

**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, Secunderabad –  
500 009.Telangana. India**

**Prospectus for Diploma Courses  
(2025-26)**

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## **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 41 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 Rehabilitation Council of India

## **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 the National Scholarship Portal (NSP), subject to the eligibility criteria of their course and category

- Post-Matric Scholarship for all diploma 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 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](http://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.

**MEDIUM OF INSTRUCTIONS:** ENGLISH

## **COURSES FEE**

### **FIRST YEAR FEE**

<b>Sl. No</b>	<b>Name of the Course</b>	<b>Tuition Fee</b>	<b>Caution Deposit Fee</b>	<b>Library Deposit fee</b>	<b>Total Fee</b>
1	Diploma in Education Special Education (IDD)	10,500	1,500	2,000	14,000
2	Diploma in Early Childhood Special Education (ID)	10,500	1,500	2,000	14,000
3	Diploma in Vocational Rehabilitation (ID)	10,500	1,500	2,000	14,000
4	Diploma in Indian Sign Language Interpretation	10,500	1,500	2,000	14,000

### **SECOND YEAR FEE**

<b>Sl. No</b>	<b>Name of the Course</b>	<b>Tuition Fee</b>
1	Diploma in Education Special Education (IDD)	10,500
2	Diploma in Early Childhood Special Education (ID)	10,500
3	Diploma in Vocational Rehabilitation (ID)	10,500
4	Diploma in Indian Sign Language Interpretation	10,500

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

### **INTAKE**

<b>Sl.No</b>	<b>Name of the Course</b>	<b>Intake</b>
<b>1</b>	Diploma in Education Special Education (IDD)	<b>35+3 (EWS)</b>
<b>2</b>	Diploma in Early Childhood Special Education (ID)	<b>30+3 (EWS)</b>
<b>3</b>	Diploma in Vocational Rehabilitation (ID)	<b>30+3 (EWS)</b>
<b>4</b>	Diploma in Indian Sign Language Interpretation	<b>20</b>

## **FOR FOREIGN NATIONALS**

For foreign students, 15% of the total approved seats will be set aside as extra seats under the management quota for all graduate-level courses. Another 15% of the total approved seats will be reserved for foreign or NRI students. The fee structure for foreign students is as follows: Indian students will pay the regular fee; students from SAARC and African countries will pay five times the regular fee; and students from countries outside the SAARC region will pay fifteen times the regular fee.

### **AGE:**

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

## **ELIGIBILITY**

<b>Sl. No</b>	<b>Name of the Course</b>	<b>Eligibility</b>
1	<b>Diploma in Education Special Education (IDD)</b>	The minimum entry qualification for admission to certificate and diploma level courses shall be 50% marks in the Class 12th examination from any recognized board of the Central or State Government. However, relaxation in the percentage of marks in the qualifying examination for reserved categories shall be strictly followed as per the policy of the Central or State Government.  The reservation policy for admission shall be applicable to SC/ST/OBC/PwD/EWS categories as per the policy of the concerned State Government or Union Territory. However, preference in admission to RCI-approved diploma and certificate level courses shall be extended to parents and siblings of persons with disabilities (PwDs) on the basis of the percentage of disability, with a minimum of 50% disability granting 5 marks and 100% disability granting 10 marks (as per Circular F. No. 7-91/RCI/2024 dated 29 February 2024). (Applicable to first blood relations only).
2	<b>Diploma in Early Childhood Special Education (ID)</b>	
3	<b>Diploma in Vocational Rehabilitation (ID)</b>	
4	<b>Diploma in Indian Sign Language Interpretation</b>	For admission: A Candidate should have: a) Senior Secondary (10+2) or equivalent with minimum 50% marks b) Functional hands c) Fluency in at least one language d) Hearing in the normal range  The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable

**ADMISSION PROCEDURE:**

Admission is given based on the marks scored in the intermediate by the candidates. The selection is done by NBER-RCI as per the candidate's choices of institute and their rank in the merit list during the RCI-NBER counselling."

**RESERVATION POLICY:**

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

<b>Sl.No</b>	<b>Category</b>	<b>Percentage wise</b>
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. /4b bb1`2345

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

**STIPEND:**

<b>Sl.No</b>	<b>Programme</b>	<b>Duration of Stipend</b>	<b>Stipend payable per month</b>
1	DISLI	10 months(per year) 2 years course	Rs.2,000/-



### **APPLICATION FEE**

<b>Sl.No</b>	<b>Name of the Course</b>	<b>Application Fee for General / OBC SC/ST/PwD</b>
1	Diploma in Education Special Education (IDD)	500/-
2	Diploma in Early Childhood Special Education (ID)	
3	Diploma in Vocational Rehabilitation (ID)	
4	Diploma in Indian Sign Language Interpretation	

### **APPLICATION SUBMISSION DETAILS – NIEPID HQs**

All the applying students are hereby informed that for getting admission at NIEPID HQs Choose the first preference has **TL002 - National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID)**, and apply through the link <https://nber-rehabcouncil.gov.in/> .

