

## Teacher Eligibility Test – 2023



### PAPER – II(B)

Structure and Content

A	Child Development and Pedagogy (Special Education)	30 MCQs	30 Marks
B	Language I (Telugu/Urdu/Hindi/Kannada/Tamil/ Odia/Sanskrit)	30 MCQs	30 Marks
C	Language II (English)	30 MCQs	30 Marks
D	Category of Disability Specialisation and Pedagogy	60 MCQs	30 Marks
<b>Total</b>		<b>150 MCQs</b>	<b>150 Marks</b>

#### A. CHILD DEVELOPMENT AND PEDAGOGY (SPECIAL EDUCATION) (30 Marks)

##### 1. CHILD DEVELOPMENT

- Growth and Development
- Theories and approaches to human development
- Individual differences
- Learning process and theories
- Sensation, Attention, Perception, Motivation and Intelligence.

##### 2. PEDAGOGY IN SPECIAL EDUCATION

- Identification of Assessment of CwSN
- Types, Characteristics and Educational needs of CwSN
- Stages of teaching and learning
- Approaches of curriculum development
- Adaptations and accommodations
- Inclusive Education
- Inclusive academic instructions
- Individualised Education Plan (IEP)
- Teaching Strategies and Evaluation
- New trends and strategies in implementing Inclusive Education for CwSN
- Vocational Education and Training

##### 3. EDUCATION COMMISSIONS AND POLICY (SCHOOL EDUCATION)

- Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism and social justice
- National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), National Education Policy 2020.
- National Acts: RCI Act, 1992, PWD Act (1995), NT Act (1999), RTE Act (2009 & 2012), RPWD Act (2016)
- Programmes and schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009.
- International Conventions and Policies: Salamanca Declaration and Framework, 1994, UNCRPD 2006, MDG, 2015, INCHEON Strategies.

1) పరనావగాహన :

ఎ) అపరిచిత పద్యం / అపరిచిత గద్యం

2) 6 వ తరగతి నుండి 10 వ తరగతి వరకూ తెలుగు వాచకాలు :

ఎ) ప్రక్రియలు – లక్షణాలు                      జ) కవులు – రచయితల పరిచయం

సి) విశేషాంశాలు                                      డి) ఇతివృత్తాలు

ఇ) నేపథ్యాలు                                        ఎఫ్) ఉద్దేశాలు

3) పదజాలం : - (1 నుండి 10వ తరగతి స్థాయి వరకు)

ఎ) అర్థాలు                                      జ) పర్యాయపదాలు                      సి) నానార్థాలు                      డి) వ్యుత్పత్త్యర్థాలు

ఇ) ప్రకృతి – వికృతులు                      ఎఫ్) జాతీయాలు                      జి) సామెతలు                      హెచ్) పాదుపు కథలు

ఐ) మాండలిక పదాలు

4) భాషాంశాలు

ఎ) వ్యాకరణ పారిభాషిక పదాలు

(తత్వమం, తద్వవం, ఆగమం, ఆదేశం, నిత్యం, వికల్పం, బహుళం, ద్రుత ప్రకృతికం, ప్రాతిపదిక, ప్రత్యయం, భాషాభాగాలు, విభక్తులు మొదలగునవి.)

జ) సంధులు – నిర్వచనాలు

సంస్కృత - సవర్ణబీర్లు, గుణ, వృద్ధి, యణాదేశ సంధులు మాత్రమే

తెలుగు - అత్య, ఇత్య, ఉత్య, యడాగమ, ఆమైడిత, ద్వీరుక్తటకార, దృతప్రకృతిక/సరళాదేశ, గసడదవాదేశ సంధులు మాత్రమే

సి) సమాసాలు – నిర్వచనాలు

ద్వంద్వ, ద్వీగు, తత్పురుష, కర్మధారయ, బహుబ్రీహి, అవ్యయీభావ సమాసాలు

డి) ఛందస్సు - వృత్తములు

ఉత్పలమాల, చంపకమాల, శార్దూలం, మత్తేభం

ఇ) అలంకారాలు

శబ్దాలంకారాలు ( వృత్తానుప్రాస, చేకానుప్రాస, లాటాను ప్రాస, అంత్యానుప్రాస, యమకము, ముక్తపదస్రము)

అర్థాలంకారాలు ( ఉపమా, రూపక, ఉత్పేక్ష, అతిశయోక్తి )

ఎఫ్) క్రియలు రకాలు - క్షార్ధం, చేదర్ధకం మొదలగునవి.

