GOVERNMENT OF ANDHRA PRADESH

DEPARTMENT OF SCHOOL EDUCATION

DSC - 2026

SUGGESTIVE SYLLABUS FOR
SCHOOL ASSISTANT SPECIAL EDUCATION
SGT SPECIAL EDUCATION



DISCLAIMER :

The Suggestive syllabus is confined to the posts to be notified in the DSC 2026



EDUCATE - EMPOWER BUILD THE NATION

GOVERNMENT OF ANDHRA PRADESH

DEPARTMENT OF SCHOOL EDUCATION

DSC-2026

SYLLABUS FOR SCHOOL ASSISTANT - SPECIAL EDUCATION

Structure & Syllabus

School Assistant – Special Education examination will be conducted for 80 marks. The question paper contains 2 parts with 5 sections i.e, General Knowledge and Current affairs, Perspectives in Special Education and Inclusive Education, Psychology with reference to CWSN, Category of Disability Specialisation and Methodology in Special Education and Inclusive education. The details of structure, pattern and syllabus is here under.

Duration of Examination: 2 Hours 30 Minutes

Part-1	General Knowledge and Current affairs	20 MCQs	10 Marks
	Perspectives in Special Education and Inclusive Education	10 MCQs	5 Marks
	Psychology with reference to CWSN	10 MCQs	5Marks
Part-2	Category of Disability Specialisation (1. ID, 2. HI, 3. VI, 4.SLD, 5. ASD, 6.CP with MD)	100 MCQs	50 Marks
	Methodology in Special Education and Inclusive education	20 MCQs	10 Marks
	Total	**160 MCQs**	**80 Marks**

Syllabus

Part – I

A. General Knowledge and Current Affairs (10 Marks)

B. Perspectives in Special Education and Inclusive Education (5 Marks)

Philosophical Foundations of Education

- Meaning and definition of Educational Philosophy
- Relationship of philosophy with educational practices
- Overview of major educational philosophies:
  - Idealism
  - Naturalism
  - Pragmatism
  - Humanism
- Prominent Western Philosophers and their contributions:
  - John Dewey
  - Kilpatrick
  - Rousseau
- Prominent Indian Philosophers and their educational principles:
  - Mahatma Gandhi
  - Sri Aurobindo
  - Rabindranath Tagore
  - Swami Vivekananda

  Other prominent contributors like Jean-Marc-Gaspard Itard, Helen Keller etc.

Agencies of Education

- Types of educational agencies:
  - Formal
  - Informal
  - Non-Formal
- Modes of Education:
  - Regular
  - Open
  - Distance & Online
  - Blended Learning
- Types of Schools and Learning Contexts:
  - Regular School
  - Inclusive School
  - Special School
  - Home Education & Home-based Programmes
  - Family, Community, and Mass Media
- Role of Governmental Organizations:
  - NCERT
  - SCERT
  - NCTE

    - UGC
    - Ministry of Education
- Role of National and International NGOs in promoting education for children with disabilities

Perspectives in Special education –Ancient to Contemporary:

- Historical perspectives of Disability National and International & Models of Disability
- Education of children with special needs
- Addressing diverse learning needs
- Concept and types of diversity, 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
- Role of Stakeholders (Family, School etc.) 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, Article 21A (Free and Compulsory Education, 2002)

Commissions, Acts, Policies, Schemes and Provisions:

- The University Education Commission (1948 - 1949), the Secondary Education Commission (1952 -1953), Kothari Commission report (1964 – 1966)
- IEDC -1974, DPEP, PIED, SSA, RMSA, IEDSS, National Education Policy 1986, Mental Health Act -1987, Plan of Action 1992 NCF 2005, National Education Policy (NEP) 2020, NCFFS 2022, and NCFSE 2023
- 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
- Ensuring Equality of Opportunity and Inclusive Education: At elementary, secondary, and higher education levels

Concept and Meaning of Inclusive Education- Academic Instructions:

- Meaning, Concept of Diversity and Inclusivity
- Women and Girl child with disability
- Meaning and Definition of Inclusion, Principles of Inclusion, Issues and Trends.
- Integration vs. Inclusive education
- Barriers and facilitators of Inclusive education
- Importance of early identification and intervention for inclusion
- Foundational Literacy for Inclusive Education
- Need and Types of curricular adaptations
- Inclusive practices-Adaptations, accommodations and modifications
- Differentiated instructions and Universal Design of Learning
- Collaborations for inclusive education, Special schools and Inclusive schools
- Special educators and general teachers
- Social Welfare Department and Department of Education and other concerned departments
- Teacher education programmes in Special Education
- Human Right based disability
- Services of Voluntary organizations and Govt. agencies

