

**RMSA- Recruitment to Model Schools**  
**Category of Post: PGT - Civics**  
**Syllabus**

**Part – I**

**GENERAL KNOWLEDGE AND CURRENT AFFAIRS (Marks: 10)**

**Part – II**

**CHILD DEVELOPMENT AND PEDAGOGY (Marks: 10)**

**1. Development of Child**

Development, Growth & Maturation – Concept & Nature, Principles of development, Factors influencing Development – Biological, Psychological, Sociological, Dimensions of Development and their interrelationships – Physical & Motor, Cognitive, Emotional, Social, Moral, Language relating to Infancy, early Childhood, late Child hood, Adolescence, Understanding Development – Piaget, Kohlberg, Chomsky, Carl Rogers, Individual differences – Intra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Intelligence and their Assessment, Development of Personality – Concept, Factors and Assessment of Personality, Adjustment, Behavioural problems, Pro-social behaviour and Mental Health, Methods and Approaches of Child Development – Observation, Interview, Case study, Experimental, Cross sectional and Longitudinal, Developmental tasks and Hazards

**2. Understanding Learning**

Concept, Nature of Learning – input – process – outcome, Factors of Learning – Personal and Environmental, Approaches to Learning and their applicability– Behaviourism (Skinner, Pavlov, Thorndike), Constructivism (Piaget, Vygotsky), Gestalt(Kohler, Koffka) and Observational (Bandura), Dimensions of Learning – Cognitive, Affective and Performance, Motivation and Sustenance –its role in learning, Memory & Forgetting, Transfer of Learning.

**3. Pedagogical Concerns**

Teaching and its relationship with learning and learner, Learners in Contexts: Situating learner in the socio-political and cultural context, Children from diverse contexts–Children With Special Needs (CWSN), Inclusive Education, Understanding of pedagogic methods – Enquiry based learning, Project based learning, Survey, Observation and Activity based learning, Individual and Group learning: Issues and concerns with respect to organizing learning in class room like Study habits, Self learning and Learning to learn skills, Organizing learning in heterogeneous class room groups – Socio-economic background, Abilities and Interest, Paradigms of organizing Learning-Teacher centric, Subject centric and Learner centric, Teaching as Planned activity – Elements of Planning, Phases of Teaching – Pre active, Interactive and Post active, General and Subject related skills, competencies required in teaching and attributes of good facilitator, Learning resources – Self, Home, School, Community, Technology, Class room Management: Role of student, teacher, Leadership style of teacher, Creation of non-threatening learning environment, Managing behaviour problems, Guidance & Counselling, Punishment and its legal implications, Rights of a child, Time Management, Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation: Perspective & Practice Understanding teaching & learning in the context of NCF, 2005 & Right To Education Act, 2009.

### **Part - III**

#### **PERSPECTIVES IN EDUCATION (Marks: 10)**

1. History of Education : Pre-Vedic and Post-Vedic period, Medieval Education, Recommendations of various committees during British period with special reference to Woods Despatch (1854), Hunter Commission (1882), Hartog Committee (1929), Sargent Committee (1944), Recommendations of various committees during post independent period with special reference to Mudaliar Commission (1952-53), Kothari Commission(1964-66), Ishwarbhai Patel committee (1977), NPE-1986, POA-1992
2. Teacher Empowerment: Meaning, interventions for empowerment, Professional code of conduct for teachers, Teacher motivation, Professional development of Teachers and Teacher organizations, National / State Level Organizations for Teacher Education, Maintenance of Records and Registers in Schools.
3. Educational Concerns in Contemporary India: Environmental Education, Meaning and scope of Environmental Education, Concept of sustainable development, Role of Teacher, School and NGOs in development and protection of environment, Democracy and Education, Equality, Equity, Quality in Education, Equality of Educational opportunities, Economics of Education, Meaning and scope, Education as Human Capital, Education and Human Resource Development, Literacy – Saakshar Bharat Mission, Population Education, Significance of Population Education, Population situation, policies and programmes in India, Approaches to Population Education and role of school and teacher, Themes of population Education, Family life Education, Sustainable development, Adolescence Education, Health Education, Gender – Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills, Inclusive Education, Conceptual Clarification and Definition, Prevalence, Myths & Facts, Characteristics, Classification & Types, Importance of Early Identification and assessment, Planning Inclusive Education, Classroom Management in Inclusive Education, Evaluation, Documentation and Record Maintenance, Psycho-Social management, Awareness & Sensitization Strategies, Liberalization, Privatization and Globalization, Value Education, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Mid-day-meals, Rashtriya Madhyamika Siksha Abhiyan(RMSA), KGBVs and SUCCESS Schools.
4. Acts / Rights: Right of Children to Free and Compulsory Education Act, 2009 and Child Rights.
5. National Curriculum Framework, 2005: Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and Classroom Environment and Systemic Reforms.

