

Teacher Recruitment Test (TRT) - 2024
Scheme of Examination and Syllabus for Special
Education Teacher at Primary Level in the Category of
Secondary Grade Teacher

Duration: 2 Hours & 30 Minutes

Part	Subject	Syllabus	No. of Questions	No. of Marks
I.	General Knowledge & Current Affairs	-	22	11
	Perspectives in Special Education and Inclusive Education	Syllabus as notified	06	03
	Methodology in special Education and Inclusive Education	Syllabus as notified	16	08
	Psychology with reference to CWSN	Syllabus as notified	16	08
II	Category of Disability Specialization i. ID – Intellectual Disability ii. HI – Hearing Impairment iii. VI – Visual Impairment iv. SLD – Specific Learning Disabilities v. ASD & CP with MD	Syllabus as notified	100	50
	Total		160	80

**Written Test for Recruitment of Special Education Teacher
at Primary Level in the Category of Secondary Grade Teacher (S. G. T)
Syllabus**

Part – I

A. General Knowledge and Current Affairs (Marks: 11)

B. Perspectives in Special Education and Inclusive Education (Marks: 03)

Historical perspectives: Concept of impairment, disability and handicap, functioning (ICIDH) & ICF; Constitutional provisions in education, Fundamental Rights and Duties, Free and compulsory education as fundamental rights (article 21A of 2002), Directive Principles; Historical perspectives in special education: abroad and India; Trends in special education: Integrated education, inclusive education open & Distance Education, alternative schooling, Agencies of education: formal, Informal and non-formal.

Educational foundations in India:(Commissions, Acts, policies, Schemes and Provisions) The University Education Commission (1948-49), the Secondary Education Commission 1952-53, Kothari Commission report 1964- 66; IEDC-1974, DPEP, PIED, SSA, RMSA, IEDSS, National Education Policy 1986, Mental health Act-1987 Plan of Action 1992 and National Education Policy (NEP) 2020. RTE Act 2009 and Amendments; RCI ACT-1992, National Trust act -1999, National Policy for persons with disabilities -2006, PWD ACT-1995, RPWD ACT-2016,

Concept and Meaning of Inclusive Education – Meaning, Concept of Diversity and Inclusivity; Meaning and defining inclusion; Principles of inclusion; Integration vs. Inclusive education; Barriers and facilitators of inclusive education; Framework, Acts, Policy provisions for inclusive education; importance of early identification and intervention for inclusion; foundational literacy for inclusive education; role of stake holders in inclusion; Need for curricular adaptations; Inclusive practices; Adaptations, accommodations and modifications; Types of curricular adaptations; Differentiated instructions and Universal design of learning; Collaborations for inclusive education: - Special schools and inclusive schools; Special educators and general teachers; social welfare dept and Dept of education;

Special and general teacher education programs; Voluntary organizations and Govt. agencies.

C. Methodology in Special Education and Inclusive Education (Marks-8)

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with (ID): Teaching strategies for developing personal and social skills in students with ID including mild to severe levels of ID, and individuals with high support needs; Strategies for teaching functional academics. Methods of curricular content and process adaptations for students with intellectual disabilities; Management of challenging behaviors – functional assessment (antecedent, behavior, consequence), intervention strategies – Token economy, Contingency contracting, Response cost, over correction, restitution and Differential Reinforcement and other behavioral strategies; Group Teaching at various levels – pre-primary, primary levels, development and use of TLM and ICT for ID; Various types of Evaluation: Entry level, Formative and Summative, Continuous and Comprehensive Evaluation (CCE) in the Indian educational system.

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with Hearing Impairment (HI): Modes and methods of Linguistic Communication: Oralism - Principles, Justification, Limitations; Educational Bilingualism - Principles, Justification, Limitations; Total Communication - Principles, Justification, Limitations; New Trends in Oralism – Auditory Verbal Approach (AVA): Principles, Pre requisites & Stages; Sign Language & Signing System- distinguishing features; Methods and techniques of language development in DHH students: Principles of teaching language; Methods of teaching language; Natural, Structural & Combined; Techniques of teaching language: News conversation, directed activity, Visits, Storytelling; Dramatization, play and activities for language development; Poems and rhymes for developing language and supra-segmental: Methods of Teaching and Skills for children with HI: An overview of Methods of teaching: Source Method, Discovery Method, Project Method, Problem Solving Method, Play way Method, Field Study Method, Observation Method, Pendulum Method, Correlation Method and Discussion method; An overview of Maxims of teaching: Simple to complex, Whole to part, Empirical to rational, Concrete to abstract, Known to Unknown, Particular to General; Skills: Dramatization,

