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MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University established by an Act of Parliament in 1998)
Gachibowli, Hyderabad – 500 032)
(Accredited "A+" Grade by NAAC)

<u>2-3-2026</u>

Project-Based Vacancies

Maulana Azad National Urdu University, Hyderabad, invites applications for the following project-based temporary positions. (To be deputed in any part of India as per the need of the project)

1. **1 Snr. Special Educator and Content Lead**

Last date for submitting CV/Application: 15th April 2026 by 18:00 hours (Hard Deadline)

About Project: A Project Titled "A Virtual Reality-Based Assistive System for Learning and Assessment of Persons with Intellectual Disabilities" has been approved and sanctioned in the Department of Computer Science & Information Technology, Maulana Azad National Urdu University by the Ministry of Electronics & Information Technology (MeitY). The project aims to develop a web-based learning and teaching framework to train and provide learning resources for persons with Intellectual Disabilities.

All the posts are based in Hyderabad and will be delegated to various fields and sites in any part of India as per the requirement.

How to Apply:
A CV/application with details of educational qualifications and experience must be emailed at the following email id: meity.2phr@manuu.edu.in
Also fill the Google Form: https://forms.gle/LsJnLJ5PN2mkBeCx6

For any further details and technical queries please contact to the following mobile numbers
1. +91 9717045786

Date of technical test and Interview to be intimated after shortlisting

Chief Investigator
MeitY Project
MANUU
Hyderabad

Note: The details of the positions, qualifications and expected roles and responsibilities are given in Annexure I

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Position Title: Snr. Special Educator and Content Lead
Project: Divyang Sarthi
Engagement Type: Project-based / Long-term Mentorship (Renewable)
Reporting To: Project Manager / Content Lead

Role Overview

The Divyang SARTHI Project seeks an experienced Special Educator with strong expertise in pedagogy for children with Intellectual Disabilities (ID) and a deep understanding of how children with ID learn, process information, and acquire functional skills.

This role goes beyond content review. It requires academic leadership to ensure that all video-based learning materials are:

- Developmentally appropriate

- Cognitively accessible

- Functionally relevant

- Structurally aligned with appropriate Task Analysis (TA)

- Pedagogically sound for children with varying levels of Intellectual Disability

The selected professional will mentor Special Educators and Script Writers to translate sound special education practices into engaging, realistic, and meaningful digital learning experiences.
Additionally, the Special Educator will ensure that the content functions as a parent/caregiver-mediated teaching support, enabling families to implement structured learning activities at home and promote functional independence in children with Intellectual Disabilities.

Key Responsibilities

1. Guidance to Special Educators
To ensure that every video, lesson plan, and storyboard:
- Reflects evidence-based special education pedagogy

- Supports functional, real-life skill development

- Is designed keeping in mind attention span, processing speed, generalisation needs, and reinforcement patterns of children with Intellectual Disabilities

- Is ready for External Quality Assurance (EQA) with minimal revision

The Special Educator will also guide selection and prioritisation of skills based on developmental domains, prerequisite abilities, and functional daily-living relevance, in alignment with IEP-oriented planning.

2. Mentorship to Script Writers & Creative Team
Translate pedagogy into production-ready content by:
- Guiding Script Writers in converting Task Analysis into storyboards.

Ensuring that each scene reflects:
- Real-life functional environments (home, school, community)

- Appropriate prompts and modelling

- Clear behavioural cues

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Reviewing scripts for:
- Pedagogical accuracy

- Realistic sequencing

- Developmental appropriateness

Advising on:
- Suitable props and environmental setup

- Visual clarity

- Animation pacing

- Learner engagement without distraction

The educator must ensure that creative storytelling does not dilute instructional clarity.
Storyboards should clearly demonstrate adult guidance, prompting support, gradual fading of assistance, and reinforcement strategies so that caregivers can replicate the teaching process.

3. Content and Production Oversight
Take academic and functional ownership of assigned content to ensure it is production ready.
Coordinate with Special Educators, Script Writers, and Creative Teams to support a smooth and efficient workflow.
Contribute to maintaining consistency, quality, and timely delivery across content outputs.
Ensure that the instructional intent of the Task Analysis is preserved throughout production and that each video represents a structured teaching demonstration rather than only informational content.

4. Video Review for EQA Approval (Ongoing Responsibility)
Review educational videos prior to submission to the External Quality Assurance (EQA) team.
Ensure that all videos are:
- Academically accurate

- Pedagogically sound

- Error-free and aligned with approved scripts and Task Analysis

Support timely EQA approvals with minimal revisions.
During review, confirm that videos demonstrate correct teaching procedures including prompting hierarchy, reinforcement delivery, error-correction, and opportunities for skill generalisation.
Verify that the learning objective is observable and measurable in terms of functional skill acquisition and independence.

5. Required Qualifications

B.Ed. (Special Education) or Master's degree in Special Education (Intellectual Disability preferred) or equivalent.
Strong working knowledge of recognised frameworks and programmes, including:
- FACP

- DISHA

- NIEPID (formerly NIMH) guidelines and frameworks

Demonstrated experience in Task Analysis, IEP-aligned lesson planning, and functional skill

development for children with Intellectual Disabilities.

Required Expertise

Understanding how children with Intellectual Disabilities learn to ensure all content reflects:

- Concrete, visual, and experiential learning styles

- Reduced cognitive load and simplified language

- Structured repetition and modelling

- Real-life contextualisation for skill transfer

- Appropriate pacing and clarity

- Scaffolded instruction

- Functional over abstract learning

The educator must actively guide teams on:

- Attention span considerations

- Sensory sensitivities

- Behavioural reinforcement strategies

- Avoiding cognitive overload

- Designing for generalisation across environments

The educator should also be able to guide caregivers on how to implement teaching steps at home and monitor progress toward independence in daily living skills.

6. Preferred Experience

Prior experience working with organisations involved in video-based or digital learning content development for children with Intellectual Disabilities, particularly for home-based learning.
Experience collaborating with animation, script writing, or ed-tech teams is highly desirable.
Familiarity with quality assurance, review, or validation processes in large-scale educational or government-supported projects will be an added advantage.

6. Soft Skills and Competencies

- Strong mentoring, communication, and interpersonal skills

- Ability to work effectively with multidisciplinary teams

- High attention to detail and commitment to quality

- Ability to balance academic rigour with creative flexibility

7. Role Significance

The selected candidate will support the Divyang Sarthi team by providing academic guidance across content development and review processes. The role will focus on maintaining instructional quality, ensuring alignment with approved Task Analysis and teaching methodology, and guiding the team in developing pedagogically sound and functionally relevant learning materials. The position is essential for supporting effective learning and functional skill development in children with Intellectual Disabilities.