

**Integrated Special and Inclusive Teacher  
Education Programme (SITEP)  
B.A. (Psychology) & B.Ed Special Education  
(INTELLECTUAL DISABILITY)  
Middle Stage  
Four Academic Years Degree Course  
Affiliated To Osmania University  
Approved by the Rehabilitation Council of India**

**PROSPECTUS CUM APPLICATION FORM  
ACADEMIC YEAR 2025-26**



**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS  
WITH INTELLECTUAL DISABILITIES (DIVYANGJAN)**  
Formerly National Institute for the Mentally Handicapped  
Department of Empowerment of Persons with Disabilities (Divyangjan)  
(Ministry of Social Justice & Empowerment, Government of India)  
Manovikasagar, Secunderabad – 500 009, Telangana, India  
(An ISO 9001:2015 Institution)



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**LAST DATE FOR PURCHASE AND SUBMISSION OF APPLICATION: 26.12.2025**

**DATE OF ENTRANCE EXAMINATION: 10.01.2026** (Tentative)

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**PRICE: Rs.1500/- for General/OBC / BC category and  
Rs. 1100/- for SC/ST/PWD category**

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Application Form Fee to be paid only through Demand Draft in favor of  
**“DIRECTOR, NIEPID”** payable at Hyderabad



**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS  
WITH INTELLECTUAL DISABILITIES (DIVYANGJAN),**  
(Department of Empowerment of Persons with Disabilities, (Divyangjan)  
Ministry of Social Justice & Empowerment, Govt. of India)  
Manovikas Nagar, Secunderabad – 500 009, TS.  
An ISO 9001:2015 Institution



## **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 (NIMH) 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.

## **ABOUT THE COURSE:**

The landscape of special education in India has undergone significant transformations since the inception of RCI in 1992, when a registered society became a statutory body that regulates the field of disability countrywide. National policy on Education in 1986, The Curriculum Framework for Quality Teacher Education in 1998, The National Curriculum Framework (NCF) in 2005, and the National Policy for PWDs in 2006 marked a pivotal shift toward learner-centered education and emphasized the importance of inclusive practices. The RPWD 2016 and The NEP 2020 have further accentuated the need for a robust special education system. It underscores the significance of early intervention, inclusive education, and the role of special educators in creating accessible and equitable learning environments.

Equity and inclusion are the primary thrust of NEP-2020. The policy reiterates the global education development agenda in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development. It seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

Special emphasis has been placed on the socio-economically disadvantaged (SEDGs), which includes the "Divyangjan." Including SEDGs with CWSNs is the policy in the context of Education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines:

*Inclusive education as a system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.*

The NEP-2020 is in complete accordance with the provisions of the RPWD Act 2016 and endorses all its recommendations about school education. School education needs qualified and professionally trained teachers in special and inclusive education. More skill-based, innovative, and technology-integrated special and inclusive teacher education programs are essential to attain these aims. Through the alternative teaching-learning processes and integration of technological resources such as Massive Open Online Courses (MOOCs) and Open Educational Resources (OER), we can provide additional quality Teaching-learning resources along with direct teaching and Open and Distance Learning (ODL), which can also be utilized along with face-to-face mode. Incorporating the research findings in the field into practice will help maintain these programs' potential and quality.

Preparing teachers for Special and Inclusive education is Society's contemporary need and demand. NEP 2020 envisages that inclusion and equity must become critical aspects of teacher education and training for all leadership, administrative, and other school positions to generate and recruit more high-quality teachers and leaders from SEDGs and provide excellent role models for all students. Teacher education is vital in preparing school teachers that will shape the next generation.

*Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, including tribal traditions while being well-versed in the latest advances in education and pedagogy. (para15.1, NEP-2020)*

Highlighting the Importance of teacher and teacher education, NEP-2020 provided the vision of developing best practices through its process, i.e., Curriculum, its development, Mentoring, and maintaining Professional standards of teachers.

The Rehabilitation Council of India (RCI), a statutory body under the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Government of India, is solely responsible for regulating and monitoring professional development and other training programs in the field of disability.

NCTE recommends a four-year integrated teacher education program (ITEP) for teacher education. The model aims to provide student teachers with disciplinary and professional knowledge in an integrated manner. The program will be equivalent to an Undergraduate Degree (B.Sc./B.A./B.Com.) and a Teacher Education Degree, as the curriculum includes courses and activities essential for both degrees (NCTE notification - 2021).

Given these developments, RCI envisions developing a four-year integrated teacher education program that will facilitate preparing teachers for special and inclusive education of children with disabilities, along with specialization in subjects such as language, history, music, mathematics, computer science, chemistry, economics, art, and physical education.

# **Integrated Special and Inclusive Teacher Education Program (ISITEP)**

Integrated Special and Inclusive Teacher Education Program (ISITEP) is a 4 - year integrated dual major holistic bachelor's degree program in Special and Inclusive Education (B.Ed.-Sp.Ed. with Specialization in Specific Disability) as well as a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc.

