

**RMSA- Recruitment to Model Schools**  
**Category of Post: PGT - Telugu**  
**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)**

**1. తెలుగు భాషా పరిణామ చరిత్ర**

తెలుగు - ఇతర ద్రావిడ భాషలు.

తెలుగుపై అన్యభాషల ప్రభావం

**2. గ్రాంథిక వ్యావహారిక భాషావాదాలు - వివిధ భాషారూపాలు (శాసన, గ్రాంథిక, వ్యావహారిక, ఆధునిక ప్రామాణిక, ప్రసార మాధ్యమాల భాష)**

**3. ఎ) ప్రాచీన కవులు - కావ్యాలు**

ఇతిహాసం, పురాణం, ప్రబంధం, యక్షగానాలు, సంకీర్తనలు, చాటుపద్యాలు

గద్యకావ్యాలు, ద్విపద కావ్యాలు

**బి) ఆధునిక కవులు - కావ్యాలు**

ఆధునిక కవిత్వ నిర్వచనం - లక్షణాలు, ఆధునిక కవితాధోరణులు. (భావ, అభ్యుదయ, విప్లవ, దిగంబర కవిత్వం మొదలగునవి)

విప్లవ, దిగంబర కవిత్వం మొదలగునవి)

**4. శతక ప్రక్రియ - శతక సాహిత్య వికాసం - వివిధ శతకాలు, శతక కర్తలు**

**5. జానపదసాహిత్యం - వివిధ ప్రక్రియలు - జానపద విజ్ఞానం - వివిధ శాఖలు -**

జానపదసాహిత్యం - భాషావిశేషాలు - కళాకారులు

**6. తెలుగు సాహిత్య ప్రక్రియలు (గద్యం)**

నవల, కథ, కథానిక, నాటకం/ నాటిక/ ఏకాంకిక, వ్యాసం, లేఖ, సంపాదకీయం,

ఆత్మకథ, జీవితచరిత్ర, యాత్రాచరిత్ర, దినచర్య, విమర్శ, పీఠిక, గల్పిక

**7. వివిధ రాజులు - సాహిత్యపోషణ - సాంస్కృతిక వికాసం**

శాతవాహనులు, పల్లవులు, విజయనగర రాజులు, నాయకరాజులు, రెడ్డిరాజులు,

కాకతీయులు, గోల్కొండ నవాబులు.

**8. సాహిత్య విమర్శ**

కవి, కావ్యం - నిర్వచనాలు, ప్రయోజనాలు, శైలి, రసం, అలంకారాలు

**9. భాషాంశాలు**

వర్ణం, పదాంశం, పదం, వాక్యాంశం, వాక్యం, వాక్య భేదాలు, వాక్య భాగాలు, నిర్మాణం,

క్రియలు - భేదాలు, ధ్వని పరిణామం, అర్థవిపరిణామం, వ్యాకరణ పరిభాష,

పర్యాయపదాలు, నానార్థాలు, వ్యుత్పత్త్యర్థాలు, జాతీయాలు, సంధులు, సమాసాలు,

చందస్సు

**10. అనువాదం (ఆంగ్లం నుండి తెలుగు).**

**Part - VI**

**TEACHING METHODOLOGY (Marks: 12)**

1. భాష - వివిధ భావనలు, మాతృభాష - లక్ష్యాలు - స్పష్టికరణలు, మాతృభాష ఉపాధ్యాయుడు
2. భాషా నైపుణ్యాలు
3. ప్రణాళిక రచన - పాఠ్యగ్రంథాలు
4. విద్యాసాంకేతిక శాస్త్రం, సహపాఠ్య కార్యక్రమాలు
5. సాహిత్య ప్రక్రియలు, బోధన పద్ధతులు
6. మూల్యాకనం - పరీక్షలు