

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

**Duration: 2 Hours & 30 Minutes**

<b>Part</b>	<b>Subject</b>	<b>Syllabus</b>	<b>No. of Questions</b>	<b>No. of Marks</b>
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
	<b>Total</b>		<b>160</b>	<b>80</b>

**Written Test for Recruitment of Special Education Teacher  
at Secondary Level in the Category of School Assistant teacher  
Syllabus**

**Part – I**

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

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

**Historical perspectives in special education:** Education of children with special needs; agencies of education; Addressing diverse learning needs; Concept and types of diversity and Inclusion and models of Inclusion; Marginalization vs. Inclusion; Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion ,Diversity in Classrooms; Principles & barriers of Inclusive Education: Universal design of learning; Differentiated teaching Co-Teaching Methods; ICT for Instruction; Role of Stakeholders of Inclusive Education & their Responsibilities Role of community in inclusion ,Resource Mobilization for Inclusive Education.

**Educational foundations in India: (Policies & Frameworks Facilitating Inclusive Education:** Indian constitution and education: Directive Principles, Fundamental Rights and Duties, Constitutional Provisions on Education; (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, Curricular Adaptation and teaching strategies for children with ID:** Meaning, Definition, Concept and Principles of Curriculum; Types and Approaches of Curriculum Designing; Types and Approaches of Curriculum Designing; Curriculum at Secondary, Pre-vocational and Vocational level; Need for Curricular Adaptation, Accommodation and Modification; Adaptation, Accommodation and Modification for Pre –academic , academic Curriculum, Co-Curriculum, Adaptation, Accommodation and Modification for School Subjects; Types and Approaches of Evaluation: Teaching Strategies and TLM; Multi-sensory Approaches

**Methods, Approaches, Techniques, Curricular Adaptation and teaching strategies for children with HI:** Curriculum-Concept, Types and Models; Approaches and Steps for Curriculum designing; Developing Literacy Skills: Reading and writing; Curricular Adaptation- Meaning and Principles; Need Assessment and decision making for Adaptation; Adapting Curriculum- Content, Teaching-learning Material, and Instruction; Types of Adaptation and Process; Adaptation and Accommodations in Student's Evaluation and Examinations; Curricular Evaluation; Factors, Methods and Tools for Curricular Evaluation.; Strategies for Early Intervention of Hearing Loss; AVT & Auditory Training; Speech Intervention Strategies; Communication and Language Teaching Strategies; Technology Facilitating Education.

**Methods, Approaches, Techniques, Curricular Adaptation and teaching strategies for children with VI:**

Curriculum approaches , types of curriculum , Teaching Functional Academics Skill, Teaching of Independent Living Skills; Curricular adaptation – Need,

Importance and Process, Planning of lessons for teaching Expanded Core Curriculum, Individualized Education Program writing; Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching; Approaches and Strategies; Intervention – Concept, Scope and Importance; Intervention for lately blinded students , Role of Special teachers/educators; Mediated teaching-learning , Preparation and Use of TLM and adaptive TLM for visually Impaired; 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, Curricular Adaptation and teaching strategies for Children with SLD:** Curriculum design– Concept, Definition and Principles; Types of curriculum– Core, Collateral, Support, Hidden Curriculum Hierarchies; Instructional Planning; : Adaptation, Modification, Accommodation; Assessment & Evaluation; Tools of evaluation- Rubrics grading, marking schemes; Strategies for developing word recognition skills, fluency and comprehension; Strategies for developing handwriting, spelling and written expression; Strategies for Reading and writing across the curriculum; Strategies for differentiation and inclusion in the classroom; Interventions for Mathematics; Intervention in Life Skills; Technology for Classroom Engagement.

**Methods, Approaches, Techniques, Curricular Adaptation and teaching strategies for Inclusive Education of Children with ASD:** Adaptation of curriculum for children with ASD; Types of adaptation needed for children with ASD; Stages of adaptation; Accommodation & modification; Accommodation of co-curricular activities and learning material; Methods of Evaluating Children with ASD. Behavioral Approach; Developmental Approach; Cognitive Approach; Social Approach; Teaching Methods and Strategies

**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, Curricular Adaptation and teaching strategies for children with MD:** Aims, concepts, principles of curriculum development with reference to persons with disabilities; Types and approaches of curriculum development; Curricular and Co-curricular Material Adaptation; Classroom Management; Types of evaluation; Therapeutic Intervention Strategies; Teaching Methods, Techniques and Strategies; Universal Design in Learning; Teaching Methods, Approaches and Strategies for Sensory Impairment.

### **Psychology with Reference to CWSN (Marks-8)**

Approaches to Human Development - Theoretical Approaches to Development, The Early Years (Birth to Eight Years), Early Adolescence (From nine years to eighteen years), Psychosocial Aspects and Disability

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

## **PART II**

### **Category of Disability Specialisation (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; 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, Nature, Classification causes, prevalence& Incidence anatomy and physiology, screening and assessment procedures;** Expanded Core Curriculum, **Sensory Training: technological Advancements, amplification Devices, challenges and issues concern with the disabilities, educational implications for:** Visual Impairment (ID), Deaf-blindness (DB) Specific Learning Disability (SLD), Intellectual Disability (ID), Autism Spectrum Disorder, Cerebral Palsy (CP), Amputees, Polio, Spinal Cord Injuries; Spina-bifida and Muscular Dystrophy, Multiple Disabilities and Other Disabling Conditions (MD)

**Early Identification and intervention of children with various disabilities** Evidenced Based Practices for Early Intervention; Inclusive Early Childhood Educational (ECE) Practices, principles of ECE practices, service delivery models in early intervention Importance of Universal Designs of Learning (UDL); Practices for Inclusive ECE Programs, 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 UNCRC, 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.