

14	Norms set by it for the discharg of its functions	Conducting of 12 long term courses including Regional Centres at Delhi, Mumbai and Kolkata and short training programmes about 70. The details are enclosed at <b>Annexure 'A'</b>
	15.1 provide the details of the Norms/Standards set by the department for execution of various activities/programmes	
15	Information available in an electronic form	Regarding long term courses and short term training programems information are available through the following website and advertisement in leading News Papers <a href="http://www.nimhindia.org">www.nimhindia.org</a> .
	16.1 Provide the details of the informaton related to the various schemes which are available in the electronic format	
16	Particulars of the facilities available to citizens for obtaining information	The following facilities available to public:  <ul style="list-style-type: none"> <li>- Documentation and Dissemination</li> <li>- Services and Programming</li> <li>- Speical Education Centre for MR Children</li> <li>- Family cottage for home training</li> <li>- Respite Care Centre</li> </ul>
	17.1 Means, methods or facilitation available to the public which are adopted by the department for dissemination of information	<b>Research and Development</b>  <ul style="list-style-type: none"> <li>- Projects completed – 55; on going-12, Publications 86 (multilingual)</li> <li>- Publications in reputed National and International Journals by faculty -35</li> <li>- International collaboration with USAID, UNICEF, UNDP, WHO, US India Rupuee Fund (Indo-US S&amp;T Forum)</li> <li>- Systematic documentation and</li> </ul>

		<p>technology transfer</p> <ul style="list-style-type: none"> <li>- Networking with NGOs</li> <li>- Impact and evaluation system</li> </ul> <p><b>Information Science</b></p> <ul style="list-style-type: none"> <li>- Digitization, online subscription, internet and LAN</li> <li>- Enhanced capacity of Library</li> <li>- Collection of 10,000 books and subscription of 32 National and 45 International Journals</li> </ul> <p><b>Information &amp; Communication Technology (ICT)</b></p> <p>NIMH has established an ICT Lab for R&amp;D and HRD. It has tele-rehabilitation, teleconferencing and reach out programmes</p>
17	<p>Other Useful information</p> <ul style="list-style-type: none"> <li>a) Frequently Asked Questions and their Answers by Public</li> <li>b) Related to seeking information</li> </ul>	

**NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD**

Manovikasnagar, Secunderabad – 500 009

(Ministry of Social Justice &amp; Empowerment, Govt. of India)

An ISO 9001:2008 Certified Institute

**ABOUT THE INSTITUTE:** The National Institute for the Mentally Handicapped, established in 1984 has 12 different long-term programmes recognized by RCI and affiliated to different Universities. NIMH has organized many international and national conferences. It has a team of highly qualified faculty members and specialists of various disciplines who are engaged not only in these HRD activities but also in the research and development programmes, some of which are in collaboration with international organizations.

**OBJECTIVES:** Human Resource Development . Research and Development . Services models . Documentation and Dissemination . Consultancy. Extension and Out Reach programmes.

**Details of the courses are as follows:**

Sl.No	Name of the Course	No. Of Centres	No. of seats 2010-11	Recognitio n / Affiliation	Duration	Eligibility Criteria
1.	<b>M. Phil in Rehabilitation Psychology</b>	NIMH, Secunderabad	<b>15</b> Gen: 8 OBC: 3 SC: 2 ST: 1 PH: 1	Osmania University	2 Years	Minimum educational requirement for admission to this course will be M. A/M.Sc. degree in Psychology from a University recognized by the UGC with a minimum of 55% marks in aggregate. For SC/ST/OBC category, minimum of 50/% marks in aggregate is essential.
2.	<b>M. Phil Special Education.(Mental Retardation)</b>	NIMH, Secunderabad	<b>13</b> Gen: 6 OBC: 3 SC: 2 ST: PH: 1	Osmania University	1 Year	Minimum educational requirement for admission to this course will be M. Ed Spl. Edn. (MR)

