Scheme and Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

Preliminary (Screening Test)

Scheme of Examination

<table>
<thead>
<tr>
<th>Written Examination (Objective Type)</th>
<th>No. of Questions</th>
<th>Duration (Minutes)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper General Studies, General Abilities and Basic Proficiency in English</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

Syllabus

Paper: General Studies, General Abilities and Basic Proficiency in English

Section-I: General Studies

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
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.

Section-II: General Abilities

10. Moral Values and Professional Ethics in Education.
11. Teaching Aptitude
Section – III: Basic Proficiency in English

i) School Level English Grammar:
   Articles; Tense; Noun & Pronouns; Adjectives; Adverbs; Verbs;
   Modals; Subject-Verb Agreement; Non-Finites; reported speech;
   Degrees of Comparison; Active and Passive Voice; Prepositions;
   Conjunctions; Conditionals.

ii) Vocabulary:
   Synonyms and Antonyms; Phrasal Verbs; Related Pair of Words;
   Idioms and Phrases; Proverbs.

iii) Words and Sentences:
   Use of Words; Choosing Appropriate words and Words often
   Confused; Sentence Arrangement, Completion, Fillers and
   Improvement; Transformation of Sentences; Comprehension;
   Punctuation; Spelling Test; Spotting of Errors.
# Scheme of Main Examination for the post of Post Graduate Teacher in Residential Educational Institution Societies

<table>
<thead>
<tr>
<th>Written Examination (Objective Type)</th>
<th>No. of Questions</th>
<th>Duration (Minutes)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper – I Pedagogy of Concerned</td>
<td>150</td>
<td>150</td>
<td>150</td>
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<tr>
<td>Paper – II Subject Discipline Knowledge/Concerned Subject</td>
<td>150</td>
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<td>150</td>
</tr>
<tr>
<td>Total</td>
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<td>300</td>
</tr>
</tbody>
</table>
Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

PAPER-I: పాఠశాల సంప్రదాయ సంస్థల కోసం పాఠాల

1. సంస్థల సంప్రదాయం: మాధ్యమిక విద్యా, సంస్థల విద్యా, సంస్థల పాఠాలం పాఠాలం; మితారా, మితారా పాఠాలం

2. సంస్థల సంప్రదాయం సంస్థల పాఠాలం: పాఠాలం, పాఠాలం, సంస్థల పాఠాలం (సంస్థల పాఠాలం), సంస్థల పాఠాలం.

3. ఎంపికల సంస్థల సంస్థల పాఠాలం: ఎంపికల పాఠాలం సంస్థల పాఠాలం - పాఠాలంపేరు: పాఠాలం పాఠాలం సంస్థల పాఠాలం: పాఠాలం - పాఠాలం, పాఠాలం.

4. పాఠాలం పాఠాలం: పాఠాలం, పాఠాలం, పాఠాలం, పాఠాలం, పాఠాలం పాఠాలం.

5. పాఠాలం పాఠాలం పాఠాలం పాఠాలం: పాఠాలం పాఠాలం పాఠాలం పాఠాలం పాఠాలం పాఠాలం పాఠాలం, పాఠాలం.

6. పాఠాలం పాఠాలం: పాఠాలం, పాఠాలం, పాఠాలం, పాఠాలం (పాఠాలం), పాఠాలం - పాఠాలం పాఠాలం పాఠాలం.

7. పాఠాలం పాఠాలం పాఠాలం: పాఠాలం పాఠాలం పాఠాలం, పాఠాలం పాఠాలం పాఠాలం: పాఠాలం పాఠాలం పాఠాలం పాఠాలం (పాఠాలం) పాఠాలం: పాఠాలం పాఠాలం.

8. పాఠాలం పాఠాలం పాఠాలం: పాఠాలం పాఠాలం పాఠాలం - పాఠాలం, పాఠాలం పాఠాలం పాఠాలం పాఠాలం - పాఠాలం, పాఠాలం పాఠాలం పాఠాలం.

9. పాఠాలం పాఠాలం: పాఠాలం పాఠాలం పాఠాలం పాఠాలం.

10. పాఠాలం పాఠాలం: పాఠాలం పాఠాలం - పాఠాలం, పాఠాలం పాఠాలం పాఠాలం పాఠాలం, పాఠాలం పాఠాలం పాఠాలం (పాఠాలం పాఠాలం).
Paper –II : నాగార్ని విశేషాలు  
(Telugu Language & Literature) 

ప్రశ్నలు 

1. శాసనాల్లో, లోకాలు, క్షేత్రాలు, లోకాలు మొదలుతున్నాయి. అందువల్ల, కాకపోయిన నిర్ణయాలు మొదలుతున్నాయి. 

