

Annexure – V

(Enclosure to Notification No. 1479/SS/T9/KGBV/URS/2022, Dt:16.06.2023 of DSE & EO-SPD, TSS, Hyd.)

Syllabus for Written Test for Recruitment of PGCRTs in KGBVs PGCRT - English

Part I - General Studies

1. Current Affairs - Regional, National & International.
2. Indian Constitution; Indian Political System: Governance and Public Policy.
3. Social Exclusion; Rights issues such as Gender, Caste, Tribe, Disability etc., and inclusive policies.
4. Society Culture, Civilization Heritage. Arts and Literature of India and Telangana
5. General Science; India's Achievements in Science and Technology
6. Environmental Issues; Disaster Management- Prevention and Mitigation Strategies and Sustainable Development.
7. Economic and Social Development of India and Telangana.
8. Socio-economic, Political and Cultural History of Telangana with special emphasis on Telangana Statehood Movement and formation of Telangana state.

Part II - Perspectives in Education

1. **History of Education:** Pre-Vedic and Post-Vedic period, Medieval period 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 in the post independent period with special reference to Mudaliar Commission (1952-53), Kothari Commission (1964-66), Ishwarbhai Patel Committee (1977), National Policy on Education, 1968, National Policy on Education, 1986, Programme of Action, 1992 and National Educational Policy, 2020.
Aims, Objectives, Functions, Unipolar, Bipolar and Tripolar Processes of Education, Types of Education - Formal, Informal and Non-formal Education, their significance and interrelations, Philosophical, Sociological and Psychological Perspectives of Education.
2. **Teacher Education:** Concept, Teacher Preparation, NCFTE-2009, Pre-service and In service Teacher Education Programs, Teacher Motivation, Continuous Professional Development.

Teacher Empowerment: Meaning, Interventions for Empowerment, Professional Code of Conduct for Teachers, Role of Teacher Organisations in Professional Development of Teachers, National and State Level Institutions for Teacher Education.

3. **Educational Concerns in Contemporary India:**

Environmental Education: Meaning, 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, Equality of Educational Opportunities, Role of Education in promoting Democracy; **Economics of Education:** Meaning and Scope, Education as Human Capital, Education and Human Resource Development; **Population Education:** Significance of Population Education. Population situation, Approaches to Population Education and Themes of Population Education, Family Life Education, Sustainable development, Adolescence Education, Health Education, Gender Equality, Equity and Empowerment of Women, the Role of School and Teacher, Urbanization and Migration, Life Skills; **Inclusive Education:** Concept, Prevalence, Areas of Disabilities, Disadvantaged Groups, Gender etc., Myths & Facts, Importance of Early Identification and Assessment, Planning Inclusive Education, Initiatives in Education, Method & Strategies of Classroom Management, Psycho-Social Management, Creation of Awareness – Students, Parents and Society & Sensitization Strategies, Evaluation, Documentation and Maintenance of Records; **Liberalization, Privatization and Globalization; Value Education; Initiatives in Education:** Sarva Siksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL), Mid-day-Meal Programme, Rashtriya Madhyamika Siksha Abhiyan (RMSA), Samagra Shiksha and its interventions, KGBVS and Model Schools etc.

4. Constitutional Provisions relevant to Education: Acts/Rights, Right of Children to Free and Compulsory Education Act, 2009, Right to Information Act 2005, Child Rights, Human Rights, PWD Act, 2016 and other Provisions pertaining to Education.

5. National Curriculum Framework, 2005 and NCFSE, 2023.

Part – III Content (Language & Literature)

1. Language:

i) Grammar

a) Parts of Speech; b) Subject and Verb Agreement; c) Types of sentences –Transformations; d) Conjunctions; e) Verbs & Tense and Time; f) Prepositions; g) Adverbs; h) Adjectives including Degrees of Comparison; i) Articles & Determiners; j) Interjections; k) Voice; l) Direct

and Indirect Speech; m) Clauses & Phrases including Simple, Compound and Complex sentences; n) Non-finite Verbs; o) Framing Questions and Question Tags; and p) Correction of Sentences.

ii) Vocabulary

a) Synonyms and Antonyms; b) Phrasal Verbs & Idioms; c) Figures of Speech; d) Homophones; e) Homonyms; f) homographs; g) Affixation; and h) Spelling

iii) Words and Sentences in Use:

a) Choosing Appropriate words; b) Words-often Confused; c) Sentence Arrangement, d) Completion, Fillers and Improvement; e) Comprehension; f) Punctuation; g) Spotting of Errors; and English Composition (Paragraph, essay, expansion, précis, Letter writing, message, notice, article and report writing)

iv) Aspects of Pronunciation:

a) Vowel and consonant Sounds and phonemes; b) Stress: word and sentence stress; and c) Intonation: Four basic patterns of intonation.

