Syllabus for the post of Special Educator.

1. **Human Development**:
   - Concepts and Principles of development
   - Stages of development (Prenatal development, Infancy, Childhood, Adolescence, Adulthood),
   - Domains (Physical, Sensory-perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship),
   - Theoretical Approaches to Development-Cognitive & Social-cognitive, Psychosocial, Psychoanalytic, Ecological and Holistic.
   - Development in the early years (Birth to Eight Years), Early Adolescence (From nine years to eighteen years) and Transitions into Adulthood

2. **Foundations in Education**
   - Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
   - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006;
   - Issues and Trends in Education

3. **Educational Psychology and Teaching**
   - Learning and Intelligence
   - Cognitive Processes, Personality and Motivation
   - Mental Health, Guidance and Counseling
   - Teaching Learning Process: Maxims of Teaching, Stages of Teaching and Learning
   - Assessment: Strategies and Practices

4. **Inclusive Education**
   - Changing Practices, Diversity.
   - Principles and Barriers to Inclusive Education
   - Adaptations Accommodations and Modifications
   - Inclusive Academic Instructions
   - Supports and Collaborations for Inclusive Education
Specific Disability

5. Autism Spectrum Disorders (ASD)

- **Identification and assessment of needs:**
  - Concept and definition of Autism Spectrum Disorders,
  - Etiology, Types and Characteristics,
  - Related Disorders,
  - Diagnosis and assessment,
  - Diagnostic Criteria and Tools,
  - Areas of Assessment and Differential Assessment

- **Curriculum designing, adaptation and evaluation:**
  - Principles and Types of curriculum:
    - Curriculum in Language and social communication, Self-care, Social behaviour, Academic skills, Pre-vocational and leisure
  - Curricular Adaptation for Inclusive Education of Children with ASD,
  - Methods of Evaluation.
  - Teaching approaches and strategies: Developmental, Behavioural, Cognitive and Social

- **Assistive intervention and technology**
  - Intervention strategies in language and communication, Sensory Motor
  - Assistive Devices for communication, behaviour and academics.

6. Hearing Impairment

- **Assessment and identification of needs:**
  - Early Identification of Hearing Loss
  - Need & Types of assessment: Audiology, Language & Communication, Speech and Educational

- **Curriculum designing, adaptation and evaluation:**
  - Literacy Skills,
  - Curricular Adaptation,
  - Curricular Evaluation
  - Intervention and teaching strategies: Early Intervention of Hearing Loss, Auditory Learning & Speech Reading, speech, Communication and Language and Education.

- **Technology and disability:**
  - Listening Devices and Classroom Acoustics,
  - Technology for Facilitating Language & Communication and education.

7. Learning Disability:

- **Assessment and identification of needs:**
  - Definition, concept, etiology and Types
  - Co-morbidity with LD,
  - Screening and identification criteria, Differential diagnosis,
• Assessment tools,
• Assessment of Domains and Curricular Areas

Curriculum designing, adaptation and evaluation:
• Concept and Principles of Inclusive Curriculum,
• Types of curriculum,
• Universal design of learning for curriculum development, NCF,
• Curriculum Hierarchies,
• Instructional Planning,
• Concept of adaptation, modification, accommodation, Steps of adaptation,
• Differentiated instruction, IEP, Classroom management,
• Types and Tools of evaluation

Intervention and teaching strategies:
• Curriculum intervention, Steps of intervention,
• Educational Interventions for Processing Deficit, Reading and Writing, Mathematics and Life Skills
• Cascade of services and Response to Intervention
• Issues and ethics in educational intervention

Technology & Disability:
• Tools of technology, Assistive technology,
• Use of assistive technology for children with LD,
• Technology for Classroom Engagement,
• Issues in Using Technology

8. Intellectual Disability:

Assessment and identification of needs:
• Definitions, Etiology, Prevention and Classification of Intellectual Disability
• Methods, Types, Approaches and Areas of Assessment
• Assessment at different levels- Pre-School, School levels, Adult and Vocational levels and Family Needs.

Curriculum designing, adaptation & evaluation:
• Types and Approaches of Curriculum Designing
• Curriculum Domains - Personal, Social, Academics, Recreational and Community living
• Steps and challenges in developing curriculum for inclusion
• Curriculum evaluation
• Curriculum at different levels: Pre-School and Primary School level, Secondary, Pre-vocational and Vocational level.
• Curriculum Adaptation, Accommodation and Modification for Pre –academic, Academics, Co-Curriculum and School Subjects
• Types and Approaches of curriculum Evaluation
• Trends and issues in evaluation
Intervention and teaching strategies:
- Early Intervention: concept, significance and advantages
- Types of Early Intervention
- Intervention Techniques
- Intervention for Mal-adaptive Behaviour, Therapeutic Intervention

Technology and disability:
- Approaches of Educational Technology
- Differential Instruction, Universal Design of learning and Individualized Instruction. Technology Based Instructions

9. Multiple Disabilities:

Assessment and Identification of needs:
- Types of Multiple Disabilities-Locomotor, Neurological, Deaf-blindness and additional conditions and Chromosomal abnormality
- Types and Approaches to assessment

Curriculum designing, adaptation and evaluation
- Principles, Types and Approaches of curriculum development
- Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized vocational Education Plan (IVEP)
- Curriculum Development at Various Stages: Early intervention group, Preschool level, Primary level, Secondary level, Pre-vocational, Transition, Vocational and Life skills training
- Adaptation of Curricular and Co-curricular Material for different disabilities.
- Classroom Management
- Teaching strategies and techniques for different disabilities.
- Types and Strategies for evaluating the children with multiple disabilities

Intervention and teaching strategies:
- Early Intervention
- Multimodal approaches for Language, communication and speech, Cognition, social emotional skills,
- Therapeutic Intervention Strategies, Teaching Methods, Techniques and Strategies, Universal Design in Learning,

Technology and disabilities:
- Levels of Assistive Technology
- Assistive Technology for Communication, Academic Learning and Assistive Living, Social Skills, Orientation and Mobility
10. **Visual impairment:**

- **Identification and assessment of needs:**
  - Concept, etiology and definitions of blindness and low vision, visual acuity, visual field, depth perception and contrast sensitivity
  - Types of Visual Impairment and Common Eye Disorders
  - Psychosocial implications of visual impairment
  - Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
  - Methods and tools of psychological and functional assessment
  - Identification, and assessment of Visually Impaired children with

- **Curriculum, adaptation and strategies for teaching expanded curriculum:**
  - Types and Approaches to curriculum – Developmental, Functional, Eclectic and Universal design
  - Core Curriculum and Expanded Core Curriculum
  - Teaching Functional Academics and Independent Living Skills
  - Curricular Adaptation and activities.

- **INTERVENTION AND TEACHING STRATEGIES:**
  - Intervention for low vision and lately blinded students,
  - Mediated teaching-learning, Enriched teaching for Concept development
  - Teaching strategies in science, mathematics, social studies,

- **Technology and education:**
  - Adaptive and assistive Technologies for visually impaired and low vision
  - Computer-Aided Learning