

STRUCTURE AND CONTENT OF SYLLABUS
Inclusive Education for Disabled at Secondary Stage
Written Test for the recruitment of District Special Education Teachers, Punjab 2015

1. Child Development and Pedagogy: 30 Questions

a) Child Development (Elementary School Child): 15 Questions

- Concept of development and its relationship with learning
- Principles of the development of children
- Influence of Heredity & Environment
- Socialization processes: Social world & children (Teacher, Parents, Peers)
- Piaget, Kohlberg, Bruner and Vygotsky: constructs and critical perspectives
- Concepts of child-centered and progressive education
- Critical perspective of the construct of Intelligence
- Multi Dimensional Intelligence
- Concept and dimensions of emotional intelligence
- Personality –concept, determinants, assessment.
- Language & Thought
- Gender as a social construct; gender roles, gender-bias and educational practice
- Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.
- Distinction between Assessment for learning and assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation: perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.

b) Concept of Inclusive education and understanding children with special needs: 5 Questions

- Addressing learners from diverse backgrounds including disadvantaged and deprived
- Addressing the needs of children with learning difficulties, 'impairment' etc
- Addressing the Talented, Creative, Specially abled Learners

c) Learning and Pedagogy: 10 Questions

- How children think and learn; how and why children 'fail' to achieve success in school performance
- Basic processes of teaching and learning; children's strategies of learning; learning as a social activity; social context of learning.
- Child as a problem solver and a 'scientific investigator'
- Alternative conceptions of learning in children; understanding children's 'errors' as significant steps in the learning process.
- Cognition & Emotions
- Motivation and learning
- Factors contributing to learning-personal & environmental

2 . Language I (Punjabi): 23 Questions

a) Language Comprehension: 13 Questions

Reading unseen passages-two passages one prose or drama and one poem with questions on comprehension, inference, grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive)

b) Pedagogy of Language Development: 10 Questions

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool

- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

3. Language-II (English): 22 Questions

a) Comprehension: 12 Questions

Two unseen prose passages (discursive or literary or narrative or scientific) with questions on comprehension, grammar and verbal ability

b) Pedagogy of Language Development: 10 Questions

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

4. Data Management and Reporting: 15 Questions

- Qualitative and Quantitative technique of data collection
- Analysis of data: Mean, Mode, Median, Correlation
- Diagrammatical presentation of data
- Interpretation of data

The questions in sections 1 to 4 are common for all the candidates. The questions in Section 5 have three separate sets of 60 questions respectively for VI, HI and MR specialization. The candidate will attempt set of 60 questions of that specialization which he/she has applied for viz. VI, HI and MR.

5. (VISUAL IMPAIREMENT): 60 Questions

a) Introduction to Visual Impairment: 10 Questions

- I. Anatomy and Physiology of the Eye:
 - Eye and Eye care.
 - Visual Acuity, refraction, fusion, depth perception.
 - Visual deficit tunnel vision, loss of visual field, central scotoma, low vision.
 - Refractive errors – myopia, hyperopia, presbiopia, astigmatism
 - Common eye diseases – cataract, glaucoma, traucoma, corneal ulcer, Xerophthalmia, retinitis, pigmentosa, macular degeneration, optic atrophy

II. Nature of Visual Impairment:

- Definition and classification of blindness and low vision

III. Social Disposition to Visual Impairment:

- Attitude towards visual disability.
- Parental attitude, attitude of siblings, peer group attitude and stereotypic attitude towards blindness.
- Teachers' attitude social attitudes, and modification
- Role of teacher in developing positive attitude

IV. Visually Impaired Children with Associated Disabilities:

- Concept
- Types of associated disabilities –hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities.
- Support services-modify and implications.

b) Educational perspective of visual impairment: 20 Questions

I. Historical Perspectives of Education of Visually Impaired Children

- Historical development in India and Abroad
- Cascade system of service delivery
- Models of integrated education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teacher model, multi-skilled teacher model.
- Development of inclusive education
- Current status of education of visually impaired children with additional disabilities.