## **Learning Outcomes of the Program (ISITEP)**

This curriculum framework of the ISITEP (Integrated Special & Inclusive Teacher Education Program) is based on the RCI mandate of Preparing Special Educators for students with Disabilities and a learning outcome-based curriculum framework for undergraduate education (UGC, 2020). The program incorporates the graduate attributes, qualification descriptors, and course learning outcomes.

ISITEP program aims to prepare teachers to teach children in various educational settings, specifically special and inclusive education. The program will prepare human resources to acquire content knowledge and pedagogical skills to teach all children at multiple levels, including general Education. It includes specific and generic skills, including transferable global skills and competencies that ensure comparable learning levels across the institutions / colleges / universities. It also helps the students for further studies, employment, and citizenship.

The ISITEP is a dual degree program specializing in specific disability having a bachelor's degree such as B.A.-B.Ed. (Special & Inclusive Education). After completing the program and its respective courses, the student teachers demonstrate the graduate attributes in terms of knowledge, understanding, skills, attitudes, and values in disciplines and special and inclusive education levels with disability-specific specialization.

The students of the ISITEP program in special and inclusive education should be able to demonstrate the following learning outcomes after completing the program:

- Develop content Knowledge of the respective disciplines, i.e., Psychology.
- Acquire knowledge and skills in content and pedagogy of the Discipline of Education, Special Education & Inclusive Education.

- Develop specific knowledge, understanding, and skills in specified Disability areas, such as Intellectual Disability.
- Acquire skills in interdisciplinary knowledge in major Disciplines, i.e., Humanities / Liberal arts, Commerce and Sciences, Education, and Special & Inclusive Education.
- Perform as experts in understanding the special needs of children in the context of education at different levels, i.e., Foundation, preparatory, Middle, and Secondary levels.
- Gain hands-on experience teaching at different setups of education, i.e., special and inclusive education.
- Prepare Appropriate Teaching-Learning Material for all children as per their Needs.
- Adaptations in assessments and evaluations practices such as curriculum for examination, choice in teacher-made test papers/assignments, and decision over marking schemes.
- Collaborate with various educational stakeholders, i.e., Parents, teachers, administrators, etc.
- Characterize the overall personality and enhance their life skills to address different situations encountered in professional school life without prejudice and biases.
- Develop mentoring skills to guide students (Mentees) for lifelong learning.

## **Nomenclature of Degree Awarded**

ISITEP is a Dual-Major program with school-stage specialization. The academic standards for the programs are established through descriptors that detail the expected level of knowledge, skills, competencies, attitudes, and values that a graduate should possess and be able to demonstrate. Depending on the chosen discipline of study and stage-specific disability specialization, students will be awarded one of the following degrees:

***B. A. – B.Ed. (Psychology + Special & Inclusive Education) –  
(Intellectual Disability) @ Middle Stage***

## **The Middle Stage Specialization (Grade 6-8)**

The student teachers who will qualify for ISITEP with the Middle Stage specialization will teach grades 6, 7, and 8. This is the stage of introducing more specialized subjects and subject teachers. At this level, subject understanding with experiential learning and interrelation between subjects will be explored.

The curriculum at the Middle Stage consists of languages, mathematics, art education, physical education, science, and social science, as well as exposure to vocational education. This diverse curriculum provides a foundation for the more specialized learning that will occur in the secondary stage, while building upon the foundational skills developed in earlier years.

A child with special needs requires lifetime support to lead a practical, independent life. Each stage comes with a challenging transitional phase, where the subject complexity increases and specific interventions are necessary. During the Middle Stage, differentiated instruction and personalized one-on-one remedial sessions are required to help students grasp complex concepts. Students at this stage benefit from adaptive learning styles and subject-specific modifications that address their unique learning needs.

For some learners, adopting alternative or substitute curriculum designs may be required to ensure appropriate educational progress. These adaptations must be carefully designed to maintain academic rigor while accommodating specific learning challenges related to various disabilities. The goal remains to provide access to the same educational content while modifying the approach to suit individual learning needs.

To provide appropriate support at the Middle Stage, a team of qualified special educators must be recruited to facilitate all these facilities. A comprehensive teacher education plan must be implemented to meet the aims and objectives of the inclusive curriculum. This plan should prepare teachers to address the diverse learning needs present in inclusive classrooms while maintaining high educational standards for all students.

The Middle Stage represents a critical period when children develop more complex cognitive abilities and social skills, making appropriate educational support especially important for learners with disabilities. During this transitional phase, proper educational interventions can significantly impact a student's future educational trajectory and lifelong learning outcomes. Therefore, the preparation of teachers specializing in this stage through the ISITEP program is of paramount importance.