2. శాసనాలు - సిద్ధాంతాలు - సంస్థలు 
   
   A. విభాగ శాసనాలు: నవాబులు, కాబ్యాధులు, కెన్యాడను చేసే ప్రభుత్వాలు, అనగా (చరిత్ర సహా) పనికి ప్రభుత్వాలు, అనగా (చరిత్ర సహా) పని. 

   B. విభాగ శాసనాలు: కేంద్రం, మహారాష్ట్రం, మైయాంబర్, సంస్థ (సేవకాలు) శాసనాలు వంటివి, కేంద్రం, మహారాష్ట్రం, సంస్థలు యొక్క (సేవకాలు) శాసనాలు. 

3. శాసనాలు - సంస్థలు - సంస్థలు - సంస్థలు, పని (శాసనం) చిన్న రకాల సంస్థలు, కేంద్రం, మహారాష్ట్రం, చిన్న, 
   
   సంస్థలు, సంస్థలు, సంస్థలు, చిన్న (శాసనాలు చేసే), చిన్న (శాసనాలు చేసే), చిన్న (శాసనాలు చేసే), చిన్న (శాసనాలు చేసే). శాసనాలు మొదలుతున్నాయి. 

4. మనుగా నిర్ణయం - నిర్ణయం - అతితీర్హు, నిర్ణయం మొదలుతున్నాయి. మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, మనుగా నిర్ణయం, 

5. యోగా కోసం కమ్యూనిటీలు సంస్థలు కనున్నాయి 
   
   a). రాష్ట్రాలు, సంస్థలు - కమ్యూనిటీలు కనుకోవడానికి 
   
   b). కమ్యూనిటీలు అనుమతిలు కమ్యూనిటీలు కనుకోవడానికి 

6. ప్రశ్న సంస్థలు: 
   
   కమా సంస్థలు, చొరింతాలను, చూడలారాలు, మాత్రమే సంస్థలు, ప్రత్యేక సంస్థలు, సంస్థలు మొదలుతున్నాయి, అంది సంస్థలు సంస్థలు, అవి (సంస్థలు) సంస్థలు, మాత్రమే సంస్థలు, అవి అంశాలు, అవి సంస్థలు, అవి మాత్రమే సంస్థలు, అవి మాత్రమే సంస్థలు. 

7. కమ్యూనిటీలు సంస్థలు: చూడలు, చూడలు, ప్రత్యేక సంస్థలు, అవి సేవకాలు, అవి చూడారాలు, ప్రత్యేక సంస్థలు: కమా, చూడారాలు, ప్రత్యేక సంస్థలు: చూడలు మొదలుతున్నాయి, ప్రత్యేక సంస్థలు, ప్రత్యేక సంస్థలు, ప్రత్యేక సంస్థలు, ప్రత్యేక సంస్థలు, ప్రత్యేక సంస్థలు, 

8. యోగా కోసం నిర్ణయం 

9. మనుగా నిర్ణయం (చిన్న) 

10. మనుగా నిర్ణయం (చిన్న)
Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

Paper-I: Pedagogy of English Language

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 DesigningInstructional 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


Paper –II: English Language & Literature

Part-A

I. Reading Comprehension of unseen passage.

II. Grammar and Vocabulary.

1) Parts of Speech; 2) Subject and predicate; 3) Types of sentences – Transformations; 4) Conjunctions (Linkers; connectors; cohesive devices); 5) Verbs (Regular and Irregular) and modals; 6) Tense and Time; 7) Prepositions; 8) Adverbs – types and their order in sentences; 9) Adjectives including Degrees of Comparison and also Quantifiers; 10) Articles – Determiners. 11) Clauses; (Noun Clauses – Adjective clauses; adverbial clauses); 12) Voice; 13) Direct and Indirect Speech; 14) Infinitives; gerunds;

III. Aspects of pronunciation:
1. Vowel and consonant Sounds and phonemes
2. Stress: word and sentence stress.
3. Intonation: Four basic patterns of intonation.

IV. Punctuation.

Part-B

Literature:
I) Comprehension of
1) Literary prose passage and
2) A poem

II) Study of Literary forms:
1) Poetry: Sonnet, ode, elegy, Ballad, Lyric, Dramatic Monologue
2) Prose:
   a) Drama (Structure, Characters, dialogues, Soliloquy, tragedy, comedy, Tragi-comedy)
   b) Fiction: - (point of view, setting atmosphere; style; Technique of Narration.)