II. Education of Low Vision Children

- Assessment of low vision
- Educational problems of low vision children
- Vision stimulation and visual efficiency
- Low vision aids-magnifiers, large print materials, and computers.
- Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies.

III. Curricular Adaption

- Importance of curricular adaptations
- Direct and indirect services, material development and presentation.
- General principle of material population: duplication, modification, substitution and omission.
- Use of adapted instructional material for teaching and learning subjects like math, science, social science, etc.

IV. Education for Rehabilitation

- Linkages between educational and rehabilitation professionals.
- Awareness of others development program in the community.

**c) Learning Methods and Strategies for teaching children with visual impairment:
30 Questions**

I. Need for Various Approaches in Teaching Visually Impaired Children

- Learning stage- sensory motor, concrete operation and abstract thinking (logical operation)
- Pedagogy of Inclusive Education
- Learning Style and Child Centered Teaching

II. Teaching Plus Curricular Skills

- Techniques of teaching of orientation and mobility, importance of orientation and mobility for persons with visual impairment
- Braille- technique of teaching Braille, reading and writing skills, reading readiness activities.
- Knowledge of various aids and appliances
- Sensory training
 - Importance, objectives and procedures
 - Residual vision-Tactile sense
 - Auditory sense
 - Olfactory sense
 - Kinesthetic sense &
 - Multi-sensory approach
 - Methodology of Teaching Languages
- Developing listening skills
- Verbalization of visually impaired children
- Evaluation of the language development skills.

III. Methodology of Teaching Mathematics

- Teaching Abstract concepts to the visually impaired
- Factors contributing to learning mathematics.
- Use of mathematical devices –abacus, Taylor frame and geometry board.
- Mathematical Braille code for India.
- Evaluation of learning in science and social science.

IV. Methodology of teaching a)Science and b)Social Science

- Methods of teaching science to visually impaired children with the help of relevant equipment.
- Methods of teaching social science to the visually impaired.mm
- Preparation and Presentation of tactile diagrams
- Presentation and use of different types of maps globe and relevant material
- Evaluation of learning in science and social sciences

5. MENTAL RETARDATION: 60 Questions

a) IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION: 20 Questions

- I. Mental Retardation – Nature, needs and Identification
 - Historical perspective of the concept of mental retardation. Updating nomenclature regarding terminology in Mental Retardation.
 - Definition of mental retardation-ICD-10, AAIDD, WHO, Legal definition (PWD Act) in India used for certification; incidence and prevalence
 - Classification of MR (Medical, educational, psychological).
 - Characteristics of People with mild, moderate, severe and profound MR
 - Screening and identification of mental retardation in pre-school, adolescence and adulthood.

- II. Additional impairment
 - Introduction to associated conditions and educational implications
 - Sensory impairments- vision, hearing
 - Motor impairments- cerebral palsy, congenital deformities, muscular dysfunction
 - Epilepsy
 - Emotion disorders and Autism
 - Assessment and Evaluation
 - Assessment : concept and definition , purpose
 - Tools of assessment: tests(NRT, CRT, teacher made) observation and interview
 - Areas of Assessment – psychological, educational, behavioral ecological and clinical assessment for varied ages and severity levels (Pre-school, School Level & Vocational).
 - Evaluation methods-formative and summative
 - Interpretation of assessment results and program, reporting

- III. Assessment of Adaptive Behavior
 - Tools for assessment of Adaptive Behavior
 - Assessment tools with reference to Indian context
 - Documentation and recording
 - Assessment and interpretation of results in order to formulate a functional plan
 - Evaluation and Follow up

- IV. Mental Retardation
 - Mental Retardation and Mental Illness-Differences
 - Mental retardation and its Psycho-social aspects-exploitation, delinquency, child labour, child abuse
 - Rights and advocacy