## **Intellectual Disability (ID) Specialization in ISITEP**

The Intellectual Disability (ID) specialization is one of six disability-specific concentrations offered within the ISITEP program, alongside Autism Spectrum Disorder (ASD), Hearing Impairment (HI), Multiple Disabilities (MD), Specific Learning Disability (SLD), and Visual Impairment (VI). This specialization prepares educators to address the unique learning needs of students with intellectual disabilities across various developmental stages.

Ability Enhancement and Value-Added Courses consist of 10 courses that are common to all student-teachers but have particular relevance for ID specialists. These courses provide a foundation for understanding education's broader context, including languages other than disciplinary subjects (L-1, L-2, Indian Sign Language), Inclusive Art Education, and Exploring Disability Intercepts in Indian Knowledge Systems and Ethos. For ID specialists, courses such as Teacher and Society, ICT and Assistive Technology in Special & Inclusive Education, and Research Methods And Statistics provide essential knowledge for evidence-based practice. Specialized coursework in Adaptive Sports, Nutrition, Yoga, Understanding Self, Positive Behavior Supports, Guidance & Counselling, Life Skills across Life Span, Citizenship, Sustainability, and Environmental Education are particularly valuable for supporting the holistic development of students with intellectual disabilities.

Each component in categories 2, 3, 4 & 5 has theory and practical elements specifically tailored to address intellectual disability education. Categories "6" and "7" are entirely field-based learning experiences, which for ID specialists include specialized school observations in intellectual disability settings, demonstration lessons using modified curriculum and differentiated instruction, simulations of teaching strategies effective for students with intellectual disabilities, and internships in special education and inclusive settings. ID specialists also develop adapted Teaching-Learning Materials (TLM), conduct school-based research projects on effective instructional strategies for students with intellectual disabilities, and receive training in Supportive Skills, Assistive Technologies, and Functional Academic Skills particularly relevant to ID. They engage in community-based projects focused on awareness, inclusion, and community-based rehabilitation specific to intellectual disability support systems.



## Duration of the Programme

The ISITEP comprises **four** (4) academic years, comprising eight semesters, including an internship, field-based experiences, and practice teaching. A semester consists of 100 working days. Any student-teacher who cannot complete any semester or appear in any semester - end examination shall be permitted to complete the program within a maximum period of six years from the date of admission to the program.

## Eligibility for Admission

- a. Candidates with a minimum of **fifty** (50) percent marks in Senior Secondary or plus two examinations 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 examinations or its equivalent examination (under 5+3+3+4 pattern) and in the reservation for Scheduled Castes or Scheduled Tribes 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.

## Working Days

- a. A semester shall consist of 100 working days / 600 hours, excluding the period of examinations and admissions.
- b. Total working hours shall be a minimum of 40 (Forty) hours to be spread over one week.
- c. The minimum attendance of student teachers, both special and inclusive, shall be eighty percent in all courses and ninety percent for field-based experience, school internship, or teaching practice separately. A regular course of study in Osmania University means attendance at not less than 80% in teaching / instructional period and 90% of attendance during the period of practical / internship of the ISITEP courses. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on **5<sup>th</sup> of every month**.

**Age:**

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

**Number of Seats: 20 + 2 (EWS)**

Reservation will be applied as per the rules of Government of India

**Award of Certificate:**

ISITEP is a Dual-Major program with school-stage specialization. The certificate of Integrated Special and Inclusive Teacher Education Programme (ISITEP), B.A. B.Ed Special Education Middle Stage (Intellectual Disability) will be issued by Osmania University, Hyderabad. Depending on the chosen discipline of study and stage-specific disability specialization, students will be awarded the following degree:

***B. A. – B.Ed. (Psychology + Special & Inclusive Education) –  
(Intellectual Disability) @ Middle Stage***

**Affiliation: Osmania University, Hyderabad****Admission Procedure:**

Admission is given on the basis of the merit obtained by the candidates in the entrance examination and followed by counseling / Interview conducted as per the rules and regulations of Osmania University. In case of tie in the rank, the order of merit will be decided on the following basis:

1. The candidate who secured higher percentage of marks in the qualifying examination gets the higher priority.
2. In case the percentage of marks in the qualifying examination is also tied, then the candidate who has more Age gets the higher priority.

**Discipline:**

Students must maintain discipline, respect, and good conduct. Ragging is strictly prohibited and punishable by law. As per UGC rules (2009), all students must submit an online anti-ragging undertaking at [www.antiragging.in](http://www.antiragging.in). No printout/signature required.

**Attendance:**

- 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
- 100% for School Internship

The candidates who put up at least 40% of attendance in theory and practical can be given casual admission during the next year, with the permission of the Registrar, Osmania University.

The students whose attendance is irregular and who put up attendance short of prescribed limits are liable for action as per rules.

**Scholarship:**

NIEPID students are eligible to apply for scholarships through the National Scholarship Portal (NSP), subject to eligibility criteria.

