Needs of Persons with Intellectual Disability	A5	Inclusive Education
B9	Curriculum And Teaching Strategies for Persons with Intellectual Disability	B11	Therapeutics and Assistive Devices
E1	Teaching Practice	E2	a) Preparation & Administration of Teacher Made Test (TMT) b) Case Work

SEMESTER III		SEMESTER IV	
CODE	COURSE TITLE	CODE	COURSE TITLE
A6	Perspectives in Teacher Education – In-service & Pre-service	D	Dissertation
A7	Educational Evaluation		
B10	Adulthood and Family Issues	F2	Field Engagement/Internship
	ELECTIVE COURSES (Any One):		
C12	Educational Management		
C13	Educational Technology		
C14	Guidance and Counselling		
D	Dissertation		
F1	Internship as a Teacher Trainer		

HEALTH:

Candidates are required to declare their health status in the application in case of pregnancy, infectious diseases, chronic health problems or suffering from any psychiatric problem. If the candidate is unable to complete course requirement due to health problems, then NIEPID reserves the right for termination from admission to M.Ed Spl.Edn.(ID).

&&&

B.ED Special Education (ID)

ABOUT THE COURSE:

B.Ed. Special Education (Intellectual Disability) is a course affiliated to Osmania University and approved by the Rehabilitation Council of India. Indian school system is as vibrant and dynamic as is Indian Society. Both, Indian society and the Indian school system are full of strengths and challenge the essence of diversity. Coming together with diverse background is part of our growing up and our functioning in the society as adults. 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.

The current curriculum of B.Ed Special Education is revisited to empower the special teachers/educators to ensure education of students 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), RPWD ACT (2016), 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 as a classroom teacher, resource teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.

OBJECTIVES OF THE COURSE:

The B.Ed. Special Education (Mental Retardation/ Intellectual Disability) programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open school and Home Based Education). This course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with Intellectual disability as well as all other children and thus being teachers for all children. After the completion of the course 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.

SCOPE:

The above functions are envisaged keeping in mind the National Policy on Education 1986, which states (1) children with mild disabilities will be in regular schools, (2) children with severe disabilities will be in special schools, (3) vocationalization of education should be considered in school level, (4) teacher training programmes should be re-oriented to include children with special needs and (5) voluntary efforts must be encouraged. This being the case, the above programme will prepare teacher who can work effectively as resource room teachers in regular school and will also have the competencies to teach children with all disabilities in inclusive setups

Further, the experience shows that the regular schools have been reluctant in starting resource rooms because of lack of trained manpower. This may also help in having a wider scope of employment of the special education teacher in the regular educational setting to act as a resource teacher. The course content includes organization and administration skills, thus preparing them to be in the position of Incharge of special schools. The curriculum also covers pre-vocational areas and involvement in community, thus preparing the teacher to plan for total educational programming for persons with mental retardation in the school going age

ELIGIBILITY CRITERIA:

Candidates seeking admission must have completed a B.A., B.Sc., B.Com, or an equivalent graduate-level degree, depending on the specific requirements of the course they are applying for, with a minimum of 50% marks in the qualifying examination. Final year students who are currently appearing for their examinations and are awaiting results are also eligible to apply. However, admission will be granted only upon submission of the final passing certificate and marksheet or result at the time of admission counseling. In the case of candidates applying under the Persons with Disabilities (PWD) category, eligibility is strictly limited to those classified as Persons with Physical Handicap (PWPH) with one lower limb affected only. Such candidates must possess independent mobility skills in order to be considered for admission.

COURSE CONTENT:

AREA A: CORE COURSES

A1: Human Growth and Development

A2: Contemporary India and Education

A3: Learning, Teaching, and Assessment

A4: Pedagogy of Teaching (Special Reference to Disability) – Any one:

Part I: Science

Part II: Mathematics

Part III: Social Studies

A5: Pedagogy of Teaching (Special Reference to Disability) – Any one:

Part IV: Hindi / Regional Language

Part V: English

AREA B: CROSS DISABILITY AND INCLUSION

B6: Inclusive Education

B7: Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

B8: Introduction to Neurodevelopmental Disabilities (LD, ID, ASD)

B9: Introduction to Locomotor and Multiple Disabilities (CP, MD)

B10: Skill-Based Optional Course (Cross Disability and Inclusion) – Any one:

A: Guidance and Counseling

B: Early Childhood Care and Education

C: Applied Behavioral Analysis

D: Community-Based Rehabilitation

E: Application of ICT in the Classroom

F: Gender and Disability

G: Braille and Assistive Devices

B11: 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 Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

(Specific Disability Area for Specialization: HI / LD / ID)

C12: Assessment and Identification of Needs of Persons with HI/LD/ID

C13: Curriculum Designing, Adaptation, and Evaluation for Persons with HI/LD/ID

C14: Intervention and Teaching Strategies for Persons with HI/LD/ID

C15: Technology and Disability

C16: Psychosocial and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Where applicable, specific reference to disability will be included)

D17: Reading and Reflecting on Texts

D18: Drama and Art in Education

D19: Basic Research and Basic Statistics

AREA E: PRACTICALS RELATED TO DISABILITY

E1: Cross Disability and Inclusion (Related to Area B)

E2: Disability Specialization (Related to 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 Areas B and C)

ENTRANCE EXAMINATION:

The schedule for the entrance examination will be announced at a later date. The venue and time of the examination will be communicated separately.

The entrance examination will carry a total of 100 marks and will have a duration of 90 minutes. The question paper will consist of objective-type questions covering the following areas:

- (i) General Mental Ability
- (ii) General Knowledge
- (iii) General English
- (iv) Broad aspects of General Education and Special Education

Selection of candidates will be based on merit.

Candidates who are appearing for or have appeared in their final degree examination and are awaiting results at the time of application must submit a certificate to this effect from the Principal or Head of their college. However, they must produce documentary evidence of having passed the qualifying examination, along with an attested photocopy of the marks sheet showing the percentage of marks obtained, at the time of counseling. Failure to do so will result in disqualification, and their performance in the entrance examination will not be considered.

Admission will be provisional and subject to approval by Osmania University regarding recognition of the qualifying examination, and submission of the Transfer Certificate and Migration Certificate..

&&&