#### **NIEPID HQs - TL002 – Courses List**

D.ED in Special Education (IDD)

Diploma in Early Childhood Special Education (ID))

Diploma in Vocational Rehabilitation (ID)

Diploma in Indian Sign Language Interpretation (DISLI)

<b>Particulars</b>	<b>Tentative Timelines</b>
Registration (including Choice Filling) Start Date	12 June 2025
Registration (including Choice Filling) End Date	12 July 2025

## PART – B

<b>Sl.No</b>	<b>Name of the Course</b>	<b>Page Nos</b>
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# **Diploma in Education Special Education (IDD)**

## **ABOUT THE COURSE AND ITS GENERAL OBJECTIVES**

### **Diploma in Education Special Education (IDD):**

The Diploma course in Special Education aims to develop professionals in the field of special education within the broader framework of education in the current millennium. The course is designed to enable pre-service teachers to acquire knowledge, develop competencies, and practice skills necessary to educate children with special needs.

The general objective of the course is to prepare special educators to teach at the pre-primary (Nursery, Kindergarten, etc.) and primary levels (Classes I to IV – Lower Primary, and Classes V to VII – Upper Primary), to serve in the following settings:

- Special Schools
- Integrated/Inclusive Setups
- Itinerant Programs

### **KNOWLEDGE-RELATED OBJECTIVES:**

To build adequate knowledge in the following areas:

- Various aspects of disability, its impact, and management
- Key aspects of education such as goals, functions, technology, and emerging trends
- Educational needs of children with disabilities and their management
- Planning and execution of curricular and co-curricular activities
- Methods and techniques of teaching school subjects
- Areas of child development and relevant mental processes

### **SKILL-RELATED OBJECTIVES:**

To develop skills and competencies in the following areas:

- Personal, professional, and social competencies and skills required of teachers
- Subject-specific teaching as per requirements
- Development and adaptation of instructional materials
- Evaluation of students, teachers, and educational programmes
- Planning and executing individualized and group lessons
- Classroom management techniques
- Individual and group parent interactions

## **ATTITUDE-RELATED OBJECTIVES**

To develop desirable attitudes toward the following issues:

- The role and need of education in the modern world
- The teaching profession and the role of teachers in a changing society
- Guiding children and resolving their academic and behavioral problems

## **JOB OPPORTUNITIES**

Upon completion of the course, trainees can work as special educators at the pre-primary (Nursery, Kindergarten, etc.) and primary levels (Classes I to IV – Lower Primary, and Classes V to VII – Upper Primary) in the following settings:

- Special Schools
- Integrated/Inclusive Setups
- Itinerant Programmes and Community-Based Rehabilitation (CBR) Programmes

## **JOINING AND SUBMISSION OF CERTIFICATES**

Selected candidates must join the course by the stipulated date. At the time of joining, the following documents must be submitted:

- a) An undertaking stating that the candidate will not discontinue the course
- b) A medical fitness certificate issued by a Civil Surgeon or any Government hospital, certifying the candidate's state of health

## **EXAMINATION:**

There will be two term-end examinations. At the end of each academic year, trainees will appear for the final examination.

## **AWARD OF DIPLOMA:**

Based on performance during the course and the annual examinations, successful candidates will be awarded the **Diploma in Education – Special Education (D.Ed. SE – IDD)**.

The minimum passing marks are:

- **40%** in each theory paper (internal and external separately)
- **50%** in each practical paper (internal and external separately)

## **SUBMISSION OF ORIGINAL CERTIFICATES:**

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. All students must submit the Transfer Certificate at the time of admission.

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# **Diploma in Vocational Rehabilitation**

## **ABOUT COURSE:**

With increasing emphasis on the productive and remunerative employment of persons with intellectual disabilities, institutions require trained human resources capable of conducting vocational training programs in a professional manner. Therefore, a comprehensive course has been designed, incorporating components from diverse fields such as psychology, special education, engineering, social work, business management, accountancy, bookkeeping, and community aspects.

The vocational instructor trained through this course should be able to study job market demands and, accordingly, provide training for persons with intellectual disabilities to engage in gainful and remunerative production.

