

**SCHEME AND SYLLABUS FOR THE POST OF WARDEN GR-I, WARDEN GR-II, MATRON GR-I, MATRON GR-II POSTS IN DIRECTOR OF DISABLED & SENIOR CITIZENS WELFARE**  
**SCHEME OF EXAMINATION**

<b>WRITTEN EXAMINATION (Objective Type)</b>	<b>No. of Questions</b>	<b>Duration (Minutes)</b>	<b>Maximum Marks</b>
Paper-I: General Studies	150	150	150
Paper-II: Diploma in Special Education Level (Visual Impairment) <b>OR</b> Diploma in Special Education Level (Hearing Impairment)	150	150	150
<b>TOTAL</b>			<b>300</b>

<b>Name of the Papers</b>	<b>Language of Examination</b>
Paper-I: General Studies	Bilingual i.e., English and Telugu
Paper-II: Diploma in Special Education Level (Visual Impairment) <b>OR</b> Diploma in Special Education Level (Hearing Impairment)	

**SYLLABUS**

**PAPER-I: GENERAL STUDIES**

1. Current Affairs – Regional, National and International
2. International Relations and Events.
3. General Science; India's achievements in Science and Technology
4. Environmental issues and Disaster Management
5. Economy of India and Telangana
6. Geography of India with a focus on Telangana
7. Indian Constitution and Polity with a focus on local self Government
8. Society, Culture, Heritage, Arts and Literature of Telangana
9. Policies of Telangana State
10. History of Modern India with a focus on Indian National Movement
11. History of Telangana with special emphasis on Movement for Telangana Statehood

## **PAPER-II: DIPLOMA IN SPECIAL EDUCATION (VISUAL IMPAIRMENT)**

### **I. Understanding Disability**

**A.** Concept, Meaning and Definition - Handicap, Impairment, Disability; Activity limitation, Habilitation and Rehabilitation; Definition, categories (Benchmark Disabilities) & the legal provisions for PWDs in India.

**B.** Definition, Causes & Prevention, Types, Educational Implication, and Management of  
1.Locomotor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy; 2.Visual Impairment-Blindness and Low Vision; 3.Hearing Impairment-Deafness and Hard of Hearing; 4.Speech and language Disorder; 5.Deaf-blindness and multiple disabilities, 6.Intellectual Disability; 7.Specific Learning Disabilities; 8.Autism Spectrum Disorder; 9.Mental Illness, Multiple Disabilities; 10.Chronic Neurological conditions and Blood Disorders.

### **II. Early Identification and Intervention:**

1. Concept, need, importance and domains of early identification and intervention of disabilities and twice exceptional children; 2.Organizing Cross Disability Early Intervention services; 3.Screening and assessments of disabilities and twice exceptional children; 4.Role of parents, community, ECEC and other stakeholders in early intervention as per RPD- 2016 and NEP 2020; 5.Models of early intervention-(home-based, center-based, hospital-based, combination) with reference to transition from home to school.

### **III. Anatomy and Physiology of Human Eye**

1. Structure of the human eye, 2.Physiology of Vision, 3.Refraction and Refractive Errors: Myopia, Hyperopia, Astigmatism and Presbyopia 4.Common Eye Diseases and their Implications, 5.Prevention of Blindness and Eye Care.

### **IV. Effects of Blindness and Low Vision**

1. Limitations imposed by blindness and low vision; 2.Psycho-social implications of blindness and low vision; 3.Effect of congenital and adventitious blindness and low vision on motor, cognitive language and socio-emotional development; 4.Attitude of family and community towards persons with blindness and low vision; 5.Myths and stereotypes about blindness and low vision.

### **V. Educational Perspectives: Blindness and Low Vision**

1. Aims and objectives of education of children with blindness and low vision; 2.Principles of teaching children with blindness and low vision; 3.Use of residual vision for educational purposes; 4.Early childhood Education- need and importance; 5.Educational devices: conventional devices and technology based

### **VI. Children with Visual Impairment with Additional Disabilities (VIAD)**

1. Concept and definition of children with VIAD; 2.Types of additional disabilities; Common causes and syndromes; 3.Characteristics of children with VIAD/Deaf blindness; 4.Impact of Multisensory impairment on development of child with VIAD; 5.Early identification, early intervention and its significance in education of the children with visual Impairment with additional disabilities;

### **VII. Management of Children with VIAD**

1. Assessment of children with VIAD; 2.Teaching strategies for children with VIAD; 3.Understanding communication and modes of communication for children with visual impairment and other sensorial disorders-implications; 4.Architectural modifications for persons with visual impairment having locomotor disorders; 5.Role of multidisciplinary team in the education of VIAD Children.