III. Poetry

<table>
<thead>
<tr>
<th>Name of the Poet</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarojini Naidu</td>
<td>In The Bazaars of Hyderabad</td>
</tr>
<tr>
<td>RW Emerson</td>
<td>A Nation’s Strength</td>
</tr>
<tr>
<td>RL. Stevenson</td>
<td>My Shadow</td>
</tr>
<tr>
<td>Alfred Tennyson</td>
<td>Home They Brought Her Warrior Dead</td>
</tr>
<tr>
<td>Elizabeth Barrett Browning</td>
<td>The Cry of Children</td>
</tr>
<tr>
<td>Rabindranath Tagore</td>
<td>My Mother; Freedom</td>
</tr>
<tr>
<td>Name of the Essayist/ Writer/Novelist</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>C A Bowels</td>
<td>The River</td>
</tr>
<tr>
<td>Gabriel Okara</td>
<td>Once Upon A Time</td>
</tr>
<tr>
<td>Medora Chevalier</td>
<td>Or Will The Dreamer Awake?</td>
</tr>
<tr>
<td>Dr. SurayaNasim</td>
<td>Abandoned</td>
</tr>
<tr>
<td>Khalil Gibran</td>
<td>On Friendship</td>
</tr>
<tr>
<td>Shiv K.Kumar</td>
<td>Mother’s Day</td>
</tr>
<tr>
<td>William Wordsworth</td>
<td>Anecdote For Fathers</td>
</tr>
<tr>
<td>Edwar Lear</td>
<td>The Duck And The Kangaroo</td>
</tr>
<tr>
<td>Harry Behn</td>
<td>Trees</td>
</tr>
<tr>
<td>Lily Usher</td>
<td>Grabbing Everything On The Land</td>
</tr>
<tr>
<td>HarindranathChatopadhyaya</td>
<td>The Earthen Goblet</td>
</tr>
<tr>
<td>Don Marquis</td>
<td>A Spider And A Fly</td>
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</tbody>
</table>

**Prose**

<table>
<thead>
<tr>
<th>Name of the Essayist/ Writer/Novelist</th>
<th>Title</th>
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<tbody>
<tr>
<td>APJ Kalam</td>
<td>Wings Of Fire</td>
</tr>
<tr>
<td>RK.Narayan</td>
<td>Swami And Friends</td>
</tr>
<tr>
<td>Charles Dickens</td>
<td>Oliver Twist</td>
</tr>
<tr>
<td>Jonathan Swift</td>
<td>Gulliver Travels</td>
</tr>
<tr>
<td>Sudha Murthy</td>
<td>1. Gender Bias</td>
</tr>
<tr>
<td></td>
<td>2. How I Taught My Grandmother</td>
</tr>
<tr>
<td></td>
<td>To Read And Other Stories</td>
</tr>
<tr>
<td>Isaac Asimov</td>
<td>Robots And People</td>
</tr>
<tr>
<td>O.Henry</td>
<td>After Twenty Years</td>
</tr>
<tr>
<td>R.K. Laxman</td>
<td>The Gold Frame</td>
</tr>
<tr>
<td>E.V. Lucas</td>
<td>The Face On The Wall</td>
</tr>
<tr>
<td>Oscar Wilde</td>
<td>The Nightingale And The Rose</td>
</tr>
<tr>
<td>Satyajit Ray</td>
<td>Bepin Choudhury’s Lapse of Memory</td>
</tr>
<tr>
<td>A.G. Gardiner</td>
<td>On Umbrella Morals</td>
</tr>
<tr>
<td>Stephen Leacock</td>
<td>How To Live To Be 200</td>
</tr>
<tr>
<td>George Orwell</td>
<td>Animal Farm</td>
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</table>

**Drama / Play**

<table>
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<tr>
<th>Name of the Writer</th>
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<tbody>
<tr>
<td>J.B. Priestley</td>
<td>Mother’s Day</td>
</tr>
<tr>
<td>Author</td>
<td>Book Title</td>
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</tr>
<tr>
<td>William Stanley Houghton</td>
<td>The Dear Departed</td>
</tr>
<tr>
<td>Cedric Mount</td>
<td>The Never Never Nest</td>
</tr>
<tr>
<td>Fritz Karinthy</td>
<td>The Refund</td>
</tr>
<tr>
<td>G.B. Shaw</td>
<td>Saint Joan</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>Julius Caesar</td>
</tr>
</tbody>
</table>