3.	<b>Master in Disability Rehabilitation Administration</b>	NIMH, Secunderabad	<b>15</b> Gen: 9 OBC: 3 SC: 2 ST: 1 PH: -	J.N.T. University	2 Years	<p>The candidates should have a Bachelor's degree or equivalent in disability rehabilitation recognized by Rehabilitation council of India and/ or Medical council of India with a minimum of 50% marks.</p> <p>The candidate should have a Masters degree from any recognized University/ or accredited body in the fields of Psychology, social work, management, social welfare, or any other allied field( in the opinion of the institute with a minimum of 50% marks.</p> <p>The candidate should have a Masters degree in any discipline followed by 2 years of professional experience in any organization or related disability rehabilitation.</p>
4.	<b>M. Sc Disability Studies(Early Intervention)</b>	NIMH, Secunderabad	<b>15</b> Gen: 9 OBC: 3 SC: 2 ST: 1 PH: -	Osmania University	1 Year	<p>The candidate should have a degree from recognized university in the following course.</p> <ul style="list-style-type: none"> <li>. MBBS, BUMS, BAMS, Naturopathy, BHMS,</li> <li>. BMR, BRS(MR), BRT, BOT, BPT, B. Sc. (HLS), PGDEI, Masters in child Development , M. Phil Psychology.</li> </ul> <p>The candidate should have secured 50% aggregate marks in the qualifying degree examination in case of general candidates and 45% marks in case of SC and ST candidates</p>

5.	<b>M. Ed Special Education (MR)</b>	NIMH, Secunderabad	<b>32</b> Gen: 18 OBC: 7 SC: 4 ST: 2 PH: 1	Osmania University	1 Year	(a) A candidate who has successfully passed B. Ed (Special Education) from a recognized university or any other degree considered equivalent to B.Ed (Special Education) from an affiliating university and/or teaching department under any university recognized by U.G.C. (b) A candidate who has successfully passed the B.Ed (General) course and has successfully completed a one year Diploma Course in Special Education recognized by the Rehabilitation Council of India.
6.	<b>B.Ed Special Education(MR)</b>	NIMH, Secunderabad	<b>25</b> Gen: 14 OBC: 5 SC: 3 ST: 2 PH: 1	Osmania University	1 Year	Candidates who have passed BMR or BRS (MR), B.Sc., B.A./B.Com or equivalent examination of Osmania University or any examination recognized by Osmania University as equivalent there to, with 50% aggregate marks in optional in case of general candidates and candidates with Physical Handicap, and 40% marks in optional in case of Schedule Cast and Schedule Tribe candidates are eligible to apply for this course.
7.	<b>PG Diploma in Early Intervention (PGDEI)</b>	NIMH, Secunderabad	<b>15</b> Gen: 9 OBC: 3 SC: 2 ST: 1 PH: -	Osmania University	1 Year	Candidates who have passed Medicine (MBBS), BMR or BRS (MR), Masters in Child Development, Bachelors in OT, PT, ST, Masters in Child psychology with 50% aggregate marks in case of General candidates and 40% marks in case SC and ST candidates are eligible to apply for this course.

8.	<b>Diploma in Early Childhood Special Education (DECSE)(MR)</b>  (Conducted at 3 centers)	3 Centres through out India 1 NIMH, Hq 1 Regional centre 1 Supported centre	<b>25</b>	RCI	1 Year	Admissions through Online Entrance Examination conducted by RCI. Candidates who have passed 10+2 qualification (Science / Arts / Commerce )
9.	<b>Diploma in vocational Rehabilitation (DVR(MR))</b>  ( Conducted at 6 Centers)	6 Centres through out India 1 NIMH, Hq 1 Regional Centre 2 Supported centres 2 Affiliated centres	<b>25</b>	RCI	1 Year	Admissions through Online Entrance Examination conducted by RCI. Candidates who have passed 10+2 qualification (Science / Arts / Commerce )
10.	<b>Diploma in Community Based Rehabilitation. (DCBR(MR))</b>	NIMH, Secunderabad	<b>25</b>	RCI	1 Year	Admissions through Online Entrance Examination conducted by RCI. Candidates who have passed 10+2 qualification (Science / Arts / Commerce )
11.	<b>D.Ed Spl.Edn (MR)</b>	RC, Delhi RC, kolkata	<b>25</b> <b>25</b>	RCI	2 years	Minimum educational requirement for admission to this course is successful completion of 10+2 or equivalent examination in any stream. Candidate should not be more than 35 years