- V. Transitional and Vocational Assessment
 - Support Intensity Scale
 - Vocational assessment
 - Transitional from school to work
 - Vocational training
 - Employment Models: Supported, Sheltered, Home- Based, Self-Employment, Inclusive)

b) MENTAL RETARDATION-ITS MULTIDISCIPLINARY ASPECT: 17 Questions

I. Physiological Aspects

- Neurological aspects---Autonomous Nervous system, Central Nervous System, Peripheral Nervous System.
- Associated Impairments---Cerebral Palsy, Epilepsy, ADD, ADDH, Autism.
- Genetic aspects
- Endocrinal influences
- Preventive measures

II. Development and Behavioral Aspects in Relation to Mental Retardation

- Development stages – Physical, social, convective, language, emotional and moral.
- Development delays and their implications in the life cycle
- Adaptive deficits-self-help areas, emotional, social cognitive and language areas
- Behavior Management: Functional analysis and strategies for intervention
- Management of behavior problems in the home. Ethical Issues in behavior management

III. Communication Aspects

- Language; Speech and communication : Concept and Definition
- Speech Disorders: Types and Intervention
- Communication: Prerequisite skills, process, and disorders and intervention
- Model of Communication: Alternatives and Augmentative

IV. Motor Aspects

- Gross motor and fine motor development and impairments
- Neuromotor, eye-hand, sensory motor, perceptual motor difficulties
- Locomotors/mobility related problems
- Physiotherapy, occupational therapy- their implications and adaptations in classroom management

V. Working with multi-Disciplinary Teams

- Personal and parents involved in multi-disciplinary team
- Nature of coordination with multi-disciplinary team
- Referral agencies, linkages, networking and follow-up
- Empowerment of families and mobilization of support
- Need for inter-departmental linkages at State and national levels in the services for mentally retarded children

VI. Community Based Rehabilitation

- CBR: Concept and Definition
- Scope of CBR
- Models of CBR
- Role of special educator/ family/ community / person with disability/ in CBR
- Challenges and implications

c) CURRICULUM AND TEACHING STRATEGIES: 17 Questions

I. Curriculum Development

- Curriculum: Concept, Definition and aims
- Principles of Curriculum Development
- Approaches to Curriculum: Development, Ecological and Functional
- Adaption of curriculum
- Emerging trends in Curriculum Development

II. Development of Educational program

- Instructional Design
- Individualized educational Plan: Need and component
- Development of goals: Long term, short term and specific objectives
- Evaluation of Goals and Maintenance of Records
- Conducting an IEP meeting

III. Curriculum Content

- School level (6-15 years) self help skills, communication, Gross and fine motor skills, Functional academics, possibility of academic integration, concept of National Open School, functional communication, pre-vocation skills, social competency skills, pre-employment and occupational skills, domestic skills-
- Prevocational (15-18 years) National Institute of Open School, Prevocational skills
- Severe and Profound Retardation : Self help, Mobility, Communication, Leisure and Recreational, Prevocational/vocational

IV. Teaching Strategies

- Principles of Teaching in Special Education
- Stages: in Learning: Acquisition Maintenance and Generalization, Concept Learning- Matching, Identification and Generalization
- Teaching Approaches: Multi-Sensory Approach- VAKT, Behavioral Approach-Task Analysis, chaining, Modeling, Shaping, Prompting and fading Reinforcement, Cognitive Approach-cognitive Behavior Modification
- Other Instructional Methods: Role Play, Music, Art, Drama, Field trips
- Teaching Strategies for Severe and Profound Mentally Retarded: Task Analysis, Positioning and handling. Adaption of teaching learning materials, Re-structuring of the learning environment, use of Alternatives and Augmentative devices

V. Co-Curricular Activities

- Relevance and Importance of co-curricular skills
- Visual Arts (arts and crafts) and stimulation material
- Performing Arts (dance, music, drama, mimicry, puppetry)
- Physical education, yoga, play, sports and games, leisure skills and recreational activities
- Emerging trends and activities –Special Olympics, very special arts, special youth festivals, special national and international days