Narration, Explanation, Story Telling, Role Play; Importance of Laboratory, Library, Science fairs and Exhibitions; Preparation of Unit Planning and Lesson Plans and Techniques of Evaluation: Literacy for DHH children: Meaning and types of literacy skills (reading, writing, numeracy, digital, financial, health and civic); Pre-requisites of literacy and impact of deafness; Teaching speech to the children with hearing impairment: Different methods used for teaching speech – Auditory Global, Multisensory syllable unit, Association phoneme unit method, Cued speech, Auditory Verbal Therapy (AVT); Introduction to Ling's approach; Individual and group speech teaching - advantages and limitations; Aids and equipments for development of speech: Auditory aids (speech trainer), Visual aids (mirror etc.), tactile aids (Vibrotactile aids), software etc.; Role of family in stimulation of speech and language and home training; Curriculum and Adaptations and Teaching Strategies: Curricular strategies- Teaching and Learning; Curricular adaptation- Meaning and Principles; Adaptation of teaching strategies as per children's need; Techniques of Evaluation for Curricular Activities; Co-curricular activities: Planning and execution of sense training, physical Education Arts Craft and Dance & Music; Planning and assessing curricula the based on UDL; Tools and devices facilitating education: Assessment tools for students with hearing and speech disabilities; Assistive devices; Augmentative and alternative communication devices; ICT tools and techniques; Types of educational evaluation.; Classroom amplification system and Assistive Listening Devices.

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with Visual Impairment (VI): An overview of methods of teaching: Source Method, Discovery Method, Project Method, Problem Solving Method, play way Method, Field Study Method, Observation Method, Pendulum Method, Correlation Method and Discussion method; Skills: Dramatization, Narration, Explanation, Story Telling, Role Play; Laboratory, Library, Museum and exhibition; Preparation of Unit Planning and Lesson Plan with use of Adapted TLM. Specific teaching aids and equipment used in teaching for children with visual impairment, Adaptations, accommodation, and Modification in different subjects and Curriculum for students with blindness and low vision; Concept, objectives and significance of Evaluation; Classroom related Strategies: Classroom Management & Curricular Adaptation for Children with Visual Impairment; Appropriate Medium of Reading and Writing

and Improving Reading and Writing Skills; Strategies for better Peer Group Cohesion & Cooperative Learning; Applying UDL & Appropriate Strategies for Classroom Assessment; addressing the needs of Students with Visual impairment with Additional Disabilities; Expanded Core Curriculum & Concept Formation: Teaching of Braille; Sensory Training; Teaching of Orientation and Mobility; Teaching of Daily Living Activities, Social Skills and Assistive Devices and latest trends in special education:

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with Specific Learning Disabilities (SLD):

Principles of teaching; Principles of teaching; Teaching methods; Principles of reinforcement; Selection and use of TLM; Evaluation – Strategies for teaching reading and comprehension: Multisensory teaching (e.g., Orton - Gillingham method, Fernald method), spelling rules, error analysis; Strategies for teaching handwriting (adaptations), spelling (phonics and spelling rules) and written expression (grammar, ideation, language usage); Strategies for teaching math (number facts, computation, application); Peer-tutoring, co-operative learning, Co-teaching strategies; Different teaching methodology of subject areas in inclusive schools – teaching in regular schools where children with SLD, are included. Use of UDL to teach in regular elementary class.

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for individuals with (ASD):

Principles of teaching; Principles of teaching; Teaching methods; Principles of reinforcement; Selection and use of TLM,; Evaluation – Structure and Visual Support (TEACCH, Structured Teaching); Behavioural Strategies and Approaches (e.g., Applied Behaviour Analysis (ABA), Verbal Behaviour Analysis (VBA), Cognitive Behaviour Therapy (CBT), Reinforcement; Social Strategies and Approaches (e.g., social stories, Comic strips, Peer-Mediated Programs); Strategies and Approaches (e.g., Learning Experiences and Alternate Program for Pre- schoolers and their Parents (LEAP), Early Start Denver Model (ESDM), The Joint Attention, Symbolic Play, Engagement & Regulation (JASPER), Floor time); Consideration for Learning and Teaching Methods in ASD; Different teaching methodology of subject areas in inclusive schools – teaching in regular schools where children with ASD, are included. Use of UDL to teach in regular elementary class.

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with Cerebral Palsy (CP): Principles of teaching; Principles of teaching; Teaching methods; Principles of reinforcement; Selection and use of TLM; Evaluation – Strategies and Approaches (e.g., Joint Attention, Symbolic Play, Engagement & Regulation (JASPER), Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP), Early Start Denver Model (ESDM); Promote participation/access across classroom and beyond- Physical considerations- space, seating and positioning, storage of student devices such as wheelchair/AAC equipment, duration, adapted equipment, manipulative/s and personalized. Strategies related to schedules and duration-based student's levels of arousal; Adapt or Modify lessons teaching learning materials, and evaluations for teaching Literacy, Numeracy and Functional Academics including using multi-media wherever appropriate; Adapt or Modify performance and proficiency standards in subject learning through accommodations and exemptions, promote social skills, (e.g., Art educational activities, social stories, Comic strips, Peer-Mediated Programmes); Strategies and Approaches (e.g., Conductive Education, Motor Learning Practices beyond therapy, Response to Intervention; Different teaching methodology of subject areas in inclusive schools – teaching in regular schools where children with CP, are included. Use of UDL to teach in regular elementary class.