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.
हिंदी भाषा शिक्षण

1. भाषा की प्रकृति: भाषा का ऐतिहासिक विकास; विभिन्न प्रकार की भाषाएँ: मातृ भाषा; प्रथम भाषा; द्वितीय भाषा; तृतीय भाषा; पाठशाला पाठ्यक्रम में भाषाओं का महत्व; विभिन्न व्यवसायों से जुड़ी भाषाएँ; स्वच्छता लेखन का योगदान

2. भाषा शिक्षण: मूल्य; लक्ष्य और उद्देश्य; अधिगम सामर्थ्यता (वर्तमान पाठ्यपुस्तकों के आधार पर)

3. बालक का विकास; भाषा शिक्षण और अधिगम का मनोविज्ञान; भाषा विचारधारा और रचनात्मकता।

4. भाषा पाठ्यक्रम: निर्देश; संगठन और विकास

5. पाठशाला विषय वर्तमान (गद्य / उपन्यास/ पत्र/ नाटक/ निबंध, आदि) के विशिष्ट संदर्भ में भाषा शिक्षण की विधियाँ; प्राणियाँ; उपाय

6. भाषा कौशल; अध्यापन क्षमताएँ भाषा कक्षा में प्रभावी शिक्षण हेतु नियोजन; विभिन्न योजनाएँ तथा अधिगम – अनुभवों की अभिलेखन।

7. भाषा अधिगम के संसाधन तथा भाषा शिक्षण सामग्री की रूपरेखा; भाषा प्रयोगशाला; शिक्षण सामग्री; पाठ्यपुस्तक; भाषा शिक्षण– अधिगम में सूचना एवं संचार प्रौद्योगिकी।

8. भाषा: साहित्य और मूल्यांकन ; निरंतर समस्त मूल्यांकन (CCE); मूल्यांकन: उपकरण और प्रतिविधियाँ; उपलब्धि परीक्षण; निदेशान्तर परीक्षण।

9. अधिगम अक्षमता: असाधारण / अक्षम बच्चों (Children with disability) के लिए भाषा की शिक्षा एवं कठिनाइयों।

10. भाषा और दैनिक जीवन; भाषा संबंधी सूचनाएँ एवं नीतियाँ; विद्यालयीन राष्ट्रीय एवं राज्य पाठ्यपुस्तक की रूपरेखाएँ।
Paper -II: Hindi Language & Literature

Unit-1 : साहित्यिक विधाएं और विशेषताएं

- हिन्दी गद्य का विकास
- उपन्यास, कहानी, निबंध, एकांकी/नाटक, यात्रा-वृत्तांत, दैनिक, संस्मरण,
- रेखाचित्र, आत्मकथा/जीवनी

Unit-2 : प्राचीन और मध्यकाल

- कवि और उनके काव्य
- विभिन्न प्रवृत्तियाँ और वाद

Unit-3 : आधुनिक काल

- कवि और काव्य
- विभिन्न प्रवृत्तियाँ और वाद

Unit-4 : हिन्दी भाषा पर अन्य साहित्य/भाषाओं का प्रभाव

Unit-5 : हिन्दी भाषा- उपभाषाएँ और बोलियाँ

Unit-6 : हिन्दी भाषा साहित्य में काव्य शास्त्र-छंद, अलंकार और रस-सिद्धांत

Unit-7 : भाषा तत्त्व और व्याकरण

- शब्द-विचार, शब्द-भेद
- शब्द-विचार-उपसर्ग, प्रत्यय
- शब्द भेद-लिंग, वचन, कारक, काल
- शब्द-रूपांतर-शब्द-अर्थ, भिन्नार्थ, पर्याय, विलोम
• शब्द-परिचय-तत्सम, तद्भाव, देशज, विदेशी
• वाक्य-संरचना/भेद
• वाच्य
• संधि, समास
• मुहावरे-लोकोक्तियाँ, कहावतें
• वर्तनी
• विशिष्ट प्रयोग-जैसे (चाहिए, अपना…)

**Unit-8 : व्याकरण**

• भाषा- भाग
• परिभाषाएं
• उदाहरण
• प्रयोजन

**Unit-9 : अनुवाद**

• आवश्यकता और महत्व
• प्रकार
• हिंदी और तेलुगु भाषाओं के व्याकरण का तुलनात्मक अध्ययन