VI. Educational Provision

- Concept of normalization, integration, mainstreaming and inclusive education – their implications in education program
- Placement Option: Special schools, Residential Schools, Special class in mainstream Setting, Itinerant and Resource Room
- Vocational Training and Rehabilitant
- Inclusive Model: SSSA and NIOS
- Social benefits and Schemes – State and Central governments, NGO

d) **METHODOLOGY OF TEACHING CHILDREN WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP: 6 Questions**

I. Organization of Resource Room

- Orientation to regular school administration – relevance and importance
- Training and coordination with regular education system
- Organizing resource rooms methods and material
- Coordination with families, evaluation provisions
- Record maintenance

II. Organization and Development of an Inclusive Education Program

- Sensitization of school staff at different levels
- Sensitization of parents and community
- Sensitization of regular students
- Creating a barrier free environment (provision for students with visual and hearing impairments)
- Strategies to facilitate inclusion between regular and special needs students

III. Methodology of teaching Language

- Assessment – formal, informal methods
- Modification of the curriculum
- Planning a program
- Instructional strategies/ resources
- Evaluation

IV. Organization of a Resource Room

- Developing a functional Curriculum
- Designing IEP
- Scheduling for individual and group instruction
- Designing activities to enhance social inclusion
- Parental Involvement in the program

5. **HEARING IMPAIRED: 60 Questions**

a) **NATURE AND NEEDS OF VARIOUS DISABILITIES – AN INTRODUCTION : 5 Questions**

I. Introduction

- Impairment, Disability, Handicap: Concept and Characteristics

II. Sensory Impairment (Visual Impairment and Hearing Impairment)

- Types of Hearing Impairment and Visual Impairment.

b) EDUCATION: A GLOBAL PERSPECTIVE: 10 Questions

- I. Educational Aims
 - Education For All movement, Education through 21st century, NPE (1986): POA (1992), RCI Act (1992), IED Scheme, SSA (1992), PWD Act (1995), NT Act (1999), Biwako Millenium Framework, UNCRPD (2006), Right to Education Act, (2009) and its implications.
- II. Inclusive Education
 - Concept and principles of inclusion aims, functions, priorities, implications of educational philopies on inclusive education
 - Role of schools(regular/special) and teachers/ educators (regular/special) in facilitation inclusive education
- III. Educational Agencies for National Development
 - Role of home, school, society and mass media

c) EDUCATIONAL PLANNING AND MANAGEMENT –CURRICULUM DESIGNING AND RESEARCH: 10 Questions

- I. Curriculum
 - Disability wise adaptations of co-curricular activities
- II. Instructional Strategies
 - Teaching materials-aids and appliances, other equipments and their developments
 - Models of teaching-concept and scope, Concept Attainment Model, Development Model, Role Play Model
- III. Educational Technology
 - Educational Technology: Concept and Scope, Objectives, planning and implementations; ICT
 - Role & Types of Audio-Visual aids in teaching; Use of Multi-media in education of students with special needs.
 - Individualized instruction: Programmed Instruction, Computer Assisted Instruction and Interactive Learning
 - Environmental modifications and use of assistive technology and Barrier free environment for Persons with Disabilities
 - Teaching learning materials: Importance, need and guidelines on use with references to various disabilities
- IV. EDUCATIONAL EVALUATION
 - Meaning, scope and types of evaluation; changing trends in educational evaluation.
 - Types of Tests; tools& techniques of conventional & alternate evaluation.

d) FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT: 15 Questions

- I. Communication and Language
 - Definition nature and scope of communication
 - Definition, nature and functions of language
 - Prerequisites and phases of language development
 - Concept of critical period and early intervention for acquisition.