C. Psychology with Reference to CWSN (5 marks)

- Approaches to Human Development - Theoretical Approaches to Development, The Early Years, and Adolescence stages- Transition into Adulthood.
- Psychosocial Aspects and Disability- family issues
- Psychology and Learning - Intelligence- Educational Psychology- Relevance and scope Basic principles of learning -Thorndike, Pavlov, Skinner, Bandura, Piaget and Vygotsky.
- Learning styles and Types of learners, Motivation.
- 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
- Applied Behavioral analysis- Types, Strategies, Management

PART II

D. Category of Disability Specialization: (ID, HI, VI, SLD, ASD, CP with MD) (50 marks)

- Concept, Meaning and Definition of 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, Assessment & Evaluation Procedures- PRASHAST, Importance and Domains of Early identification, Expanded Core Curriculum, Tools of Evaluation, Sensory Training, Communication – Linguistic and Non Linguistic, Assistive Technological Advancements, Amplification Devices, Challenges and issues concern with the disabilities, Management of Learning, Vocational Rehabilitation, Transition from home to school& Job Replacement, Guidance & Counseling and other educational implications for:
  - Visual Impairment (VI)
  - Deaf -blindness (Db)
  - Specific Learning Disability (SLD)
  - Intellectual Disability (ID)
  - Hearing Impairment
  - Speech and Language Disability
  - Autism Spectrum Disorder (ASD)
  - 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:

- Evidence Based Practices for Early Intervention
- Inclusive Early Childhood Education (ECE): 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 Behavioral Intervention Strategies (PBIS)
- Therapeutical Services and intervention strategies.

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.
- Cross Disability and Inclusion.

Tools and Devices Facilitating Education:

- Types of educational evaluation -Assessment tools for students with disabilities
- Assistive devices and Augmentative & Alternative Communication (AAC) devices

ICT- Information Communication Technology

- Meaning and scope of Information and Communication Technology
- Technological input store devices for disabled

- Major ICT devices & Evolution of ICT
- Hardware, Software

Assistive Software for CWSN

- Screen Reading Software in Computers and Mobile Devices
- Online Accessible Libraries
- Accessible Software Apps for Mobility using GPS location finder, object recognition, recreation and games

Basic Computer Applications

- Keyboard operations
- Basic Windows Operations
- Ease of Access operations
- Using application software – MSOffice–Calculator, Language, Input methods and Calendar

Internet applications

- Internet search, drive operations (Google Search and Drive)
- E-mail operations
- Use of speech synthesizers
- Adaptive devices for input access, reading and operations of persons with disabilities Using internet, chat, social media, online meetings for learning and teaching purposes.

E. Methodology in Special Education and Inclusive Education (10 Marks)

Methods, Approaches, Techniques, Curriculum Design and Development, Curricular and Co-curricular Adaptation, accommodation and modifications, Teaching Functional Academics, Instructional Planning, and Teaching Methods, Techniques and strategies, Classroom management, Assessment and Evaluation, Communication needs and ICT

For children with ID:

- Meaning, Definition, Concept and Principles of Curriculum
- Types and Approaches of Curriculum Designing
- Curriculum at Secondary, Pre -vocational and Vocational level

- Need for Curricular Adaptation, Accommodation and Modification for Pre – academic, academic, Curriculum, and Co-Curriculum
- Need for Adaptation, Accommodation and Modification for School Subjects
- Types and Approaches of Teaching Strategies, TLM, Multi-Sensory Approaches and Evaluation
- Intervention for mal-adaptive behaviour

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 for management - Speech
- 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 Strategies – 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- Braille and other devices, types and relevance, Sign Language, Sensory Training, Teaching of Orientation and Mobility, Teaching of Daily Living Activities, Social Skills and Assistive Devices and latest trends in Special education
- Adaptation of Physical Education activities

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
- Educational interventions for Processing Deficit
- 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
- Orientation to Curriculum Development
- Curricular focus for CwASD
- Types of adaptation needed for children with ASD
- Stages of adaptation; accommodation & modification

- Teaching Methods and Strategies
- Accommodation of co-curricular activities and learning material
- Methods of evaluating children with ASD- Behavioral Approach, Developmental Approach, Cognitive Approach, Social Approach