**Unit-10 : पाठ्य-पुस्तक आधारित**

• कवि/लेखक की रचनाएं
• विषय-वस्तु
• पृष्ठ-भूमि
• चरित्र-चित्रण
• भाषा-शैली
Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

Paper-I: Pedagogy of Urdu Language

(Pedagogy of Urdu Language)

1. Introduction to Pedagogy
   - Definition of Pedagogy
   - Importance of Pedagogy

2. Historical Background
   - Evolution of Pedagogy
   - Contributions of Educators

3. Pedagogical Principles
   - Principles of Contemporary Pedagogy
   - Application of Principles

4. Curriculum Development
   - Components of Curriculum
   - Development of Curriculum

5. Instructional Strategies
   - Traditional Strategies
   - Modern Strategies

6. Assessment and Evaluation
   - Types of Assessments
   - Evaluation Techniques

7. Classroom Management
   - Techniques of Classroom Management
   - Role of the Teacher

8. Educational Psychology
   - Concepts of Educational Psychology
   - Application in Pedagogy

9. Educational Administration
   - Functions of Educational Administrators
   - Management of Educational Institutions

10. Educational Research
    - Types of Research
    - Conducting Educational Research

11. Educational Technology
    - Integration of Technology in Education
    - Tools and Techniques

12. Special Education
    - Identification and Remediation
    - Inclusive Education

13. Moral Education
    - Values and Ethics
    - Implementation in Schools

14. Vocational Education
    - Career Guidance
    - Training Programs

15. Adult Education
    - Needs and Objectives
    - Methods of Delivery

16. Environmental Education
    - Conservation and Awareness
    - Implementation Strategies

17. Continuing Education
    - Needs Assessment
    - Delivery Mechanisms

18. Educational Policy
    - Formulation and Implementation
    - Impact on Education System
Paper -II: Urdu Language & Literature

1. ادیب کی غلام نام کے ساتھ کتابوں کی ترجمیت کی۔

2. ادیب کی غلام نام کے ساتھ کتابوں کی ترجمیت کی۔

3. ناریاں کے نگار

4. ناریاں کے نگار

5. اوراد کا خطاب

6. اوراد کا خطاب

7. مہام ادب کا مطالعہ

8. مہام ادب کا مطالعہ

9. ادیب کی غلام نام کے ساتھ کتابوں کی ترجمیت کی۔

10. ادیب کی غلام نام کے ساتھ کتابوں کی ترجمیت کی۔

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Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

Paper – I: संस्कृतम् - भाषाविद्वानशास्त्रम्
(Pedagogy of Sanskrit Language)

1. संस्कृतभाषाः: स्वरूपस्वभावः—ऐतिहासिकविवासः— संस्कृते वैज्ञानिक-वैज्ञानिक-भाष्यः— भेदः— मात्रभाषा-मात्रभाषा, प्रथमभाषा-प्रथमभाषा, द्वितीयभाषा-द्वितीयभाषा, तृतीयभाषा-तृतीयभाषा, च संस्कृतम्, संविशेषने संस्कृतभाषाः: प्राचायिक, शिशुद्वाटात् भिंत्रिबंधेयु संस्कृतम्, पाठशाला-पाठ्यक्रमे भाषाणां प्राचायिक-संस्कृतस्य पाठ्यम्, सर्वज्ञतम-चर्चानां संस्कृत प्रति योग्यतम

2. संस्कृतभाषाः: बोधनस्य अभ्यसनस्य च उद्देश्यानि वक्त्यानि मौलिकानि भाषा-वौषणाति च

3. संस्कृतभाषाः: बोधन-अभ्यसनयोः मनोवैज्ञानिकता - बालानां ग्रहति: - भाषाप्रभावोऽधिकारिन्यानां भाषायां विनाशनम् - सर्वज्ञतः च

4. भाषा-विश्लेषणाः-प्राप्तिका: - विमाणम् - विनिर्विज्ञानम् - विकासः

5. भाषाप्रभावोऽधिकारिन्यानां प्रभावप्रकृतिः बोधन-विद्यां संस्कृतस्य अभ्यसनस्यानां विशिष्टविवेचनाः - विनिर्विज्ञानम्, अभ्यसत्तमानाभियानां रचना च

6. पाठशालास्तरः पद-ग्रंथ-कथा-रूपक(नाटक)-काव्यादिः प्रधाृतिः पाठने भाषाप्रभावरुपस्य:

