

REHABILITATION COUNCIL OF INDIA

Revised Notification

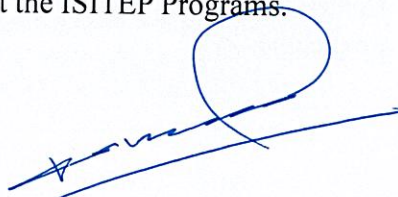
New Delhi, 01 June 2024

F.No.:7-91/Policy/RCI/2024-In exercise of the powers conferred by Rehabilitation Council of India Act 1992 which provides for regulating and monitoring the training of rehabilitation professionals and personnel. This notification for **Integrated Special and Inclusive Teacher Education (ISITEP)** issued in June 2024 will be applicable for the academic session 2024-25.

1. Short title and Commencement – (1) These regulations may be called the Rehabilitation Council India for Integrated Special and Inclusive Teacher Education (ISITEP).

2. Preamble:

- 2.1 The Special and Inclusive teacher (hereafter referred to as teacher) must be at the centre of the fundamental reforms in the education system. The ISITEP shall be offered after Senior Secondary (+2) or its equivalent examination or as per NEP 2020 structure 5+3+3+4 of schooling. It integrates everything to empower teachers and help them to do their job as effectively as possible. In addition, the integration of disciplinary and professional knowledge caters to the requirement to recruit the very best and brightest for the teaching profession at all levels (5+3+3+4).
- 2.2 The ISITEP programme emphasizes on preparing teachers as envisaged in Pedagogical and Curricular restructuring of school education under NEP 2020. Apart from preparing teachers for the school education system in the country, the disciplinary knowledge gained in different subjects would help the student-teachers to gain in-depth knowledge in their specific subject(s) which would ensure admission to higher studies in that disciplinary stream and for higher professional qualification.
- 2.3 The ISITEP aims at the dual purpose of providing student teachers disciplinary knowledge along with the professional knowledge in an integrated manner. Since the program will be equivalent to an Undergraduate Degree (B.Sc./B.A./ B.Com.) and Special and Inclusive Degree, the curriculum of this program includes different courses and activities essential for both the degrees.
- 2.4 The ISITEP will be offered by multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'). The ISITEP will be a dual-major holistic Bachelor's degree. This programme will prepare special and inclusive teachers for the new curricular and pedagogical structure of school education as reconfigured, to make it responsive and relevant to the developmental needs and interests of learners with disabilities at different stages of their development, corresponding to the stages like Foundational, Preparatory, Middle and Secondary guided by the 5+3+3+4 design.
- 2.5 The ISITEP shall be in multi and inter disciplinary academic environment and shall be implemented in a phase wise manner commencing in a pilot mode. The programme shall permit sharing of existing physical resources of other departments of the university / HEIs. The standalone colleges have to follow the guidelines of the affiliating Universities to full fill the eligibility requirements to conduct the ISITEP Programs.



2.6 The annual performance appraisal report shall be submitted by the HEIs, in the customized format for ISITEP provisioned by the respective universities/institutions, within 1 (one) month after completion of the academic year. Inspection shall also be conducted, based on a suitable proforma developed by RCI, which will determine extension/ withdrawal of recognition.

2.7 ISITEP shall be implemented in a phase wise manner starting from piloting in multidisciplinary HEIS/TEIs and thereby country wide expansion as per NEP 2020 timeframe.

3. Duration and Working Days:

(a) Duration: The ISITEP shall be of four academic years comprising of eight semesters including internship (field-based experiences and practice teaching). Any student-teacher both special and inclusive who is unable to complete any semester or appear in any semester-end examination, shall be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

(b) Working Days:

(i) In a semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations.

(ii) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.

4. The minimum attendance of student-teachers both special and inclusive shall have to be eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice separately.

5. Intake:

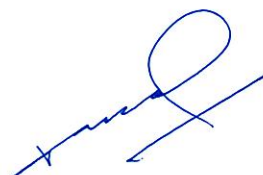
(a) The basic unit shall comprise of maximum of 30 student-teacher in each discipline/specialization.

(b) The institution shall be permitted to opt for one or more streams of either Arts Stream or Science Stream or Commerce Stream. The institution shall also be permitted to opt for one or more units being appropriate, in case the institution is eligible for the same.

6. Eligibility:

(a) Candidates with a minimum of fifty percent marks in Senior Secondary or plus two examination or its equivalent (under 5+3+3+4 pattern) from a recognized board are eligible for admission.