జి) వాక్యాలు భేదాలు

(సామాన్య, సంయుక్త, సంశ్లిష్ట, ఆశ్చర్యార్ధక, ప్రశ్నార్ధక, కర్తరి, కర్మణి, వ్యతిరేకార్ధక వాక్యాలు, ప్రత్యక్ష పరోక్ష కథనాలు మొదలగునవి.)

## C. LANGUAGE – II ENGLISH

(30 Marks)

<b>VOCABULARY</b>	<b>LEVEL OF TESTING</b>
Synonyms	Identification
Antonyms	Identification
Homophones	Identification
Homonyms	Identification
Spelling	Spelling
Phrasal Verbs	Identification of meaning
One Word Substitutions	Identification of meaning
Word Formation	Suffixes and Prefixes, Compound Words, Noun to Adjective
Idioms and Phrases	Identification of meaning
Anagram	Identification
<b>GRAMMAR</b>	<b>LEVEL OF TESTING</b>
Helping Verbs	Forms, Contractions
Modal Auxiliaries	Form, Function, Contractions & Negatives
Ordinary Verbs	Form, Function, Contractions
Articles	Use of Articles
Prepositions	Types and functions
Clauses	Main Clauses, Sub-ordinate Clause, Noun Clauses, If Clauses
Sentence Structures	Basic Sentence Structures
Language Functions	Language functions with social norms (School and domestic context)
Types of Sentences	Types of Sentences
Direct Speech & Indirect Speech	Statements, Questions, Imperatives
Active and Passive Voice	Transformation
Tenses	Use of tenses and framing including IF conditionals Type 1 & 3
Agreement of subject with verb	Agreement of subject with verb
Word Order	Word order in a phrase and a sentence
Parts of Speech	Nouns, Pronouns, Adjectives, Adverbs, Conjunctions – Types and functions
Linkers	Types and functions
Transformation of sentences	Simple, Compound and Complex Sentences
Common Errors	Based on all Vocabulary and Grammar topics
<b>CONVENTIONS OF WRITING</b>	<b>LEVEL OF TESTING</b>
Punctuation and Capitalisation	Use of capital letters, full stop, question mark, comma, exclamation mark, double quotes, Apostrophe
<b>DISCOURSES</b>	<b>LEVEL OF TESTING</b>
Writing of discourses	Letter writing, Diary writing, Descriptions, Notice, Dialogue writing, Biographical sketch, Invitations, Email, Speech, Short poem, Report writing, Story writing
<b>DICTIONARY SKILLS</b>	<b>LEVEL OF TESTING</b>
Dictionary Skills	Alphabetical Order, Word Stress
<b>READING COMPREHENSION</b>	<b>LEVEL OF TESTING</b>
Prose	Prose (General)

## D. CATEGORY OF DISABILITY SPECIALIZATION AND PEDAGOGY (60 Marks)

### 1. AUTISM SPECTRUM DISORDERS

Introduction to Autism Spectrum Disorders (ASD), Types and Characteristics, Related Disorders, Identification and Assessment, ASD- Differential Assessment Development of Curriculum, Curriculum Development and Teaching, Curricular Focus for Children with ASD, Curricular Adaptation for Inclusive Education of Children with ASD, Methods of Evaluating Children with ASD. Developmental Approach, Behavioural Approach, Cognitive Approach, Social Approach, Teaching Methods and Strategies. Etiological Aspects, Communication Aspects, Sensory Motor Aspects, Assistive Technology(AT) and Assistive Devices (AD), Need Assessment and Planning for Assistive Technology Transition from adolescence to adulthood for a person with ASD, Preparedness for Adulthood, Needs and role of Family and Community, Practicum/ Field Engagement