- 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 Scheme for OBC, EBC, and DNT students
- Post-Matric Scholarship for all courses under different schemes
- Students from Telangana may apply for Telangana State OBC, SC, and ST Scholarships.
- Students may also apply for PM Vidya Lakshmi Education Loan with NIEPID support.

**Fee Waiver:**

Tuition fee will be waived for students with disabilities and the parents / siblings of persons with disabilities with a UDID card registered on the UDID portal. The institution fee will be waived for one family member of a person with 40% or more disability.

## Medium of Instruction and Examination:

The medium of Instruction and examination will be in **English**.

## FEES:

The course fee will be charged as prescribed by the Osmania University, Hyderabad and the National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad.

### Fee Structure (1<sup>st</sup> Year)

<b>Fees with Hostel</b>	<b>Rs.</b>	<b>Fees without Hostel</b>	<b>Rs.</b>
Tuition fee	<b>35,000.00</b>	Tuition fee	<b>35,000.00</b>
Caution Deposit	<b>1,500.00</b>	Caution Deposit	<b>1,500.00</b>
Library Deposit	<b>2,000.00</b>	Library Deposit	<b>2,000.00</b>
Hostel Charges per year	<b>10,000.00</b>		
Hostel Deposit	<b>1,500.00</b>		
<b>Total</b>	<b>50,000.00</b>	<b>Total</b>	<b>38,500.00</b>

### Fee Structure (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Year)

<b>Fees with Hostel</b>	<b>Rs.</b>	<b>Fees without Hostel</b>	<b>Rs.</b>
Tuition fee	<b>35,000.00</b>	Tuition fee	<b>35,000.00</b>
Hostel Charges per year	<b>10,000.00</b>		
<b>Total</b>	<b>45,000.00</b>	<b>Total</b>	<b>35,000.00</b>

### Note:

- Other fees such as university registration, migration fee, student recognition fee, exam fee, student welfare fund, inter university tournament fee, academic record inspection fee etc. will be charged extra as prescribed by the Osmania University, Hyderabad after commencement of 1<sup>st</sup> semester / 1<sup>st</sup> year classes.
- Dr. B. R. Ambedkar Bhavan Girls Hostel: Rs. 12,500/-
- Hostel Facilities will be provided subject to availability based on terms and conditions
- Mess Fee: Payable to Mess Secretary separately
- Note: Hostel Fees and Tuition Fees subject to change.
- Fees once paid will not refunded under any circumstances

## Course Structure:

### A. Theory Courses

#### Semester 1

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A1</b>	Evolution of Indian Education & Disability Discourse	3	25	50	75
<b>A2</b>	Introduction to Disabilities	3	25	50	75
<b>B1</b>	Foundations of Psychology	3	25	50	75
<b>B2</b>	Psychological Processes	2	15	35	50
<b>B3</b>	Bio-Psychology	2	15	35	50
<b>C1</b>	Language - I (Schedule 8)	3	25	50	75
<b>C2</b>	Exploring Disability Intercepts in Indian Knowledge Systems and Ethos	2	15	35	50
<b>Total</b>		<b>18</b>	<b>145</b>	<b>205</b>	<b>450</b>

#### Semester 2

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A3</b>	Human Development, Deviations & Educational Psychology	3	25	50	75
<b>B4</b>	Cognitive Processes	2	15	35	50
<b>B5</b>	Personality Theories and Assessment	2	15	35	50
<b>C3</b>	Language-II - ISL / English	3	25	50	75
<b>C4</b>	Teacher and Society	2	15	35	50
<b>C5</b>	Inclusive Art Education	2	15	35	50
<b>D1</b>	Understanding Needs of Students with Intellectual Disability at Middle Stage	3	25	50	75
<b>Total</b>		<b>17</b>	<b>135</b>	<b>290</b>	<b>425</b>

### Semester 3

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A4</b>	Curriculum Development, Adaptation and Evaluation	3	25	50	75
<b>A5</b>	Acts, Policies and Provisions for Persons with Disabilities	2	15	35	50
<b>B6</b>	Abnormal Psychology	2	15	35	50
<b>B7</b>	Psychological Assessment	3	25	50	75
<b>D2</b>	Intervention and Teaching Strategies for Students with Intellectual Disability at Middle Stage	3	25	50	75
<b>Total</b>		<b>13</b>	<b>105</b>	<b>220</b>	<b>325</b>

### Semester 4

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A6</b>	Learning, Teaching, Assessment & Evaluation	2	15	35	50
<b>B8</b>	Social Psychology	2	15	35	50
<b>B9</b>	Positive Psychology	2	15	35	50
<b>B10</b>	Therapeutics	2	15	35	50
<b>C6</b>	Positive Behavioural Interventions and Supports	2	15	35	50
<b>H1</b>	Online Course – MOOCs	4	-	-	-
<b>Total</b>		<b>14</b>	<b>75</b>	<b>175</b>	<b>250</b>