7. संस्कृतभाषाः: बोधनाध्ययनयोः संसाधनानि, बोधनाध्ययनयोः-निर्माणम्, भाषाप्रभावशाला, पाठ्यक्रमपरिवर्तनां, भाषाप्रभावसाधनां पाठ्यप्रमुखतानि, भाषायां: बोधन-अभ्यसनयोः सहस्रक- तन्त्रज्ञानविविधोः

8. भाषायां: प्रमाणानि (स्मृतिप्राप्तम्) मूल्याङ्कनम् च, निर्देश-समाचार-मूल्याङ्कनम्, मूल्याङ्कनस्य साधनानि व्याख्या: (कोशानि) च, लघुसाधनानि-नोपनिर्धारणानि:

9. भाषायांसे स्पष्टतः - अभ्यसते विभिन्नकारणः (वैचारिका) अवस्थां विभिन्नकारणाः भाषाप्रभावसाधनां प्रवृत्तिआयामम् अध्ययनम्

10. नियमोऽने संस्कृतभाषाः: उपयोगः - संस्कृतभाषाविवाहको समस्याः - विविधभाषाविविधानानि (विभाषाप्रमुखम्) - संस्कृतस्य संबंधित नियम-आवेषा: (समस्यानि) - पाठशालास्तरः संस्कृतस्य विविधानाय राज्यस्तरीय राज्यस्तरीय विविधायोजना च ग्रहणः
Paper-II: Sanskrit

1. यदिक साहित्यव्य परिचयः - सात्तितः - ब्राह्मणम् - आरुणकान्ति - उपरिवादः - तेजसः ति।

2. सामाजिक व्यवस्था रत्नाकरः: रचनाकरः - एकत्रिक आश्रयकौशिकः - सामाजिक दानवकान्ति तथा: प्रभावः।

3. भाषा - एकत्रिकः - प्राचीन - संस्कृत - शाच्चूरी - वर्द्धनेश्वर - विद्वंद्विता - विद्वेशसादा - द्राक्षी - वाणभाषा - शुद्धता - तत्त्वज्ञानः कथनांमि तथा कथनांमि द्वितीय परिचयः।

4. संस्कृति - विद्वंद्विताः - काव्यकाव्या - विद्वंद्विताः - विद्वेशसादा - विद्वेशसादा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा - वाणेश्वरा तथा।

5. आचार्यान्य लक्षणानि - उदासार्थः ति। रूप - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः।

6. लक्षणकथा -
   अ) रूप - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः।

7. तत्कथा - एकत्रिकः - प्राचीन - संस्कृत - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः।

8. सामाजिक व्यवस्था रत्नाकरः: रचनाकरः - एकत्रिक आश्रयकौशिकः - सामाजिक दानवकान्ति तथा: प्रभावः।

9. वाणेश्वरानि - विद्वंद्विताः - काव्यकाव्या - विद्वेशसादा - विद्वेशसादा - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि - वाणेश्वरानि तथा।

10. आचार्यान्य लक्षणानि - उदासार्थः - एकत्रिकः - प्राचीन - संस्कृत - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः - आचार्यान्य लक्षणानि - उदासार्थः।
Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

**Paper-I: Pedagogy of Mathematics**


2. Values, Aims and Objectives of Teaching Mathematics.

3. Child Development; Psychology of Teaching and Learning Mathematics.


5. Approaches, Methods and Techniques of Teaching Mathematics with special reference to Arithmetic, Algebra, Geometry and Trigonometry.


7. Learning Resources and Designing Instructional Material in Mathematics; Mathematics Labs; Teaching Aids; Textbooks; ICT in Mathematics.


10. Mathematics and Everyday Life; Non-formal Mathematics Education.

**Paper-II: Mathematics**

1. Number System-I: Counting of Numbers; Fundamental Operations; Types of Numbers; Real Numbers; Mathematical Units and Conversions; Utility of Euclid division lemma, Problems on surds; Divisibility rules their possible remainders, Pythagorean triplets; Using alphabet in place of digit in divisibility rules, missing numbers; Prime and composite, even and odd numbers, need and applications of fundamental theorem of arithmetic, difference between factors and multiples and prime factors-LCM and HCF; Characteristics and importance in finding solutions to daily life situations (e.g. p).