### **Part - IV**

#### **LANGUAGE - ENGLISH (Marks: 10)**

1. Poets, Essayists, Novelists, Dramatists and their works.
2. Forms of Language – Story, Essay, Letter writing, Editorial, Précis writing, note- making, autobiography and biography.
3. Pronunciation – Sounds – Use of dictionary
4. Parts of Speech
5. Tenses
6. Types of Sentences
7. Articles and Prepositions
8. Degrees of Comparison
9. Direct and Indirect – Speech

10. Clauses
11. Active and Passive Voice
12. Use of Phrases
13. Comprehension of a Prose passage / Poems
14. Vocabulary

**Part - V**

**CONTENT (Marks: 48)**

I.

1. Concepts, Theories and Institutions:
  - a. Introduction: Definition, Scope and importance of political Science
  - b. State: Nation formation and its functions
  - c. Law: Sources of Law
  - d. Liberty and Equality: Their relationship
  - e. Kinds of rights
2. Ideologies; Individualism, Anarchism, Fascism and Socialism
3. Forms of Government
  - a. Democracy: Direct and Indirect
  - b. Unitary and Federal
  - c. Parliamentary and Presidential

Organs of Government

- a. Legislature
- b. Executive
- c. Judiciary

II. Indian Government and policies

1. Evolution of Indian Constitution
2. Indian Federation: Centre State relations
3. Fundamental rights, duties, Constitutional remedies.
4. President: Election, Powers functions, Prime Minister and Council of Minister.
5. Parliament Composition Powers, Judicial review
6. Judiciary: Supreme Court, Powers, Judicial review.
7. Election commission: Electoral reforms, Voting Behaviour.
8. Local Government: 73<sup>rd</sup> and 74<sup>th</sup> Amendments.

III. Political Thought

1. Indian Political Thought
  - a. Manu
  - b. Koutilya
  - c. Gandhi
  - d. Ambedkar

IV. Control over Administration

1. Legislative control
2. Executive control
3. Judicial Control
4. Lok Pal
5. Lokayukta

V. Government and Politics in Andhra Pradesh

1. Historical Background of the A.P.: Socio – Political Struggle in Hyderabad State
2. States Reorganization and Formation of Andhra Pradesh  
Party System: National and Regional Parties pressure Groups.

## **Part - VI**

### **TEACHING METHODOLOGY (Marks: 12)**

1. Social Studies – Meaning, Nature and Scope: Defining Social Studies, Main features of Social Studies, Social Studies and Social Sciences differentiated, Scope of Social Studies – Types of Subject material and learning experiences included in the study of Social Studies, Need and importance of Social Studies.
2. Values, Aims and Objectives of Teaching Social Studies: Values of teaching Social Studies, Aims of teaching Social Studies at Secondary Level, Instructional Objectives of teaching Social Studies, Relationship of instructional objectives with general aims and objectives of Social Studies, Taxonomy of Educational and instructional objectives, Writing objectives in behavioural terms.
3. Social Studies Curriculum: Social Studies as a Core subject, Principles of Curriculum Construction in Social Studies, Organization of subject matter – different approaches correlated, integrated, topical, concentric, unit and chronological.
4. Instructional Strategies in Social Studies: Techniques, devices and maxims, Different methods of teaching Social Studies - Story telling, lecture, source, discussion, project, problem, inductive, deductive, observation, assignment – socialized recitation, Team teaching, Supervised study.
5. Planning for Instruction: Developing teaching skills through Micro-teaching, Year Planning, Unit Planning, Lesson Planning
6. Instructional Material and Resources: Text books, work books, supplementary material syllabus, curriculum guides, hand books, Audio visual, Social Studies laboratory, library, clubs and museum, Utilizing community resources.
7. Social Studies Teacher: Qualities of a good Social Studies teacher, Roles and responsibilities.
8. Evaluation in Social Studies: Concept and purpose, Types of Evaluation, Evaluation as a continuous and comprehensive process, Different techniques of Evaluation, Preparation for Scholastic Achievement test