Methods, Approaches, Techniques, Teaching strategies and Curriculum Adaptations for students with Cerebral Palsy (CP):

- Principles of teaching, Teaching method
- 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 students' devices such as wheelchair/AAC equipment, duration, adapted equipment, manipulative/s and personalized. Strategies related to schedules and duration - based on 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 classes

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
- Teaching Methods, Approaches and Strategies for Sensory Impairment.
- Classroom Management
- Types of evaluation
- Therapeutic Intervention Strategies
- Universal Design in Learning
- Access to Computer

Note : *The syllabus for SGT – Special Education is suggestive but not exhaustive. Aspirants are advised to follow Rehabilitation Council of India (RCI) prescribed syllabus, Study materials of RCI approved training college/ Universities books, Telugu Academy books, Hand Books, Modules of NCERT, SCERT and Samagra Shiksha.*

GOVERNMENT OF ANDHRA PRADESH

DEPARTMENT OF SCHOOL EDUCATION

DSC-2026

Structure and Syllabus

SYLLABUS FOR SECONDARY GRADE TEACHERS (SGT)-

SPECIAL EDUCATION

Secondary Grade Teacher – Special Education examination will be conducted for 80 marks with 160 questions. The question paper contains 2 parts with 5 sections i.e, 1. General Knowledge and Current affairs 2.Perspectives in Special Education and Inclusive Education 3. Psychology with reference to CWSN 4. Category of Disability Specialisation 5. Methodology in Special Education and Inclusive education. The details of structure, pattern and syllabus is here under.

Duration of Examination: 2 Hours 30 Minutes

Part-1	General Knowledge and Current affairs	16 MCQs	8 Marks
	Perspectives in Special Education and Inclusive Education	8 MCQs	4 Marks
	Psychology with reference to CWSN	16 MCQs	8Marks
Part-2	Category of Disability Specialisation (2. ID, 2. HI, 3. VI, 4.SLD, 5. ASD, 6.CP with MD)	90 MCQs	45 Marks
	Methodology in Special Education and Inclusive education	30 MCQs	15 Marks
	Total	**160 MCQs**	**80 Marks**

Syllabus

Part – I

A. General Knowledge and Current Affairs (8 Marks)

B. Perspectives in Special Education and Inclusive Education (4 Marks)

Philosophical and Sociological Foundations of Education

- Concept, Meaning and definition of Philosophy with respect of Special Education
- Relationship of philosophy with educational practices
- Overview of major educational philosophies:
    - Idealism
    - Naturalism
    - Pragmatism
    - Humanism
- Prominent Indian and Western Philosophers and their contributions:
    - John Dewey
    - Kilpatrick
    - Rousseau
    - Mahatma Gandhi
    - Sri Aurobindo
    - Rabindranath Tagore
    - Swami Vivekananda

Nature and Agencies of Education

- Types of educational agencies:
    - Formal
    - Informal
    - Non-Formal
- Modes of Education:
    - Regular
    - Open
    - Distance & Online
    - Blended Learning
- Types of Schools and Learning Contexts:
    - Regular School
    - Inclusive School
    - Special School
    - Home Education & Home-based Programmes
    - Family, Community, and Mass Media

- Role of Governmental Organizations: NCERT, SCERT, NCTE, UGC, Ministry of Education
- Role of National and International NGOs in promoting education for children with disabilities

Perspectives in Special education –Ancient to Contemporary:

- Aims and Historical perspectives of Disability (***Special education and Inclusive education)*** National and International & Models of Disability
- Education of children with special needs
- Concept and types of diversity, 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
- Differentiated teaching, Co-Teaching Methods
- Role of Stakeholders (Family, School etc.) of Inclusive Education & their responsibilities
- Role of Community in inclusion, Resource Mobilization for Inclusive Education
- New trends in special education, Integrated education, Inclusive Education

***Educational Foundations in India (Commissions, Acts, Policies, Schemes, Provisions, Frameworks facilitating Inclusive Education)*:**

- Indian Constitution and Education: Directive Principles, Fundamental Rights and Duties, Constitutional Provisions on Education, Article 21A (Free and Compulsory Education, 2002)
- Pre and Post Independent India – Education Committees and Commissions. Eg., The University Education Commission, the Secondary Education Commission, Kothari Commission.
- IEDC -1974, APPEP, DPEP, PIED, SSA, RMSA, IEDSS, National Education Policy 1986, Mental Health Act -1987, Plan of Action 1992, NCF -2005, National Education Policy (NEP) 2020, NCFFS- 2022, and NCFSE- 2023
- 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

- Ensuring Equality of Opportunity and Inclusive Education: At Pre Primary, Primary and Elementary levels.