2. Number System-II: Patterns of numbers; Progressions- A.P. and G.P- relating to daily life situations; Building the relation between numbers and graphical representations; Squares – Square root, Cube-Cube root; Ratio, Golden Ratio, Compound Ratio, Inverse Ratio, Addition and Subtraction of equal Ratios; Proportion – Direct and inverse; Fractions (Numerator and denominator); Applications on the above.
3. Percentages in daily life situations and SETS : Profit and loss, Discount; Simple interest and Compound interest, VAT and their applications; Sets-Concept in building a set and rationale; types of sets; Operations on sets Venn Diagrams and related daily life problems.

Sets- Compliment, properties on operations and cardinality Series; Complex numbers and its fundamental operations; Conjugates; Fundamental principle of counting (Linear and Circular) Combinations and related to daily life problems. Modulus of a Real Number and absolute value. Types of statements and proofs, quantifiers; Tautology and contradictions.

4. Fundamentals of Algebra; Linear expressions and equations in one & two variables Pairs linear equations in two variables; Basic Operations on Algebraic expressions – Laws and properties of exponents; Factorization; Special products; Operations on Polynomials and Factorization; Quadratic expressions and equations. Logarithms and their use.

Graphical Representations / Mathematical Induction/ Quadratic Expressions/ Linear Programming / Determinants/ Matrices: Relation between two variables and there graphical representation, basic ideas related to function and respective theorems, types of functions; Mathematical induction, problems on divisibility using principle of Mathematical Induction; Quadratic expressions – change in sign, maxima and minima values; Basis concepts of linear programming problems; Binomial theorem and approximations. Order of Matrix; Properties of Determinants of Matrices and solving of equations.

5. Geometry: Fundamental concepts; Contextual situations, basic ideas like point, line, ray, lines segment, angle, plane, curve, circle etc., and related terminology; Relations between lines and angles; Lines of a plane and their properties; Axioms, postulates, Euclid axioms, historical background, non-Euclidean geometry; Types and Properties of Geometrical figures; Types and Properties of triangle, quadrilateral, Polygon etc.; Properties of Circle and Parts of Circles; Comparison of Geometrical figures – Congruency, Similarity etc.; BPT, Pythagoras, Theorems applications; Relations between Circles and Lines; Areas of Geometrical Figures – Related theorems; Practical Geometry; Basic constructions, Constructions of Triangles, Quadrilaterals, Circles, Similar triangles, Tangents to Circles and related problems.

6. Co-ordinate Geometry: Basic concepts, dividing a line segment in the given ratio and its usage in different situations, slope of a line, distance between two points, area of triangles, Quadrilaterals and Collinearity of points.

7. Concept of locus; Straight line – different forms of straight line and conversions; Angle between two lines; Length of perpendicular from a point to a line; Distance between two parallel lines; Circle Equation – standard form, center and radius; Position of a point in plane of circle; Relative positions of
two circles – Transformation of Axes- 3-D Geometry-DR’s and DC’s and Cartesian equation of a plane. Conic Section.

8. Mensuration: Plane figures ; Need and importance of Area and Perimeter of different triangles, quadrilaterals, polygons , circles, ring etc., in daily life; Solid figures ; Need and importance of CSA, TSA and volume of prism, cube, cuboids, pyramid, cylinder, cone, sphere, hemisphere; Conversions from one solid to another; Problems with combination of solids (not more than three) in daily life; Conversions- 3-D figures and 2-D figures.

9. Statistics and Probability : Data handling : Types and representation of data; Measure of central tendency of ungrouped and grouped data specific usages; Presentation of data – different graphs and related problems ; Probability Basic concepts, outcomes and chances; Events – mutually exclusive, possible and impossible, complementary; Applications of probability Measures of dispersions – Range, Q.D, M.D, S.D. ; Coefficient of variation; Probability- Random experiments and events (Independent and Dependent); Addition and multiplication theorems of probability; Random variables. Axiomatic approach.

10. Trigonometry : Basic concepts; Trigonometric ratios; Trigonometric values for specific angles; Complementary angles; Trigonometric Identities; Conversions of Trigonometric ratios – Trigonometric transformations - Heights and distances; Trigonometric ratios of compound angles; Properties of triangles – relation between sides and angles of a triangles – Inverse trigonometric functions. Multiples and submultiples – Trigonometric expansions.
Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