(b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination (under 5+3+3+4 pattern) and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Persons with Disabilities or Economically Weaker Section and any other categories shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.



7. Admission Procedure:

As per affiliating university/university norms.

8. Fees:

As per affiliating university/university norms.

9. Curriculum and Programme Implementation:

The following will be notified by RCI in due course of time before the commencement of the programme in 2024 for the academic session 2024-25.

(i) Assessment and Evaluation

(ii) Staff

(iii) Faculty recruitment & qualifications

(iv) Administrative and Professional Staff

(v) Terms and Conditions of Service of Staff

(vi) Infrastructure facilities

(a) Land and Building

(b) Instructional facilities

(c) Physical resources in other departments / University / College that can be shared by the programme.

(d) Details of barrier free environment

(e) The institution must adhere to safety guidelines as prescribed by National Disaster Management Authority (NMDA)

10. Managing Committee - The institution shall have a Managing Committee constituted as per the rules of the affiliating University or concerned State Government, if any. In the absence of such rules, the institution shall constitute a Managing Committee on its own. The Committee shall comprise of the representatives of the sponsoring society or trust, academicians/ educationists, representatives of the affiliating University/Body and of Persons with disabilities and of the staff.

11. Key Design Elements of ISITEP

Broad Structure of ISITEP: The ISITEP is of four years duration across eight semesters of study. It is a dual-major bachelor's degree programme, with one major in Special & Inclusive Education and the other in a disciplinary / interdisciplinary branch of knowledge. In addition, the programme seeks to develop among student-teachers an ethic of social engagement, and capacities such as problem solving, critical thinking, creative thinking,



communication skills, ethical and moral reasoning etc. that are necessary for preparing competent teachers.

Stage Specific Specialization:

- (i) ISITEP with Foundational Stage & Disability wise/Inclusive Education Specialization
- (ii) ISITEP with Preparatory Stage & Disability wise/Inclusive Education Specialization
- (iii) ISITEP with Middle Stage & Disability wise/Inclusive Education Specialization
- (iv) ISITEP with Secondary Stage & Disability wise/Inclusive Education Specialization

12. Nomenclature of Degree Awarded: ISITEP is a Dual-Major programme with School Stage specialization, it will lead to the award of one of the following Degrees, depending on the chosen discipline of study and Stage Specific specialization.

B.A.B.Ed. (Special & Inclusive Education) (Foundational Stage with Major in ASD/HI/ID/LD/MD/VI)	B.A.B.Ed. (Special & Inclusive Education) (Preparatory Stage with Major in ASD/HI/ID/LD/MD/VI)	B.A.B.Ed. (Special & Inclusive Education) (Middle Stage with Major in ASD/HI/ID/LD/MD/VI)	B.A.B.Ed. (Special & Inclusive Education) (Secondary Stage with Major in ASD/HI/ID/LD/MD/VI)
B.Sc.B.Ed. (Special & Inclusive Education) (Foundational Stage with Major in ASD/HI/ID/LD/MD/VI)	B.Sc.B.Ed. (Special & Inclusive Education) (Preparatory Stage with Major in ASD/HI/ID/LD/MD/VI)	B.Sc.B.Ed. (Special & Inclusive Education) (Middle Stage with Major in ASD/HI/ID/LD/MD/VI)	B.Sc.B.Ed. (Special & Inclusive Education) (Secondary Stage with Major in ASD/HI/ID/LD/MD/VI)
B.Com.B.Ed. (Special & Inclusive Education) (Foundational Stage with Major in ASD/HI/ID/LD/MD/VI)	B.Com.B.Ed. (Special & Inclusive Education) (Preparatory Stage with Major in ASD/HI/ID/LD/MD/VI)	B.Com.B.Ed. (Special & Inclusive Education) (Middle Stage with Major in ASD/HI/ID/LD/MD/VI)	B.Com.B.Ed. (Special & Inclusive Education) (Secondary Stage with Major in ASD/HI/ID/LD/MD/VI)

ASD- Autism Spectrum Disorder,
LD- Learning Disability,

HI- Hearing Impairment,
MD- Multiple Disabilities,

ID- Intellectual Disability
VI-Visual Impairment

13. Curricular Components: To keep parity with ITEP of NCTE, ISITEP will comprise of the following curricular components:

B.A. / B.Sc. / B.Com. B.Ed Special & Inclusive Education (4 years)

- Student Induction Programme (Common to all student-teachers across stage specific specialization. To be organized during the first two weeks of Semester-1)
- Foundations of Education (**30 Credits**)
- Disciplinary/Interdisciplinary Courses (**64 Credits**)
- Stage-Specific Content - Cum - Pedagogy Courses (**16 Credits**)