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 Department and Department of Education
- Special and general teacher education programs
- Voluntary organizations and Government agencies.

C. Psychology with Reference to CWSN: (8 Marks)

***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 and modifying behaviours of children with special needs in inclusive and special classrooms

ICT- Information Communication Technology

- Meaning and scope of Information and Communication Technology
- Technological input store devices for disabled
- Major ICT devices & Evolution of ICT
- Hardware, Software

Assistive Software for CWSN

- Screen Reading Software in Computers and Mobile Devices
- Online Accessible Libraries
- Accessible Software Apps for Mobility using GPS location finder, object recognition, recreation and games

Basic Computer Applications

- Keyboard operations
- Basic Windows Operations
- Ease of Access operations
- Using application software – MSOffice–Calculator, Language, Input methods and Calendar

Internet applications

- Internet search, drive operations (Google Search and Drive)
- E-mail operations

- Use of speech synthesizers
- Adaptive devices for input access, reading and operations of persons with disabilities
- Using internet, chat, social media, online meetings for learning and teaching purposes

PART II

D. Category of Disability Specialization

1. ID 2. HI 3. VI 4. SLD 5. ASD 6.CP with MD: (45 Marks)

Understanding Disability:

- Concept, Meaning and Definition - Handicap, Impairment, Disability, activity limitation, habilitation and Rehabilitation
- Addressing diverse learning needs
- 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 Tools and procedures
- Assessment of disabilities, Characteristics
- Anatomy and Physiology
- Sensory Training, Assistive Technology
- Therapeutics
- Educational Implication and Management of
  - Locomotors 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
- Family - 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.

E. Methodology in Special Education and Inclusive Education: (15 Marks)

Methods, Approaches, Techniques, Curriculum Design and Development, Curricular and Co-curricular Adaptation, accommodation and modifications , Teaching Functional Academics , Instructional Planning, Assistive Technology, Tools, TLM and Teaching Methods, Techniques and strategies (IEP,IFSP),Management of groups with high support needs, Classroom management, Assessment and Evaluation, Communication Needs and ICT with reference to ID,HI,VI,SLD,ASD,CP, MD.

For students with Intellectual Disability (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

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
- 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
- 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

Introduction to Speech and Speech Production

- Definition of speech, characteristics of normal speech, and functions Parameters of speech
- Mechanism of speech production – Structures and functions of the Respiratory, Phonatory, Articulatory, Resonator, and Regulatory systems
- Speech as an overlaid function
- Introduction to speech and language disabilities

Description of Speech Sounds

- Non-segmental: Intensity, pitch, and quality
- Segmental: Definition of consonants, vowels, diphthongs, and blends
- Classification of consonants – Place, manner, voicing
- Classification of vowels
- Supra-segmental features – Intonation, stress, pause

Speech Problems in Children with Hearing Impairment

- Articulation errors, voice problems, supra-segmental errors
- Speech intelligibility
- Evaluation of speech
- Evaluation in terms of voice, articulation, and supra-segmental
- Classroom-based speech profiling
- 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), Auditory Training

- Introduction to Ling's approach; Individual and group speech teaching - advantages and limitations
- Aids and equipment for development of speech: Auditory aids (speech trainer), Visual aids (mirror etc.), tactile aids (Vibro tactile 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
    - Amplification devices: Augmentative and alternative communication devices
    - Types of educational evaluation
    - Classroom amplification system and Assistive Listening Devices

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

For students with Specific Learning Disabilities (SLD):

- 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

For individuals with Autism Spectrum Disorder (ASD):

- 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- school students 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

For students with Cerebral Palsy (CP):

- 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

For students with Multiple Disabilities (MD):

- 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.

Note : *The syllabus for SGT – Special Education is suggestive but not exhaustive. Aspirants are advised to follow Rehabilitation Council of India (RCI) prescribed syllabus, Study materials of RCI approved training college/ Universities books, Telugu Academy books, Hand Books, Modules of NCERT, SCERT and Samagra Shiksha.*





State Council of Educational Research and Training

Andhra Pradesh