### **VIII. Working Braille**

1. **English Braille – Grade I** : A. Seven-line system of Braille; B. English alphabets; C. Different ways of embossing dot-combinations; D. Various signs used in English Braille punctuation marks, Capitalization, italics, numeric, Numerals; E. Practice on the use of Braille writing devices–Pocket Frames, Inter-Line Frames, Inter-Point Frames, Brailers; F. Reading and writing English Braille– Grade I;

2. **English Braille- Grade II:** A. English contractions and abbreviation; B. Writing poems; C. Reading and writing English Grade II Braille.
3. **Teaching Braille:** A. Pre-requisite skills for Braille reading; B. Braille reading readiness; C. Methods of teaching Braille reading; D. Introduction of Braille writing and Braille writing devices; E. Techniques of rapid reading and note taking skills.

#### **IX. Orientation and Mobility & Vision Training**

1. Training Under Blind-fold Condition, 2. Using Safety Techniques, 3.Sighted Guide, 4.Orientation & Mobility for Low Vision, 5.Teaching age-appropriate Orientation & Mobility skills to children with Low Vision 6.Functional Vision & Vision Training, 7.Use of cane techniques – Grip, Rhythm, Swing, Gait, Arc, Taking Direction using Cane, 8.Preparing tactile/auditory maps for blind and children with low vision, 9.Indoor and outdoor travel with long/folding/smart canes with use of Residual vision, 10.Sensory Training: Meaning and Importance; Tactile and Auditory discrimination; Olfactory, Gustatory and Kinesthetic discrimination; Visual discrimination (use of residual vision) and Sensory integration.

#### **X. Use of Special Appliances , Aids &Adaptations**

1. Abacus 2.Taylor Frame, 3.Tactile geometry kit and its use for drawing tactile diagrams and figures, 4.Use of embossed globe, tactile maps and charts. 5. Magnification: Concept & Limitations; Optical Devices: Selection and Use; Computer and Mobile based Magnification Solutions; Non-Optical Devices; Adaptation & Environmental Modifications (Contrast, Illumination & Large Print).

## **PAPER-II: DIPLOMA IN SPECIAL EDUCATION (HEARING IMPAIRMENT)**

### **I. Understanding Disability**

- A.** Concept, Meaning and Definition - Handicap, Impairment, Disability; Activity limitation, Habilitation and Rehabilitation; Definition, categories (Benchmark Disabilities) & the legal provisions for PWDs in India.
- B.** Definition, Causes & Prevention, Types, Educational Implication, and Management of  
 1. Locomotor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy; 2. Visual Impairment-Blindness and Low Vision; 3. Hearing Impairment-Deafness and Hard of Hearing; 4. Speech and language Disorder; 5. Deaf-blindness and multiple disabilities, 6. Intellectual Disability; 7. Specific Learning Disabilities; 8. Autism Spectrum Disorder; 9. Mental Illness, Multiple Disabilities; 10. Chronic Neurological conditions and Blood Disorders.

### **II. Early Identification and Intervention:**

1. Concept, need, importance and domains of early identification and intervention of disabilities and twice exceptional children; 2. Organizing Cross Disability Early Intervention services; 3. Screening and assessments of disabilities and twice exceptional children; 4. Role of parents, community, ECEC and other stakeholders in early intervention as per RPD- 2016 and NEP 2020; 5. Models of early intervention-(home-based, center-based, hospital-based, combination) with reference to transition from home to school.

### **III. Hearing & Deafness**

1. Parts of the ear and process of hearing, 2. Introduction to physics of sound, production and propagation of sound, 3. Physical and psychological attributes of sound, 4. Hearing Impairment – Definition, Classification in terms of age of onset, type, degree, nature. 5. Causes and prevention of hearing loss, 6. Effects of Hearing impairment on various domains of development, education and employment, 7. Hearing loss impacting speech perception, 8. Early identification, and critical period for learning language and hearing, 9. Developmental milestones of auditory behavior, 10. Cultural aspects of deafness.

### **IV. Causes, Identification of Deafness, Prevention and Assessment of Hearing**

1. Causes and prevention of hearing loss, 2. Early identification, and critical period for learning language and hearing, 3. Developmental milestones of auditory behavior, 4. Formal and informal assessment of hearing, 5. Conditioning for auditory assessment, 6. Audiometry for children, 7. Audiograms and its interpretation, 8. Amplification Devices and Hearing Aids.

### **V. Auditory Learning**

1. Listening for daily living and learning, 2. Pre-requisites and Audiological information for auditory training and learning, 3. Stages of auditory training, 4. Auditory verbal approach; principles and strategies, 5. Activities for auditory training group and individual.

### **VI. Communication & Language**

1. Communication: Definition, Meaning and Scope, 2. Classification of Communication: Linguistic and Non-linguistic, 3. Language: Definition, Characteristics and Functions, 4. Phases of language developmental in typical children, 5. Pre-requisites for language development & impact of deafness, 6. Oralism: Principles, Justification, Limitations, 7. Educational Bilingualism: Principles, Justification & Limitations, 8. Total Communication: Principles, Justification, and Limitations, 9. New Trends in Oralism – Auditory Verbal Approach (AVA): Principles, Pre requisites & Stages, 10. Sign Language & Signing System- distinguishing features