12.	<b>B.Ed Spl. Education(MR) Distance Mode</b>	RC, Delhi RC, Mumbai RC, Kolkata	<b>80</b>	RCI	2Years	Minimum Eligibility Conditions : The applicant should : <ol style="list-style-type: none"> <li>1. Have a Bachelor Degree from any UGC recognized University; and</li> <li>2. fulfill any one of the following conditions:  <ol style="list-style-type: none"> <li>(i) be a parent of a child with disability</li> <li>(ii) be a person with disability</li> <li>(iii) possess a RCI recognized Diploma in Special Education (DSE)</li> <li>(iv) have undergone Bridge Course of RCI</li> <li>(v) have completed the RCI recognized Foundation course (FC-SEDE) conducted by MPBOU</li> <li>(vi) have a minimum of two years' experience in a special school environment in any disability area.</li> </ol> </li> </ol> <p>After his/her graduation.</p>
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**Scope and Prospects :**

**M.Phil in Rehabilitation Psychology :**

The course is organized as rigorous two-year programmed with extensive theoretical inputs and intensive practical skills in disability rehabilitation.

The function of rehabilitation psychologist will involve a convergence of three rolls, namely, clinician, counselor, and social/ community psychologist

On completion of the course the trainees are expected to perform the following functions:

- Screening and early identification of persons with disabilities
- Comprehensive psychological assessment and diagnosis of persons with disabilities.
- Apply psychological principals and techniques in rehabilitations of persons with disabilities
- Work towards social and community integration of persons with disabilities
- Undertake research in the areas of disability and rehabilitation psychology
- Undertake teaching assignments in rehabilitation psychology

### **M.Phil in Special Education(MR):**

M.Phil Special Education (Mental Retardation) is a course affiliated to Osmania University and approved by the Rehabilitation Council of India. Special education is an emerging field with the human resource requirement having increased in the past decade. The persons with Disabilities (Equals Opportunities, Protection of Rights, and Full participation) Act, 1995 provides for education as a right of every child with disability and the role of special educators has further been emphasized. hence, the establishment of teacher training centers has been realized by the govt and NGO's . Based on the changing trends in the philosophy of education of persons with mental retardation, research in the field of mental retardation is warranted and undertakes such activities qualified professional are required. The M.Phil Special Education (Mental Retardation) programme prepares candidates to take up research and training of manpower in the field of mental retardation.

### **Master in Disability Rehabilitation Administration (MDRA) :**

The MDRA programme has been designed to instill and develop theoretical and practical knowledge. It will also stress on the technical and human components to develop the necessary leadership qualities and values to the trainees. It is felt that the platform for these contents should be to a higher level, on par with management programmes in other sectors like corporate, hospitality, and other service sectors.

The role of a disability rehabilitation administrator is multi-dimensional. He has to converge many roles like those of organizing disability rehabilitation programmes, project management, environmental and community management, organization development and HR, finance and accounts, information technology, rehabilitation policies and law, human rights, performance management and R&D management.

### **M. Sc (Disability Studies) (Early Intervention):**

Prevention, early Identification and Early Intervention are of utmost importance in the field of disability. Children with developmental delays require a holistic transdisciplinary approach covering therapeutic inputs, medical, child development and family intervention services. The professional rendering services to children with developmental delay in early stages of life require specialized training inputs. Keeping this in view, a Master Level Course titled “M. Sc Disability (Early Intervention)” has been designed and launched. The professional completing this two years course will have a scope of working as a team leader in pediatric units of hospitals, child guidance clinics, at risk baby clinics, child development centers, early interventions centers. The professional will be involved in providing services, planning, policymaking and implementation of comprehensive rehabilitation services to having developmental delays. This course is affiliated to Osmania University, Hyderabad.