## Semester 5

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A7</b>	Philosophical & Sociological Perspectives of Special & Inclusive Education	2	15	35	50
<b>A8</b>	Perspectives on School Leadership & Management	2	15	35	50
<b>A9</b>	Equitable and Inclusive Education	2	15	35	50
<b>B11</b>	Basics of Clinical Psychology	2	15	35	50
<b>B12</b>	Basics of Health Psychology	2	15	35	50
<b>C7</b>	ICT and Assistive Technology in Special & Inclusive Education	2	15	35	50
<b>C8</b>	Research Methods	2	15	35	50
<b>Total</b>		<b>14</b>	<b>105</b>	<b>245</b>	<b>350</b>

## Semester 6

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A10</b>	Research Based Practices and Therapeutic Interventions for Supporting Learners with Specific Learning Disabilities (SLD)	2	15	35	50
<b>B13</b>	Basics of Rehabilitation Psychology	2	15	35	50
<b>B14</b>	Basics of Counseling Psychology	2	15	35	50
<b>B15</b>	Statistics in Psychology	2	15	35	50
<b>D3</b>	Content Cum Pedagogy of Language	2	15	35	50
<b>D4</b>	Content Cum Pedagogy of Social Science	2	15	35	50
<b>Total</b>		<b>12</b>	<b>90</b>	<b>210</b>	<b>300</b>

## Semester 7

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>A11</b>	Disability, SEDGs, and Gender	2	15	35	50
<b>B16</b>	Research Ethics and Academic Writing	2	15	35	50
<b>C9</b>	Adapted Sports, Nutrition, Yoga, and Understanding Self	2	15	35	50
<b>C10</b>	Guidance & Counseling	2	15	35	50
<b>Total</b>		<b>08</b>	<b>60</b>	<b>140</b>	<b>200</b>

## Semester 8

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
<b>B17</b>	Applied Behaviour Analysis	2	15	35	50
<b>C11</b>	Life Skills Across Life Span	2	15	35	50
<b>C12</b>	Citizenship, Sustainability and Environmental Education	2	15	35	50
<b>C13</b>	Value and Peace Education	2	15	35	50
<b>G</b>	Project / Dissertation	6	100	50	150
<b>H2</b>	Online Course – MOOCs	4	-	-	-
<b>Total</b>		<b>18</b>	<b>160</b>	<b>190</b>	<b>350</b>

## Theory Courses – Total Credits

Sl No:	Semesters	Credit	Marks		
			Internal	External	Total
1.	Semester 1	18	145	305	450
2.	Semester 2	17	135	290	425
3.	Semester 3	13	105	220	325
4.	Semester 4	14	75	175	250
5.	Semester 5	14	105	245	350
6.	Semester 6	12	90	210	300
7.	Semester 7	8	60	140	200
8.	Semester 8	18	160	190	350
<b>Total</b>		<b>114</b>	<b>875</b>	<b>1775</b>	<b>2650</b>



**B. Practical Courses****Semester 1**

<b>Course Code</b>	<b>Course Name / Activities</b>	<b>Credit</b>	<b>Marks</b>		
			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>E1</b>	School Observation & Visits	2	30	20	50
<b>Total</b>		<b>2</b>	<b>30</b>	<b>20</b>	<b>50</b>

**Semester 2**

<b>Course Code</b>	<b>Course Name / Activities</b>	<b>Credit</b>	<b>Marks</b>		
			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>F1</b>	Experimental Psychology	3	50	25	75
<b>Total</b>		<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>

**Semester 3**

<b>Course Code</b>	<b>Course Name / Activities</b>	<b>Credit</b>	<b>Marks</b>		
			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>E2</b>	Individualized Educational Programme	3	50	25	75
<b>E3</b>	Development of TLM & Assistive Devices	3	50	25	75
<b>F2</b>	Psychological Testing	3	50	25	75
<b>Total</b>		<b>9</b>	<b>150</b>	<b>75</b>	<b>225</b>

**Semester 4**

<b>Course Code</b>	<b>Course Name / Activities</b>	<b>Credit</b>	<b>Marks</b>		
			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>E4</b>	Group Teaching in Special School	4	75	25	100
<b>F3</b>	Psychological Assessments	4	75	25	100
<b>F4</b>	Exposure visit (Psychology)	2	30	20	50
<b>Total</b>		<b>10</b>	<b>180</b>	<b>70</b>	<b>250</b>

### Semester 5

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
<b>F5</b>	Physiotherapy and Occupational Therapy	3	50	25	75
<b>F6</b>	Internship (Psychology)	4	75	25	100
<b>Total</b>		<b>7</b>	<b>125</b>	<b>50</b>	<b>175</b>

### Semester 6

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
<b>E5</b>	Microteaching / Peer Teaching	3	50	25	75
<b>F7</b>	Speech Therapy	3	50	25	75
<b>F8</b>	Counseling Practical	2	30	20	50
<b>Total</b>		<b>8</b>	<b>130</b>	<b>70</b>	<b>200</b>