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with Multiple Disabilities (MD): Principles of teaching; Principles of teaching; Teaching methods; Principles of reinforcement; Evaluation – Strategies of teaching pre academic, Academic and functional academic skills: reading, writing and arithmetic; Developing Strategies for Teaching-Learning: Individualized and group learning, TLM, Assistive technology Strategies of teaching through structured teaching method, AAC and PBI at various environments; Strategies for developing social, recreational and leisure skills, sports, yoga, and very special art; Strategies of Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques; Different teaching methodology of

subject areas in inclusive schools – teaching in regular schools where children with MD are included. Use of UDL to teach in regular elementary class.

D. Psychology with Reference to CWSN (Marks-8)

Growth and Development: Definition and meaning of growth and development, Principles and factors affecting development, Nature vs. Nurture, Domains of development; Physical, social, emotional, cognitive, moral and language; Developmental milestones and identifying deviations and giftedness

Ages and stages of development (Birth to Childhood): Prenatal (conception to birth), Infancy (Birth to 2 year), Toddler (2 to 4 years), Early childhood (Up to 7 years), Late childhood (7 to 14 years),

Psychology and Learning: Educational Psychology; relevance and scope for educators, Basic principles of learning given by Thorndike, Pavlov, Skinner, Bandura, Piaget and Vygotsky, learning styles and types of learners, Socio-cultural factors affecting learning, Implications for children with special needs

Psychological processes and their Implications for Children with different Disabilities: Attention; concept and factors affecting attention in classroom, Perception; concept and factors affecting perception, Memory; types and strategies to enhance memory of children, Intelligence; definition, meaning and significance of IQ, Gardner's theory of Multiple Intelligences, Motivation intrinsic, extrinsic, factors affecting motivation

Classroom Management: Stimulating learning environment; physical and emotional, Common behaviour problems in children, Functional analysis of behaviour, Behaviour management techniques: Crisis and Intervention, Cognitive and behavioural, Modifying behaviours of children with special needs in inclusive and special classroom

PART II

Category of Disability Specialization (Marks-50)

Understanding Disability: Historical perspectives of Disability - National and International & Models of Disability; Concept, Meaning and Definition - Handicap, Impairment, Disability, activity limitation, habilitation and Rehabilitation; Definition, categories (Benchmark Disabilities) & the legal provisions for PWDs in India; An overview of Causes, Prevention, prevalence & demographic profile of disability: National and Global; Concept, meaning and importance of Cross Disability Approach and interventions;

Definition, Causes & Prevention and effects, Types in different categories of disabilities, Screening procedures, Assessment of disabilities, Characteristics, Anatomy and Physiology, Sensory Training, Assistive Technology Therapeutics, Educational Implication, and Management of: Loco motor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy; Visual Impairment-Blindness and Low Vision, Hearing Impairment-Deafness and Hard of Hearing; Speech and language Disorder; Deaf-blindness and multiple disabilities; Intellectual Disability; Specific Learning Disabilities, Autism Spectrum Disorder; Multiple Disabilities; Chronic Neurological conditions and Blood Disorders;

Early Identification and Intervention of children with various disabilities: Concept, need, importance and domains of early identification and intervention of disabilities and twice exceptional children; Organizing Cross Disability Early Intervention services; Screening and assessments of disabilities and twice exceptional children; Role of parents, community, ECEC and other stakeholders in early intervention as per RPD- 2016 and NEP 2020; Models of early intervention- (home-based, centre-based, hospital-based, combination) with reference to transition from home to school; Individualized Educational Programme: Concept, components of Individualized Educational Programme (IEP) and Individualized family support programme (IFSP); Developing IEP for home-based teaching programme, special school setting and inclusive school setting. Teaching strategies for group teaching in special schools, individual, small group and large group instruction; Class room management - team teaching, shadow teaching, peer tutoring and cooperative learning, use of positive behavioural intervention strategies (PBIS)

Human Resource in Disability Sector: Human resource development in disability sector – Current status, Needs, Issues and the importance of working within an ethical framework; Role of international bodies (International Disability Alliance (IDA) UNESCO, UNICEF UNDP, WHO) in Disability Rehabilitation Services; International conventions and Policies such as UNCRPD, UNESCAP, Salamanca declaration, MDGs and SDGs; biwako millennium frame work , CBM, ICEVI; Role of National Institutes (AYJNISLD, ISLRTC, NIEPID, NIEPMD, NIEPVD, NILD, NIMHR, PDUNIPPD, SVNIRTAR in Disability Rehabilitation Services; Government welfare schemes and provisions for Children with Special Needs. Role of Information and Communication Technology (ICT) in disability inclusive services and development programs. Services of NGOs.