The curriculum of this course correlates the demands of the job market with conceptual understanding. Therefore, with adequate theoretical inputs and a focus on practical experience and field placements in real or simulated environments, this course will equip vocational instructors to provide vocational rehabilitation services and teach adult independent living skills to persons with intellectual disabilities. This is the first-level basic course designed for service providers.

## **OBJECTIVES:**

The overall aim of the course is to prepare a cadre of trained personnel to provide services in vocational rehabilitation, including adult independent living skills, for persons with intellectual disabilities at various functional levels, helping them move toward independent living as far as possible.

## **SPECIFIC OBJECTIVES:**

- Acquire the required knowledge on various aspects such as medical, psychological, educational, technological, community work, and management related to vocational rehabilitation and adult independent living for persons with intellectual disabilities.
- Demonstrate skills to assess, plan, implement, and evaluate vocational training programs for persons with intellectual disabilities, both individually and in groups, in various work settings.
- Develop competencies to contact employers, identify suitable jobs, prepare job analyses, and learn possible trades in a professional manner to enable training of persons with intellectual disabilities for suitable job placements.
- Acquire basic skills to prepare jigs and fixtures and apply technical knowledge to develop adaptive devices and teaching-learning materials (TLMs) for vocational rehabilitation and adult independent living.
- Demonstrate skills necessary to provide training in adult living skills to persons with intellectual disabilities, regardless of their intellectual levels, in various environments such as home, community, and workplace.

## **JOB OPPORTUNITIES**

Successful candidates will be suitable for placement as vocational instructors. Job opportunities are predominantly available in voluntary organizations. It is estimated that out of 1,000 special schools/institutions for persons with intellectual disabilities, 60% of them have vocational training facilities. In recent years, many vocational training and group employment centers have been established in non-traditional vocations. A recent trend is the employment of persons with intellectual disabilities in supported and open job situations. Vocational training and employment for persons with intellectual disabilities is an emerging field with better prospects.

## **SCOPE:**

Successful candidates of the DVR (ID) course will have vocational opportunities as:

- Vocational Instructor
- Placement Officer
- In-charge of Vocational and Production Centers
- Vocational Counselor and Guide
- Rehabilitation Assistant
- Job Work Trainer (Job Coach)

## **COURSE CONTENT:**

The course has about 45% theory and 55% exposure on practical's. The curriculum content may be revised as per the directions of Rehabilitation Council of India. Currently the theory and practical papers covered are given below:

## **THEORY:**

Paper – I	Mental Retardation, Therapeutics & First Aid.
Paper – II	Psychology applied to Vocational Training.
Paper – III	Special Education Related to adult Independent living.
Paper – IV	Vocational training And Placement aspects.
Paper – V	Science & Technology applied to Vocational Training.
Paper – VI	Community, Legal & Management aspets related to disability rehabilitation

## **PRACTICALS:**

Paper – I	Individualized Vocational training Programme.
Paper – II	Group vocational training Programme.
Paper – III	Market Survey, Job analysis and Trades training.
Paper – IV	Development of Adaptive Devices and Teaching Learning Materials.



### **EXAMINATION:**

There will be two term examinations, and at the end of the academic year, the trainees will appear for the final examination.

### **AWARD OF DIPLOMA:**

Based on performance during the course and the annual examination, successful candidates will be awarded the **Diploma in Vocational Rehabilitation (ID)**. The minimum passing marks for the examinations will be **40%** in each paper. Candidates scoring **70% and above** will be awarded the diploma with **Distinction**.

Candidates will be deemed to have failed if they score less than **40%** in either the theory or practical papers.

A failed candidate, when reappearing for the examination, will be re-examined in the specific theory or practical paper(s) in which they have failed.

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# **Diploma in Early Childhood in Special Education**

## **ABOUT COURSE:**

The **Diploma in Early Childhood Special Education (DECSE)** focuses on children below 8 years of age and incorporates various modes and approaches for imparting training based on the needs of the target group. These approaches could include home-based training, center-based training, placement in regular pre-schools, Anganwadis, or Balwadis. This requires the training of human resources capable of reaching out to families, either as home visitors or itinerant teachers, and managing children with disabilities in regular or special pre-schools. The early childhood special educator is also expected to work as a member of a multi-disciplinary team to design and manage curricula, enhancing the inclusion of children with disabilities. The **Diploma in Early Childhood Special Education** offered at NIEPID, Secunderabad, is designed to meet these requirements.

## **OBJECTIVES:**

The overall objectives of the course are:

1. To provide competencies in early detection and assessment for programming.
2. To train trainees to work as members of an inter-disciplinary team.
3. To provide strategies for teaching early childhood special education in various settings.
4. To serve as a link between home and school.
5. To prepare children for primary school.
6. To equip trainees with competencies in planning and managing early childhood special education programs.