### Semester 7

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
<b>E6</b>	Macro teaching – 1 (Language)	3	50	25	75
<b>E7</b>	Macro teaching – 2 (Non-Language)	3	50	25	75
<b>E8</b>	Resource Room Teaching	2	30	20	50
<b>E9</b>	Internship in Inclusive Settings	4	75	25	100
<b>E10</b>	School Based Research Projects	2	30	20	50
<b>Total</b>		<b>14</b>	<b>235</b>	<b>115</b>	<b>350</b>

## Semester 8

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
<b>E11</b>	Internship in Special School	3	50	25	75
<b>F9</b>	Behavioural Interventions	4	75	25	100
<b>H3</b>	Inclusive Community Engagement and CBR	2	30	20	50
<b>Total</b>		<b>9</b>	<b>155</b>	<b>70</b>	<b>225</b>

## Practical Courses – Total Credits

Sl No:	Semesters	Credit	Marks		
			Internal	External	Total
1.	Semester 1	2	30	20	50
2.	Semester 2	3	50	25	75
3.	Semester 3	9	150	75	225
4.	Semester 4	10	180	70	250
5.	Semester 5	7	125	50	175
6.	Semester 6	8	130	70	200
7.	Semester 7	14	235	115	350
8.	Semester 8	9	155	70	225
<b>Total</b>		<b>62</b>	<b>1055</b>	<b>495</b>	<b>1550</b>

## Semester Wise Total Credits

Sl No:	Semesters	Credit		
		Theory	Practical	Total
1.	Semester 1	18	2	20
2.	Semester 2	17	3	20
3.	Semester 3	13	9	22
4.	Semester 4	14	10	24
5.	Semester 5	14	7	21
6.	Semester 6	12	8	20
7.	Semester 7	8	14	22
8.	Semester 8	18	9	27
<b>Total</b>		<b>114</b>	<b>62</b>	<b>176</b>

### **Total Credits**

<b>Sl No:</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>		
			<b>Internal</b>	<b>External</b>	<b>Total</b>
1	Theory Courses	114	875	1775	2650
2	Practical Courses	62	1055	495	1550
<b>Total</b>		<b>176</b>	<b>1930</b>	<b>2270</b>	<b>4200</b>

### **Discipline:**

The candidates admitted shall be subjected to strict discipline inside and outside the campus and also in the hostel where accommodation is provided. The candidates are expected to maintain decorum, decency and discipline throughout their pursuance of the course with the staff, faculty, co-students and other supporting workers. The hostellers should follow the prescribed rules in the hostel and infringement or violation thereof shall result in rustication from the hostel for a period as decided by the management of the Institute. Use of cell phones for personal reasons/entertainment during working hours is strictly prohibited.

Ragging is a crime and is prohibited under law. Anyone found indulging in ragging will be liable for punishment as per rules by law enforcing authorities as the case may be.

Kindly note: NIEPID is not held responsible for any incident happened in hostel / outside campus of NIEPID after working hours.

### **ENCLOSURES WITH THE APPLICATION:**

All the following documents should be enclosed along with the application form, failing which your application will not be considered.

- 10+2 or equivalent qualification certificate and Conduct Certificate from the Head of the Institution last attended (self-attested copy).
- SSC/Matriculation Certificate as proof of date of birth (self-attested copy).
- SC/ST candidates: Social Status Certificate issued by the competent authority (self-attested).
- OBC candidates: OBC Non-Creamy Layer Certificate in the Government of India prescribed format (self-attested).

- Persons with Disabilities: Disability Certificate issued by the government-prescribed certifying authority.
- ICR Sheet (mandatory to include with the application).
- Demand Draft (non-refundable) drawn on any Nationalized Bank in favour of Director, NIEPID, payable at Secunderabad/Hyderabad. The original DD must be submitted with the application.

### **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**

Candidates are required to bring the following **ORIGINAL** certificates along with two sets of Photostat attested copies and necessary fee at the time of counselling.

- Transfer Certificate (T.C) from the institution where the candidate last studied. If the candidate is pursuing any course, regular or correspondence, he/she must submit a proof of admission (Certificate issued by the Head of the Institution).
- No Candidate will be admitted without the submission of original transfer certificate (T.C) or proof of admission if he/she is pursuing a course at the time of counselling.
- Migration certificate.
- Secondary School Certificate.
- Intermediate Marks Memo.
- Community, Nativity and Date of Birth certificate for SC, ST., OBC (NCL)
- Latest Income Certificate (for scholarship purpose)

## **ENTRANCE EXAMINATION:**

The Entrance examination will be intimated later. The venue & time of examination will be intimated separately.

The total marks for the entrance examination will be 100 and the duration of the examination will be of 90 minutes. The questions will be objective type, covering

- General Mental Ability
- General Knowledge,
- General English,
- Broad aspects of general education and special education.

Selection will be made in the order of merit.