2. LITERATURE:

- i) Comprehension of
 - a) Literary prose passage and
 - b) A poem
- ii) Study of Literary forms:
 - a) Poetry: Sonnet, ode, elegy, Ballad, Lyric, Dramatic Monologue
 - b) Prose:
 - Drama (Structure, Characters, dialogues, Soliloquy, tragedy, comedy, Tragicomedy)
 - Fiction: (point of view, setting atmosphere; style; Technique of Narration.)
 - Essay Detailed study of English Literature from 1798 to 1900 with special reference to Wordsworth, S.T. Coleridge, John Keats, Shelly, Lord Byron, Charles Lamb, Charles Dickens, William Hazlitt, Alfred Lord Tennyson, Robert Browning, Mathew Arnold, George Eliot, Thomas Carlyle and John Ruskin.

iii. Poetry

Name of the Poet	Title
Sarojini Naidu	In The Bazaars of Hyderabad
R.W. Emerson	A Nation's Strength
R.L. Stevenson	My Shadow
Alfred Tennyson	Home They Brought Her Warrior Dead

Elizabeth Barrett Browning	The Cry of Children
Rabindranath Tagore	My Mother; Freedom.
C.A. Bowels	The River
Gabriel Okara	Once Upon A Time
Medora Chevalier	Or Will The Dreamer Awake?
Dr. Suraya Nasim	Abandoned
Khalil Gibran	On Friendship
Shiv K. Kumar	Mother's Day
William Wordsworth	Anecdote For Fathers
Edward Lear	The Duck And The Kangaroo
Harry Behn	Trees
Lily Usher	Grabbing Everything On The Land
Harindranath Chatopadyaya	The Earthen Goblet
Don Marquis	A Spider And AFly

iv. Prose

Name of the Essayist/Writer/Novelist	Title
A.P.J. Kalam	Wings Of Fire
R.K. Narayan	Swami And Friends
Charles Dickens	Oliver Twist
Jonathan Swift	Gulliver Travels
Sudha Murthy	1. Gender Bias 2. How I Taught My Grandmother To Read and Other stories
Isaac Asimov	Robots And People
O. Henry	After Twenty Years
R.K. Laxman	The Gold Frame
E.V. Lucas	The Face On The Wall
Oscar Wilde	The Nightingale And The Rose
Satyajit Ray	Bepin Choudhury's Lapse of Memory
A.G. Gardiner	On Umbrella Morals
Stephen Leacock	HowToLiveToBe200
George Orwell	Animal Farm

Drama/Play

Name of the Writer	Title
J.B. Priestley	Mother's Day
William Stanley Houghton	The Dear Departed

Cedric Mount	The Never Never Nest
Fritz Karinthy	The Refund
G.B. Shaw	Saint Joan
Shakespeare	Julius Caesar

The Candidates are expected to have a thorough knowledge of the above mentioned poets, essayists, novelists and dramatists and their respective works mentioned at the level that is expected of a student of literature.

Part IV – Pedagogy

1. The Nature of language and its Historical Development; First Language; Second Language and Third Language; Different Types of Languages; Mother Tongue; Languages of Different Professions; Importance of languages across School Curriculum; Contributions of Creative Writers.
2. Values, Aims and Objectives of Teaching Languages
3. Child Development; Psychology of Teaching and Learning Languages; Language, Thinking and Creativity.
4. Language Curriculum: Construction, Organization and Development.
5. Language Skills; Planning for Effective Instruction in Language Classrooms: Different Plans and Designing Learning Experiences.
6. Approaches, Methods and Techniques of Teaching Languages with special reference to School Content (Prose/Fiction /Poetry/Drama/Essay).
7. Teaching and Learning Resources and Designing Instructional Material for Languages; Language Labs; Teaching Aids; Textbooks; ICT in Language Teaching and Learning.
8. Measurement and Evaluation in Languages: Continuous and Comprehensive Evaluation (CCE); Tools and Techniques of Evaluation; Achievement and Diagnostic Tests.
9. Learning Disabilities/Difficulties and Education of Exceptional/ Disabled Children in Languages.
10. Language and Everyday Life; Language Issues and Policies. National and State Curriculum frameworks.