## **KNOWLEDGE-BASED COMPETENCIES:**

- Understanding various disabilities and their associated conditions.
- Recognizing the differential needs of learners with disabilities in ECSE.
- Knowledge of various areas of child development and relevant mental processes.
- Understanding legislative provisions and policy guidelines for education and rehabilitation.
- Understanding the educational needs of children with disabilities and their management.
- Planning and executing curricular and co-curricular activities.
- Mastery of methods and techniques of teaching.

## **Skill-Based Competencies**

- Assessment and identification of the needs of children in ECSE (ID) using an inter-disciplinary approach.
- Intervention strategies to address learning needs.
- Use of curricular strategies, methods, and techniques of teaching.
- Promotion of inclusive practices and involving families and communities.
- Development of specialized skills in planning and providing services to children in ECSE.
- Competence in teaching in varied settings, including special schools, inclusive schools, home-based education, and technology-based home learning environments.

### **VALUE-BASED COMPETENCIES:**

- Empowering families to partner equally and advocate for children.
- Involving the community in resource mobilization and support.
- Acceptance of every student, with the belief and conviction that every child will learn.

### **SCOPE:**

Placement opportunities for Early Childhood Special Educators include:

- Regular preschools.
- Special schools with classes for preschool children.
- Research projects on ECSE/ECE.
- Coordination of Anganwadi Centres and any government or private preschool centers catering to children with special educational needs.
- Home-based instruction or itinerant teaching for preschool children with developmental delays.
- Special or regular schools working towards the inclusion of children with disabilities in regular preschools.
- Early Intervention Centres as Early Childhood Stimulators.
- Pediatric clinics as Early Childhood Special Teachers.

### **CERTIFICATION AS REGISTERED PERSONNEL:**

It is mandatory for every rehabilitation professional/personnel to obtain a "**Registered Personnel/Professional Certificate**" from the **Rehabilitation Council of India (RCI)** to work in the field of disability rehabilitation and special education in India. A student who has attended the training and successfully completed all module requirements will be qualified as a **Special Educator-Personnel** and will be eligible to work in the field of rehabilitation in India as a **Special Educator for Early Childhood (Intellectual Disabilities)**.

As continuous professional growth is necessary for the renewal of the certificate, rehabilitation professionals/personnel should undergo in-service programmes periodically to update their professional knowledge. Each registered professional/personnel will be required to renew their registration periodically. The renewal period will be decided by the Council from time to time. The activities for enrichment training programmes, in the form of **Continuous Rehabilitation Education (CRE)**, will be determined by the RCI.

### **EXAMINATION SCHEME:**

The programme shall follow the **Scheme of NBER-Examination**, conducted from time to time.

### **PERIODIC EVALUATION:**

The **Course Coordinator** shall conduct a minimum of **two terminal examinations** during the training course for all theory papers. An internal practical examination will be held by the end of the term. It is essential to pass (minimum **50%**) in the internal examination in order to appear for the final examination.

## **COURSE STRUCTURE:**

### **Theory Subjects:**

1. **Introduction to Early Childhood Special Education** – 90 hours (3 credits), 30 internal marks, 60 external marks, total 90 marks.
2. **Child Development and Approaches to Learning** – 90 hours (3 credits), 30 internal marks, 60 external marks, total 90 marks.
3. **Assessment of Children in Early Childhood Special Education** – 90 hours (3 credits), 30 internal marks, 60 external marks, total 90 marks.
4. **Curriculum Development and Teaching Strategies** – 90 hours (3 credits), 30 internal marks, 60 external marks, total 90 marks.
5. **Interdisciplinary Aspects in ECSE** – 60 hours (2 credits), 20 internal marks, 40 external marks, total 60 marks.
6. **Employability Skills** – 60 hours (2 credits), 20 internal marks, 40 external marks, total 60 marks.

**Total Theory Hours:** 480 hours

### **Practical Components:**

1. **Preparation of TLM and Adaptive Devices** – 90 hours (3 credits), 36 internal marks, 54 external marks, total 90 marks.
2. **Individualized Education Programme** – 180 hours (6 credits), 72 internal marks, 108 external marks, total 180 marks.
3. **Group Teaching** – 120 hours (4 credits), 48 internal marks, 72 external marks, total 120 marks.
4. **Therapeutics:**
  - **Physiotherapy, Occupational Therapy, Speech Therapy, and Behavioural Support** – 60 hours (2 credits), 24 internal marks, 36 external marks, total 60 marks.
  - **Dance, Drama, Music, Sports Activities in Teaching Contexts** – 60 hours (2 credits), 24 internal marks, 36 external marks, total 60 marks.
5. **Individualized Family Service Programme** – 180 hours (6 credits), 72 internal marks, 108 external marks, total 180 marks.
6. **Field Visit and Observation Reports** – 30 hours (1 credit), 30 internal marks, no external marks, total 30 marks.