In case a candidate is appearing or has appeared in the examination and results are awaited at the time of applying, he/she would submit a certificate to this effect from the Principal/Head of the college but he/she shall have to provide documentary evidence of his/her having passed the qualifying examination with attested photocopy of the marks sheet showing percentage of marks obtained by him / her at the time of counselling failing which his/her performance in the Entrance Examination will not be considered.

The admission made is provisional subject to approval by the Osmania University regarding the recognition of the qualifying examination and submission of Transfer Certificate and Migration Certificate.



**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS  
WITH INTELLECTUAL DISABILITIES (DIVYANGJAN),**  
(Department of Empowerment of Persons with Disabilities, (Divyangjan)  
Ministry of Social Justice & Empowerment, Govt. of India)  
Manovikas Nagar, Secunderabad – 500 009, TS.  
An ISO 9001:2015 Institution



**Integrated Special and Inclusive Teacher Education Programme (ISITEP),  
B.A. B.Ed Special Education Middle Stage (Intellectual Disability)**

**Please read the following instructions carefully before filling out and submitting your application:**

**Application Timeline and Exam Schedule**

Sl.No	Schedule	Date
1	Starting of Sale of Application	06.12.2025
2	Last date for submission of Application	26.12.2025

Certificates to Attach (Attested Copies Required)

Please ensure you attach the following documents along with your application:

- 10+2 or equivalent qualification certificate and Conduct Certificate from the Head of the Institution last attended (self-attested copy).
- SSC/Matriculation Certificate as proof of date of birth (self-attested copy).
- SC/ST candidates: Social Status Certificate issued by the competent authority (self-attested).
- OBC candidates: OBC Non-Creamy Layer Certificate in the Government of India prescribed format (self-attested).
- Persons with Disabilities: Disability Certificate issued by the government-prescribed certifying authority.
- ICR Sheet (mandatory to include with the application).
- Demand Draft (non-refundable) drawn on any Nationalized Bank in favour of Director, NIEPID, payable at Secunderabad/Hyderabad. The original DD must be submitted with the application.
- **Application Fee Details for ISITEP**

Category	Application Fee	Late Fee (All Categories)
General / OBC	Rs.1500/-	Rs.200/-
SC / ST / PwD	Rs.1100/-	Rs.200/-

**Submission Instructions**

**Note:** the completed application form (from page 02 to the last page), along with all required documents and the Demand Draft (DD), to the following address. For application-related and other issues, kindly email [nimhacademics@gmail.com](mailto:nimhacademics@gmail.com) or contact (040-27751741-745 Ext: 246)

**SUBMISSION OF APPLICATION TO:**

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



**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS  
WITH INTELLECTUAL DISABILITIES (DIVYANGJAN),**  
(Department of Empowerment of Persons with Disabilities, (Divyangjan)  
Ministry of Social Justice & Empowerment, Govt. of India)  
Manovikas Nagar, Secunderabad – 500 009, TS.  
An ISO 9001:2015 Institution



**Application form for Admission to ISITEP (INTELLECTUAL DISABILITY)**

**SESSION 2025 - 26**

Application must duly filled by applicant in their own hand writing. Applicant must also ensure that ICR Summary Sheet (last page of the application form) duly filled in and send along with application.

AFFIX  
PHOTOGRAPH  
HERE

D.D. No.

D.D. Date

Amount in Rs.

Drawn on




**Director, NIEPID**

Roll No. (For office use):

**PERSONAL INFORMATION**

Name of the Candidate (As per SSC Certificate)	:	
First Name	:	
Surname	:	
Father's Name (As per SSC Certificate)	:	
Mother's Name (As per SSC Certificate)	:	
Age	:	
Date of Birth (DD/MM/YYYY)	:	
Present Postal Address (IN BLOCK LETTERS)	:	
Email ID	:	
Mobile No.	:	
PIN Code	:	



Permanent Address (IN BLOCK LETTERS)	:
Email ID	:
Mobile No.	:
PIN Code	:
Blood Group	:
Gender	:
Nationality	:
Religion	:
Caste (GEN/OBC/SC/ST/EWS)	:
Sub Caste	:
Disability (if any)	: Yes / No
If yes; Type of Disability	:
State to which the Candidate Belongs	:
Annual Income of Self/Parents/Guardian	:

### **Academic Details – 10th / SSC Equivalent**

Name of the School	:
Year of Passing	:
Subjects	:
Percentage	:
Medium of Instruction	:

### **Academic Details – HSC / Sr. Sec. / Intermediate / 10+2 Equivalent**

Name of the College/University	:
Year of Passing	:
Subjects	:
Percentage	:
Medium of Instruction	:

## **Other Information**

Languages Known: \_\_\_\_\_

## **Documents Attached (Please tick)**

<b>Description</b>	<b>Tick</b>
Self Attested copy of SSC (Proof of DOB)	
Self Attested copy of Intermediate	
Self Attested copy of conduct certificate	
Self Attested copy of Transfer certificate (TC)	
Proof of SC/ST/OBC status	
Certificate of Disability	

Place: \_\_\_\_\_

Date: \_\_\_\_\_

**Signature of the Candidate**

### **DECLARATION BY THE CANDIDATE**

I hereby declare that all the information furnished in the application form is true to the best of my knowledge and belief. I have read the prospectus and satisfied myself that I fulfill all the eligibility requirements prescribed. In the event of being found ineligible even at a later date, I understand that I will be denied the opportunity to appear in the Entrance Exam. If admitted, I promise to abide by the rules, discipline, and norms of the Institute and University.