II. Communication Methods and Techniques

- Principles of developing language in children with hearing impairment
- Options in Linguistic Communication for children with hearing impairment (Philosophy, justification, advantages & disadvantages, types & programs in India)
 - a) Oralism –Auditory Oral Education, Auditory Verbal Education (Unisensory and Multisensory Approaches)
 - b) Total Communication (Simultaneous use of speech and Sign System)
- Methods of teaching language to children with Hearing Impairment
- Structural method: Concept and the principles
- Techniques of teaching language to children with Hearing Impairment
 - a) News/Conversation b) Story telling c) Directed activity
 - d) Visit e) Free Play f) Picture description
 - g) Dramatization h) Poems i) Unseen Passages
- C) Literacy: Reading and Writing
 - Literacy : meaning, concept, pre requisites and challenges in development
 - Development of Reading skills at different levels
 - a) Models of reading (Top Down, Bottom- Up & Interactive)
 - b) Classification of Reading-
 - Functional, Recreational, Remedial and Development
 - Loud Reading, Silent Reading
 - Development of writing skills at different levels
 - Methods of development of writing {look and write: copying , listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing

III. Assessment of language at different levels

- Classroom assessment techniques: Conventional and modern
- Knowledge based, language based questions
- Open ended, closed ended questions
- Direct, Indirect, inferential questions

e) AURAL REHABILITATION: 10 Questions

I. Hearing and Hearing Impairment

- Basic Anatomy and Physiology of hearing mechanism including central mechanism.
- Classification of hearing impairment (hard of hearing, deaf, prelingual, post lingual, sensorineural, conductive, Functional, Central hearing loss)
- Causes of Hearing loss- prenatal, Postnatal causes, prevention of hearing loss (importance, level, strategies, role of GOs and NGOs)
- Early identification of hearing loss its importance, tests (subjective and objective) and other methods available.

II. Audiometry

- Pure tone audiometry and speech audiometry, basics of masking –parts and use of audiometer.
- Interpretation of audiogram, concepts of speech banana, basic and educational implications

III. Amplification Devices and Cochlear implant

- Parts of hearing aid, their functions
- Cochlear Implants: Parts and functions, basic criteria for candidacy.

IV. Setting up of and Audio logical Management of special & inclusive classrooms

- Classroom amplification devices, Group: hard-wire system, induction Loop system, FM system infrared system, Individual speech trainer
- Care and Maintenance of all group hearing aid systems

V. Auditory Training

- Auditory training: definition, meaning and scope and benefits of auditory training, 6 sound test.
- Stages of Auditory training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech.

f) INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENTS: 10 Questions

I. Speech Mechanism

- Definition and functions of speech
- Anatomy and Physiology of the Respiratory, Phonatory, Articulatory, Resonatory systems and Regulatory Mechanism

II. Normal speech-Reception and Production

- Characteristics of speech, parameters of speech
- Segmental, Non Segmental and Supra Segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- Multi-sensory speech reception- hearing and vision, hearing and touch, vision and touch

III. Speech Perception, Production and Evaluation

- Assessment of voice, articulation and supra-segmental-(vocalization, duration, loudness, pitch and voice quality, vowels, consonants, diphthongs).Technology for speech assessment.
- Planning for correction of the errors detected.

IV. Teaching Speech

- Consonant and vowel correction: Place, Manner and voicing
- Individual speech teaching and classroom speech teaching activities (Preschoolers/primary and secondary school going children with hearing impairment)

Structure of the Question Paper for the Written Test to be held for the recruitment of District Special Education Teachers and Weightage in percentage to be given to each part of Question Paper with Number of Questions for each part.

S.No.	Part of Question Paper and weightage to be given to each part	Number of Question
1.	20% weightage to Child development and Pedagogy. (Common for all candidates from HI,VI, MR fields.)	30 Question
2.	30% weightage to Language (to test functional Knowledge of English & Punjabi). (Common for all candidates from HI,VI, MR fields.)	45 Question (23 Question form Punjabi and 22 Question from English)
3.	10% weightage to Data Management and Reporting. (Common for all candidates from HI,VI, MR fields.)	15 Question
4.	40% weightage to knowledge of the field of Specialization in Hearing Impairment(HI), Visual Impairment(VI), Mental Retardation(MR).The question paper will have questions from specializations; Hearing Impairment(HI), Visual Impairment(VI), Mental Retardation(MR) fields. Candidates will be required to attempt questions according to specialization filled in the application form by him/her.	60 Question