**Total Practical Hours:** 720 hours

**Grand Total (Theory + Practical):** 1200 hours

### **CRITERIA FOR PASSING:**

Examination will be conducted in **English/Regional language**. Minimum passing marks will be **40%** in each theory paper (**internal 40%, external 40%**) and **50%** in each practical paper. The **RCI Scheme of Examination** will be followed for conducting the examination.

### **AWARD OF DIPLOMA:**

The **Diploma in Early Childhood Special Education (ID)** certificate will be issued by **NBER-RCI**. Examination will be conducted in **English/Regional language**. Minimum passing marks will be **40%** in each theory paper (**internal 40%, external 40%**) and **50%** in each practical paper. The **RCI Scheme of Examination** will be followed for conducting the examination.

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# **Diploma in Indian Sign Language Interpretation**

## **GENERAL OBJECTIVES OF THE COURSE:**

An Indian Sign Language Interpreter is responsible for helping deaf individuals understand what is being said in a variety of situations. An Indian Sign Language Interpreter must understand the subject matter of discourse so he or she can accurately translate what is being spoken into Indian Sign Language. An Indian sign language interpreter may be present to translate during an office meeting, in a courtroom, or at a political speech. Interpreters may also be used in one-on-one situations to help two parties communicate with each other. Indian Sign Language interpreters might use technology to provide services from a remote location.

Carrying out the interpreter's main duties requires listening, sign language and communication skills. An Indian Sign Language Interpreter may also have to do research if he or she is working in a situation involving highly technical information or complex information to gain an understanding of what will be interpreted. A good memory is also important since an interpreter will need to remember what has been said in order to sign it.

## **KNOWLEDGE RELATED OBJECTIVES:**

1. The main objective of the programme is to train Indian Sign Language interpreters to provide communication access to Deaf and Hard of Hearing people in various settings in real life.
2. Explore Deaf culture and society and study the structure and use of Indian Sign Language (ISL).
3. Increasing understanding of the principle, ethics relating to ISL interpretation in the field.

**JOB OPPORTUNITIES:** On completion of the course, trainees can work as

1. Sign Language Interpreters in different government and non governments.
2. Instructors for children with speech and hearing problems.
3. Instructors for sign language Interpreters.

## **ELIGIBILITY FOR ADMISSION:**

For admission: A Candidate should have:

- a) Senior Secondary (10+2) or equivalent with minimum 50% marks
- b) Functional hands
- c) Fluency in at least one language
- d) Hearing in the normal range

The reservation policy for admission shall be applicable to SC/ST/OBC/PwD/EWS categories as per the policy of the concerned State Government or Union Territory. However, preference in admission to RCI-approved diploma and certificate level courses shall be extended to parents and siblings of persons with disabilities (PwDs) on the basis of the percentage of disability, with a minimum of 50% disability granting 5 marks and 100% disability granting 10 marks (as per Circular F. No. 7-91/RCI/2024 dated 29 February 2024). (Applicable to first blood relations only).



**SELECTION:**

Application for admission will be screened and short listed on the basis of three candidates per seat by the committee specially constituted for the purpose. Merit list will be prepared based on the marks in essential qualification. Admissions will be taken following the reservation and seat allotment criteria based on central government norms. TA/DA will **not** be paid by the institute for attending the interview. No candidate is allowed to change the course of study once admitted and if he/she is still desirous to join any course within the institute, the fee/deposits remitted to the institute shall be forfeited.

**JOINING AND SUBMISSION OF CERTIFICATES:**

Selected candidates should join the course by the stipulated date. At the time of joining the course, the selected candidates will have to produce. (a) Undertaking to the effect that the admitted candidates will not discontinue the course and (b) Medical certificate of fitness.

**AWARD OF DIPLOMA:**

Based on the performance during the course and on the annual examination, the successful candidates will be awarded D.I.S.L.I. Minimum marks of passing examinations will be 40% in each theory paper (internal and external separately) and practical paper will be 50% (internal and external separately). Candidates scoring 75% and above will be awarded the Diploma with Distinction.

**SUBMISSION OF ORIGINAL CERTIFICATES:**

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. All students must submit the Transfer Certificate at the time of admission.

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