

F. No.: RCI/3/2026-PROG (Comp. No. 6081)

Rehabilitation Council of India

(A Statutory Body of Ministry of Social Justice & Empowerment, Department of
Empowerment of Persons with Disabilities (Divyangjan), Govt. of India)

B-22, Qutab Institutional Area,
New Delhi - 110016

Dated: 06 October, 2026

PUBLIC NOTICE

Subject: Inviting comments/ Suggestions on Draft syllabus for the TET for Special
Education Teachers/Special Educators - reg.

Madam/ Sir,

The Expert Committee constituted by Rehabilitation Council of India (RCI) has developed the draft syllabus for TET for Special Education Teachers/Special Educators. The draft syllabus is hereby attached as Annexure-I for comments/suggestions from stakeholders. Comments /suggestions, if any, may please be submitted to this Council within 10 days from the date of issuance of this notice through email at progrci-depwd@gov.in.

Thanking you,

Yours faithfully



आशीष ठाकरे/(Ashish Thakare)
सदस्य सचिव /Member Secretary

CTET STRUCTURE AND CONTENT OF SYLLABUS
Paper I :Primary Stage (for classes I to V)

I. Child Development and Pedagogy - Content/Syllabus same as prescribed for General Education Teachers **30 Questions**

II. Subject Paper 1 **30 Questions**
Mathematics - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**
Environmental Studies - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**

III. Subject Paper 2 **30 Questions**
Language I - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**
Language-II - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**

IV. Cross Disability, Special and Inclusive Education- **30 Questions**

Introduction to Disabilities – (10 Questions)

- Concept of diversity, developmental delay, disability and twice exceptionality in learners
- RPwD Act 2016: specified disabilities
- Characteristics, needs and implications of various disabilities; screening identification and assessment
- Facilities, concessions, and provisions including reasonable accommodation as per various acts (RPwD Act, 2016 RTE Act 2009, RCI Act 1992)

Education of children with disabilities-(10 Questions)

- Policies and programmes supporting education of children with disabilities
- Barrier free environment and accessibility for learning and participation of learners with disabilities, Accessibility Code for educational institutions
- Creating inclusive, safe and positive school environment
- Collaborating with various agencies and professionals for learning and support services

Practices in Inclusive and Special Education-(10 Questions)

- Personalized/Individualized Learning Support for all curricular areas
- Curricular adaptations: contents, learning process and learning resources
- Assessment strategies and tools

- Differentiated Instructions, Universal Designs for Learning (UDL) and other teaching learning strategies for inclusive classrooms
- Positive Behavior Intervention and Support (PBIS)

V Assistive Technology and Supportive Skills for Children With Disabilities- 30 Questions

Integration of Technology in Education-(10 Questions)

- Assistive technology: e-resources and e-learning
- Information and Communication Technology
- Applying technologies for facilitating accessibility in the classroom
- Soft-wares for facilitating learning and assessment of students with various disabilities

Assistive Devices for Promotion of Learning (10 Questions)

- Assistive and adaptive devices for various students with various disabilities
- Assistive devices: optimizing use, care and maintenance
- Technological innovations and advancements

Supportive Skills for Children with Disabilities-(10 Questions)

- Activities of Daily Living
- Cognitive, social and academic skills
- Communication skills including ISL
- Mobility Skills
- Therapeutic and Rehabilitation Services
- Vocational skills

CTET STRUCTURE AND CONTENT OF SYLLABUS
Paper II: Elementary Stage (for classes VI to VIII)

I. Child Development and Pedagogy - Content/Syllabus same as prescribed for General Education Teachers **30 Questions**

II. Subject Paper 1 **30 Questions**

Mathematics & Science - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**

Social Studies/Social Sciences - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**

III. Subject Paper 2 **30 Questions**

Language I - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**

Language-II - Content/Syllabus same as prescribed for General Education Teachers **(15 Questions)**

IV. Cross Disability, Special and Inclusive Education- **30 Questions**

Introduction to Disabilities – (10 Questions)

- Concept of diversity, developmental delay, disability and twice exceptionality in learners
- RPwD Act 2016: specified disabilities
- Characteristics, needs and implications of various disabilities; screening identification and assessment
- Facilities, concessions, and provisions including reasonable accommodation as per various acts (RPwD Act, 2016 RTE Act 2009, RCI Act 1992)

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- Barrier free environment and accessibility for learning and participation of learners with disabilities, Accessibility Code for educational institutions
- Creating inclusive, safe and positive school environment
- Collaborating with various agencies and professionals for learning and support services

Practices in Inclusive and Special Education-(10 Questions)

- Personalized/Individualized Learning Support for all curricular areas
- Curricular adaptations: contents, learning process and learning resources
- Assessment strategies and tools

- Differentiated Instructions, Universal Designs for Learning (UDL) and other teaching learning strategies for inclusive classrooms
- Positive Behavior Intervention and Support (PBIS)

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- Assistive technology: e-resources and e-learning
- Information and Communication Technology
- Applying technologies for facilitating accessibility in the classroom
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