**Date:**

**Signature of the Candidate**

### **DECLARATION BY PARENT/GUARDIAN**

I have fully read the information furnished by my son/daughter/ward \_\_\_\_\_ and affirm that it is true. I fully understand and endorse that if the information is proved to be fraudulent, he/she will be liable to any action as deemed fit by the NIEPID / University.

**Date:**

**Signature of Father/Guardian**

**CATEGORY CERTIFICATE**  
**(i) SC/ST Candidates**

This is to certify that Mr./Ms./Mrs. \_\_\_\_\_ son/daughter/wife of Shri \_\_\_\_\_ of \_\_\_\_\_ Village \_\_\_\_\_ Town \_\_\_\_\_ District. \_\_\_\_\_ State/U.T. \_\_\_\_\_ belongs to \_\_\_\_\_ Caste which is recognized as Scheduled Caste/Scheduled Tribe under the Constitution (Scheduled Caste Part C States) Order 1951 read with the SC/ST list (Modification Order, 1956) Mr./Ms./Mrs. \_\_\_\_\_ and his/her family reside in Village/Town \_\_\_\_\_ District \_\_\_\_\_ State U.T. \_\_\_\_\_.

**Signature of Tehsildar/Commissioner/District Magistrate)**

Place : \_\_\_\_\_  
Date : \_\_\_\_\_

Signature : \_\_\_\_\_  
Seal/Stamp

**CATEGORY CERTIFICATE**  
**(ii) OBC candidates (only non-creamy layer)**

This is to certify that Mr./Ms./Mrs. \_\_\_\_\_ son/daughter/wife of Shri \_\_\_\_\_ of Village \_\_\_\_\_ Town \_\_\_\_\_ District \_\_\_\_\_ State/U.T. \_\_\_\_\_ belongs to \_\_\_\_\_ Caste who are eligible for availing the benefits as per central list of 5 to 13 Cs/OBC as per Resolution No.12011/68/93-DCC(C) of Ministry of Social Justice & Empowerment as modified from (Scheduled Caste Part C States) Order 1951 read with the SC/ST list (Modification Order, 1956) Mr./Ms./Mrs. \_\_\_\_\_ and his/her family reside in Village/Town \_\_\_\_\_ District \_\_\_\_\_ State U.T. \_\_\_\_\_.

**Signature of Tehsildar/Commissioner/District Magistrate)**

Place : \_\_\_\_\_  
Date : \_\_\_\_\_

Signature : \_\_\_\_\_  
Seal/Stamp

**DECLARATION**

(For SC/ST/OBC/PWD students)

I Mr/Ms. \_\_\_\_\_  
S/o, D/o. Shri \_\_\_\_\_ Aged \_\_\_\_\_ years  
R/o \_\_\_\_\_ do hereby undertake that I am not drawing any  
scholarship (SC/ST/OBC/PH) from any Government authority for my studies for the year 2025-2026.  
The \_\_\_\_\_ annual \_\_\_\_\_ income \_\_\_\_\_ of \_\_\_\_\_ my \_\_\_\_\_ family \_\_\_\_\_ is  
Rs. \_\_\_\_\_ (Rupees \_\_\_\_\_)  
per Annum as per the certificate of Mandal Revenue Officer / Tahsildar / Local authority Attached.

**Signature of the Parent**

**Signature of the candidate**

**Date:**

**Place:**

**Witness:     1)**

**2)**

## UNDERTAKING BY THE CANDIDATE / STUDENT

1. I, \_\_\_\_\_  
S/o. D/o. Mr/Mrs/Ms \_\_\_\_\_ have  
carefully read and fully understood the law prohibiting ragging and the directions of the Supreme  
Court and Central / State Government in this regard.

2. I hereby undertake that:

- I will not indulge in any behavior or act that may come under the definition of ragging.
- I will not participate in or bet or propagate ragging in any form,
- I will not hurt anyone physically or psychologically or cause any other harm.

3. I hereby agree that if found guilty of any aspect of ragging, I may be punished as per the  
provisions of the regulations mentioned above and / or as per the law in force.

4. I hereby affirm that I have not been expelled or debarred from admission by any Institution  
earlier.

**Signed this \_\_\_\_\_ day of \_\_\_\_\_ month of  
\_\_\_\_\_ year**

**Signature**

**Date:**

**Name:**

**Address:**