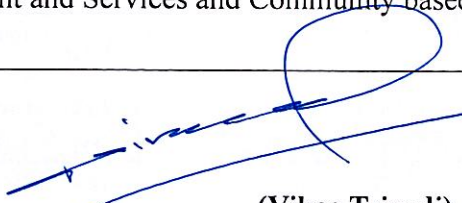
- Ability Enhancement and Value-Added Courses (**28 Credits**)
- School Experience, including Internship in Teaching (**20 Credits**)
- Community Engagement and Service (**2 Credits**)

14. Commencement of Course (Tentative): 2024-25 Academic session (July, 2024)

15. Curricular structure

Sr. No.	Curricular Components	Courses	
1	Student Induction Programme	Two weeks Student Induction Program besides other features will have a thrust on accepting disability as a human diversity and its importance of an inclusive society.	
2	Foundations of General, Special & Inclusive Education	2.1	Evolution of Indian Education (Amalgamation from RCI syllabi 2024 with Contemporary India & Education of RCI's B.Ed. Special Education 2024)
		2.2	Child Development & Educational Psychology (Amalgamation with RCI B.Ed syllabi 2024 with Human Growth & Development)
		2.3	Introduction to Disabilities
		2.4	Assessment & Evaluation (Amalgamation with RCI's B.Ed. Special Education 2024 in regard to Learning, Teaching & Assessment)
		2.5	Inclusive education / (Amalgamation with RCI's B.Ed. Special Education 2024 - Equitable & Inclusive Education)
		2.6	Perspective on school leadership & Management / (Amalgamation with RCI's B.Ed. Special Education 2024 related to supportive skills such as Braille, Sign etc Language required for education of children with disabilities of)
		2.7	Curriculum Development, Adaptation and Evaluation (Stage & Disability Specialization) (Amalgamation with Course of RCI's B.Ed. Special Education 2024)
		2.8	Philosophical & Sociological Perspectives of General, Special & Inclusive Education
		2.9	Education Policy Analysis adding suitable Acts, Policies and provisions for Persons with disabilities.
		2.10	Elective courses as specified in ITEP and add RCI's elective courses from B.Ed. Spl. Education 2024.
		3	Disciplinary / Interdisciplinary courses
(b)	Life skills across life span		
(c)	Positive Behavior Supports		
(d)	Disability, SEDGs, and Gender		
3.1	Language		
3	Disciplinary / Interdisciplinary courses	3.2	Physical Sciences (Physics, Chemistry, etc.)
		3.3	Biological Sciences (Zoology, Botany, etc.)
		One/two discipline(s) from any of the school curricular areas.	

		3.4	Mathematics
		3.5	Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.)
		3.6	Business Studies, Accountancy, etc.
		3.7	Arts (Visual and Performing)
		3.8	Physical Education and Yoga
		3.9	Vocational Education
		3.10	Computer Sciences
		3.11	Any other school subjects
4	Stage & Special / Inclusive Content-cum Pedagogy	Stage & Disability specific Content cum-Pedagogy Courses	
		4.1	Foundation Stage Inclusive / Special (ASD/HI/ID/MD/SLD/VI)
		4.2	Preparatory Stage Inclusive / Special (ASD/HI/ID/MD/SLD/VI)
		4.3	Middle School Inclusive / Special (ASD/HI/ID/MD/SLD/VI)
		4.4	Secondary School Inclusive / Special (ASD/HI/ID/MD/SLD/VI)
5	Ability enhancement & Value-added courses	5.1	Language-I
		5.2	Language-II
		5.3	Art Education (Performing & Visual amalgamate Drama and Art in Education from RCI syllabi 2024)
		5.4	Understanding India(Indian Ethos and Knowledge system
		5.5	Teacher and Society
		5.6	ICT in Education
		5.7	Mathematical & Quantitative reasoning amalgamate Basic research & statistics from RCI syllabi 2024)
		5.8	Sports, Nutrition & Fitness
		5.9	Yoga and understanding self
		5.10	Citizenship Education, Sustainability and Environmental education
6	School experience	6.1	School observation
		6.2	Demonstration lessons
		6.3	School based research project
		6.4	Internship in teaching
		6.5	Creating TLM
		6.6	Supportive Skill Training, (Assistive Technologies, Functional Academic Skills, Sign Language, Braille from RCI syllabi 2024)
7	Community engagement & service	Inclusive Community Engagement and Services and Community based rehabilitation	


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