### 2. HEARING IMPAIRMENT

Early Identification of Hearing Loss: Need and Strategies, Audiological Assessment, Assessment of Language & Communication, Assessment of Speech, Educational Assessment and Identification of Needs. Curriculum and Its' Designing, Developing Literacy Skills: Reading, Developing Literacy Skills, Curricular Adaptation, Curricular Evaluation. Need & Strategies for Early Intervention of Hearing Loss, Auditory Learning (AVT & Auditory Training) & Speech Reading, Speech Intervention Strategies, Communication and Language Teaching Strategies, Educational Intervention Strategies Listening Devices and Classroom Acoustics, Technology for Management for Speech, Technology Facilitating Language & Communication, Technology Facilitating Education, Resource Mobilisation for Technology Psychosocial Aspects and Disability, Family Needs, Family Empowerment.

### 3. LEARNING DISABILITY

Introduction to Learning Disability (LD), Types of LD, Assessment of LD, Domains of Assessment, Assessment of Curricular Areas Curriculum Design, Curriculum Hierarchies, Instructional Planning, Adaptation, Modification, Accommodation, Assessment & Evaluation Conceptual Framework of Educational Interventions, Educational Interventions for Processing Deficit, Reading and Writing Interventions, Interventions for Mathematics, Intervention in Life Skills Concept of Technology, Learning Needs of CWLD, Technology for Presentation & Expression (Input and Output), Technology for Classroom Engagement, Trends & Issues in Using Technology Overview of Psycho-social Domains, Family Dynamics, Nurturing Social Emotional Wellbeing.

### 4. MENTAL RETARDATION / INTELLECTUAL DISABILITY

Intellectual Disability - Nature and Needs, Assessment, Assessment at Pre-School and School levels, Assessment at Adult and Vocational levels, Assessment of Family Needs Curriculum Designing, Curriculum at Pre-School and Primary School level, Curriculum at Secondary, Pre-and Vocational level, Curriculum Adaptations, Curriculum Evaluation Intervention, Individualised Education Programme, Teaching Strategies and TLM, Intervention for Mal-adaptive Behaviour, Therapeutic Intervention. Technology in Education and Instruction, Use of Multimedia in Education, Technology Based Instructions, Application of Technology Family, Psycho-Social Issues, Involving Families, Adolescent Issues, CBR and CPP (Community People Participation).

## **5. MULTIPLE DISABILITIES**

Introduction to Multiple Disabilities, Identification and Assessment of Persons with Multiple Disabilities, Physical and functional Assessment, Developmental and Behavior Aspects in Relation to Multiple Disabilities, Hearing, Speech, Language and Communication Aspects. Introduction to Curriculum Development, Curriculum Development at Various Stages, Curricular and Co-curricular Material Adaptation, Classroom Management, Evaluation Early Intervention, Therapeutic Intervention Strategies, Teaching Methods, Techniques and Strategies, Universal Design in Learning, Teaching Methods, Approaches and Strategies for Sensory Impairment Introduction to Assistive Technology (AT), Assistive Technology for Communication, Academic Learning and Assistive Living, Assistive Technology to Support Universal Design for Learning (UDL), Assistive Technology to Enhance Social Skills, Orientation and Mobility, Access to Computer . Attitudes and Stress, Role of family, Working with Family having Children with Disability, Community Resource Mobilization, Access

## **6. VISUAL IMPAIRMENT**

Anatomy and Physiology of Human Eye, Types of Visual Impairment and Common Eye Disorders, Implications of Visual Impairment and Needs of Visually Impaired, Identification and Assessment of Visual Impairment, Assessment of Learning Needs of Children with VIMD Concept and Types of Curriculum, Teaching Functional Academics Skills, Teaching of Independent Living Skills, Curricular Adaptation, Curricular Activities Theoretical Perspectives, Mathematics, Science, Social Science, Teaching of Children with Low Vision Introducing Educational and Information Communication Technology Adaptive Technologies, Access to Print for the Visually Impaired, Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision, Computer-Aided Learning Family of a Child with Visual Impairment, Parental Issues and Concerns, Rehabilitation of Children with Visual Impairment, Meeting the Challenges of Children with Visual Impairment.