### **M. Ed Spl. Edn (MR):**

The M. Ed. Special Education (Mental Retardation) has been launched. If we look at the scenario of educational services in the country, we have a large number of special schools, special classes and regular schools, integrated schools, inclusive education and special education programming in community based setting. The M.Ed. Special Education (Mental Retardation), aims at trainings special educators to work with children’s having mental retardations, in different settings as mentioned above. A person qualified in M. Ed. Special Education (MR), can serve as master trainer to teach special educators undergoing training at diploma or graduation levels in special education (MR). In addition they can assume the role of researches, leaders, capacity builders, developer and catalysts in the area of special education (MR).

### **B.Ed Special Education (MR):**

National Policy on Education 1986, 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 teacher in regular school and will have the competencies to teach children with mild disabilities.

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 recourse 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 thus preparing the teacher to plan for total educational programming for persons with mental retardation in the school going age.

### **PG Diploma in Early Intervention (PGDEI):**

Children with developmental delays will show significant improvement if they are detected early and professional services rendered at an early age. These services are trans-disciplinary in nature and holistic in approach covering child development, physiotherapy, occupational therapy, speech therapy and family intervention. This course is affiliated to Osmania University, Hyderabad.

The professionals have a scope of working in

- ◆ Pediatric units of hospitals, pediatric clinics, child guidance clinics, at risk baby follow up clinics, child development centers, rural primary health centers and district health centers.
- ◆ Comprehensive rehabilitation centers, service centers for persons with visual impairment, hearing impairment, mental retardation, cerebral palsy and locomotor disability.
- ◆ Early intervention centers, pre-school and nursery programmer.

### **Diploma in Early childhood Spl.Education (DECSE (MR)):**

Early Childhood Special Education (ECSE) focuses on children below 6 years of age and has various modes and approaches in imparting training based on the ability of the target group. This could be home based training, centre based training, placement in regular pre-schools, Anganwadis or Balawadis. This demands training of human resources suitable to reaching out to the families by being a home visitor or itinerant teacher, to manage children with disabilities in regular or special pre-schools. The early childhood special educator is also expected to work as a member in a multi-disciplinary team for designing and managing the curriculum, to enhance inclusion of the children with disabilities. Diploma in Early Childhood Special Education offered at NIMH, Secunderabad, is designed to meet these requirements.

### **Diploma in vocational Rehabilitation (DVR(MR)):**

This course is designed to provide services of vocational training and employment guidance suitable to the persons with mental retardation to develop the following competencies:

- Identify and assess the readiness of persons with mental retardation to be vocationally trained and employed.
- Develop appropriate work behaviour in the persons with mental retardation.
- Manage problem behaviours,
- Develop work skills and to assess them,
- Be conversant with task analysis and job simplification,
- Set up appropriate work stations,
- Counsel the persons with mental retardation, case givers' and society.
- Assist and set up vocational training and employment facilities for the persons with mental retardation.

### **Diploma in Community Based Rehabilitation (DCBR):**

This course will focus on development of Community Based Rehabilitation (CBR) management programmes, human resource development training, education, rehabilitation, employment and social development of persons with disabilities. It will promote and conduct research in all areas relating to CBR field management techniques in the area of disability. It will also focus on developing trans-disciplinary models and strategies for social rehabilitation to meet the needs of diverse groups of people with disabilities.

### **D.Ed Special Education (Mental Retardation):**

As a part of the training programme, the NIMH, Regional Centre, New Delhi offers a two years Diploma in Education. Special Education (Mental Retardation), recognized by Rehabilitation Council of India. The aim of this course is to prepare the trainee teacher to screen, assess, educate and train persons with mental retardation individually or in group setting.

### **Admission Procedure Based on Eligibility:**

Admissions are made on the basis of academic qualifications required and in accordance with the prevailing rules of the Institute and the affiliated Universities. Seats are reserved for Scheduled Caste (SC) / Scheduled Tribes (ST) / Physically Handicapped (PH) candidates as per the Central Government rules.