

Government of Andhra Pradesh
Department of School Education
State Council of Educational Research & Training
DSC-2024
Category of Post: TGT, PGT & Principals
Paper I – ENGLISH LANGUAGE PROFICIENCY
Syllabus

English: (Content) (Marks: 100) (Intermediate level)

Area	Level Of Testing
Parts of Speech	Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Interjections - Types and functions
Synonyms	Identification of Shades of Meaning
Antonyms	Identifying Antonyms in a Context
Homophones	Identification & Usage
Homonyms	Identification & Usage
Hypernyms & Hyponyms	Identification & Usage
Spelling	Spelling
One-word Substitutes	Referring to Persons / Professions, Places, Collections
Phrasal Verbs	Identification of Meaning and usage
Idiomatic Expressions	Identification, Usage
Proverbs	Proverbs
Word Formation	Suffixes, Prefixes and other forms
Short Forms - Full Forms	Common Short Forms - Full Forms
Abbreviations - Full Forms	Common Abbreviations - Full Forms
Word Collocations	Word Collocations
Foreign Phrases Used in English	Standard and common Foreign Phrases Used in English
Helping Verbs	Form, Function & Contractions
Modal Auxiliaries	Form, Function & Contractions
Ordinary Verbs	Form, Function & Contractions
Articles	Use of Articles Including Omissions
Prepositions	Simple, Compound Prepositions Including Prepositions following Certain Words and Prepositional Phrases

Clauses	Main Clauses, sub-ordinate Clauses, Adjectival Clauses, Noun Clauses, Adverbial Clauses, Relative Clauses, Finite and Non-finite Clauses
Sentence Structures	Sentence Structures
Degrees of Comparison	Form, Function, Construction, Transformation
Language Functions	Language Functions with social norms (formal and informal)
Question Tags	Imperatives and Statements with semi negatives and indefinites subjects
Types of Sentences	Types of Sentences
Sentence Improvement	Sentence Improvement
Direct Speech & Indirect Speech	Statements, Questions, Imperatives and Exclamatory Sentences
Active Voice & Passive Voice	Active Voice & Passive Voice
Tenses	Use of tenses and framing including 'IF' conditionals Type 1, 2 & 3
Agreement between subject & Verb	Agreement between subject & Verb
Word Order	Word Order In a phrase or a sentence
Linkers	Linkers
Transformation of Sentences	Simple, Compound and Complex Sentences
Common Errors	Based on all Vocabulary and Grammar Topics
Punctuation and Capitalization	Use of capital letters, comma, full stop, question mark, exclamation mark and inverted commas
Writing of Discourses	Letter Writing, News Report, Diary Entry, Conversation, Description, Diary Entry, Biographical Sketch, Story, Script for a speech
Dictionary Skills	Dictionary Skills
Reading comprehension	Prose (GENERAL)

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Category of Post: PRINCIPAL
Paper II Syllabus

1. G.K & current Affairs	-	15M
2. Perspectives in Education	-	15M
3. Educational Psychology	-	20M
4. Content	-	35M
5. Methodology	-	15M
Total	-	100 M

PART – I

I. General Knowledge And Current Affairs (Marks: 15)

PART - II

II. Perspectives In Education (Marks: 15)

1. History of Education :

- The Education in Ancient India - Pre-Vedic and Post-Vedic period, Medieval Education.
- Education in Pre Independent era - Woods Despatch (1854), Hunter Commission (1882), Hartog Committee (1929), Sargent Committee (1944).
- Education in Post Independent era - Mudaliar Commission (1952-53), Kothari Commission (1964-66), Ishwarbhai Patel committee (1977), NPE-1986, POA-1992

2. Teacher Empowerment:

- Need, 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:

- Democracy and Education, Equality, Equity, Quality in Education, Equality of Educational opportunities.
- Economics of Education, Education as Human Capital, Education and Human Resource Development, Literacy - Saakshar Bharat Mission.
- Population Education, Gender - Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills.
- Adolescence Education

- Value Education – Moral Value and Professional Ethics in Education.
- Health and Physical Education
- Inclusive Education - Classroom Management in Inclusive Education
- Role of Education in view of Liberalization, Privatization and Globalization
- Programmes and Projects – APPEP, DPEP, Sarva Shiksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Rashtriya Madhyamika Shiksha Abhiyan (RMSA), Rashtriya Aveshekar Abhiyan (RAA), KGBVs, Model Schools.
- Incentives and special provisions – Mid Day Meals, Free Books, Scholarship, Awards, Welfare Hostels, Transportation.
- Current Trends in Education

4. Acts / Rights:

- Right of Children to Free and Compulsory Education Act - 2009
- Right to Information Act - 2005
- Child Rights
- Human Rights.

5. National Curriculum - Framework, 2005: Perspective, Guiding Principles, Learning and Knowledge, Teaching Learning Process, Assessment, Systemic Reforms.

6. National Educational Policy-2020

PART - III

III. Educational Psychology – 20 Marks

1. Development Of Child

- Development, Growth & Maturation — Concept & Nature
- Principles of development and their education implication
- Factors influencing Development — Biological, Psychological, Sociological, emotional.
- 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, Erikson
- Individual differences — Infra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Intelligence and their Assessment.
- Development of Personality — Concept, Factors effecting development of personality, self concept.
- Adjustment, Behavioural problems, Mental Health, Defense mechanism.

- Methods and Approaches of Child Development — Introspection, 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—Behaviorism (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, Cooperative and collaborative 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.
- Theory of instruction – Bruner
- 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 – IV - (35 Marks)

Contemporary Social, Economic and Cultural Issues

Activities and programmes relating to School Education.

Financial Management.

School Administration.

Monitoring – Leadership qualities.

Acts / Rights:

- Right of Children to Free and Compulsory Education Act - 2009
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- Child Rights
- Human Rights.

National Curriculum - Framework, 2005: Perspective, Guiding Principles, Learning and Knowledge, Teaching Learning Process, Assessment, Systemic Reforms

State Curriculum – Framework, 2010: State vision, State Concerns, Systemic reforms, Possession papers of A.P. State.

School Organization: Institutional Planning, Principal as a Leader, Teacher Quality, Linkages and Interface with other institutions and vice versa, Student Quality, Organization of Teaching, Co-curricular Activities, Office Management, Resources required for a good school, Organizational Climate, Evaluation, Job satisfaction of the Staff.

Part – V

Understanding of Teaching Methodology (15 Marks)

- (i) **Curriculum:** Meaning, Principles, types of curriculum organization, approaches.
- (ii) **Approaches and Methods of Teaching:** Lecture Method and Modified form of the Lecture Method, Project Method, Heuristic Method, Scientific Method, Laboratory Method, Inductive Method, Deductive Method, Problem solving Method, Analytical Method, Synthetic Method, Programmed Instruction, Team Teaching, Remedial Teaching.
- (iii) **Planning:** Instructional Plan-Year Plan, Unit Plan, Lesson Plan.
- (iv) **Instructional material and resources:** Text Books, Work books, Supplementary material, AV aids, Laboratories, Library, Clubs-Museums-Community, Information and Communication Technology.
- (v) **Evaluation:** Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test.