Paper-I: Pedagogy of Physical Sciences

1. The Nature of Physical Sciences and its Historical Development including the contributions of important Physicists and Chemists given in the school textbooks. Importance of Physical Sciences in School Curriculum
2. Values, Aims and Objectives of Teaching Physical Sciences
3. Child Development; Psychology of Teaching and Learning Physical Sciences
4. Physical Sciences Curriculum : Construction ,Organization and Development
5. Approaches, Methods and Techniques of Teaching Physical Sciences with special reference to Measurement, units and dimensions; Natural Resources, Our Universe; Natural Phenomenon (Light; Heat; and Sound); Mechanics; Magnetism; Electricity and Electro Magnetism ;Modern Physics; Electronics and Communication; Matter; Chemical Reactions; Acids and Bases; Atomic Structure; Periodic Classification of Elements; Chemical Bonding; Carbon and its Compounds; and Metallurgy; Environmental Chemistry
7. Learning Resources and Designing Instructional Material in Physical Sciences; Physical Science Labs; Teaching Aids ; Textbooks; ICT in Physical Sciences
9. Learning Disabilities/Difficulties and Education of Exceptional/ Disabled Children in Physical Sciences
10. Physical Sciences and Everyday Life; Non-formal Physical Sciences Education.

Paper-II: Physical Sciences

I. Measurements, Units and Dimensions:
Need of measurement in daily life.systems of units. Units and dimentions, Significance of accuracy in measurement. Measuring instruments; Types of errors in measurements - mean absolute relative percentage errors; Fundamental and derived physical quantities. Rules for writing units in SI, derived units SI, Multiples and submultiples of SI units; Dimensional formulae and dimensional equations, dimensionless quantities; principle of homogeneity of dimensions. Application of dimensional analysis.
II. Natural Resources – Air and Water:
Composition of air, atmospheric pressure, the consequences of air pollution, ways to reduce air pollution. Winds, cyclones, natural calamities and management of their bad consequences, Composition of water, water cycle, change of phase, Latent Heat. Forms of water in atmosphere, boiling, melting, water pollution and hardness of water. How to handle the shortage of drinking water? Methods of increasing ground water levels.

III. Our Universe:
Need to develop the Habit of Night sky observation, How to differentiate constellations with zodiac signs, study of solar system, different laws pertaining to the motion of celestial bodies and ways of measuring the distances in space. Principles of launching of satellites and their applications in day to day life.

IV Natural Phenomenon:


V. Mechanics:

VI. Magnetism:
VII. Electricity & Electro Magnetism:


VIII. Modern Physics:


Radioactive transmutation-artificial radioactivity; radio isotopes and their uses in different fields; radioactive series; Chain and controlled nuclear reactions; Fission and fusion of nuclei - atomic bomb and hydrogen bomb.

IX. Electronics and Communications:


X. Matter:


XI. Chemical Reactions:

Physical and chemical changes. Types of Chemical reactions; daily applications. Laboratory preparation of different gases. Physical and Chemical properties various compounds. Chemical calculations. Sources of common salt. Common salt – as a raw material for other chemicals (NaOH, Bleaching powder, baking soda, washing soda, and their uses, Plaster of Paris)
XII. Acids and Bases, Salts:

XIII. Atomic Structure:
Electromagnetic spectrum, Atomic spectrum, Characteristics of electron, proton and neutron, Rutherford's model of an atom, nature of electromagnetic radiation, Plank's quantum mechanics, explanation of photo electric effect, features of atomic spectra, characteristics of hydrogen spectrum, Bohr's theory of structure of atom, Bohr's explanation of spectral lines, failure of Bohr's theory, wave particle nature of electrons, de Broglie's hypothesis, Heisenberg's uncertainty principle, important features of the Quantum mechanical model of an atom, Quantum numbers, concept of orbitals, define an atomic orbital in terms of quantum numbers-shapes of s, p and d orbitals, n l x rule, Energies of electronic energy levels (n+l) rule state Auffbau principle, Pauli's exclusive principle and Hund's rule of maximum multiplicity, electronic configuration of atom, explanation of stability of half filled and completely filled orbital.

XIV. Periodic Classification of Elements:
Need for arrangement of elements in an organized manner. Historical background of classification of elements Doberiener's Triads, Newland's law of Octaves. Mendeleev's Periodic Table (Achievements & Limitations). Mosley periodic table - based on electronic configuration. Characteristics of elements in groups and periods. The concept of grouping elements in accordance to their properties; the periodic law the signification of atomic number and electronic configuration as the basis per periodic classification. Classification of elements into s-block, p-block, d-block, f-block. and their main characteristics. Periodic trends in physical and chemical properties of elements. Study of different Groups of periodic table.

XV. Chemical Bonding:

XVI. Carbon and its Compounds:

XVII. Environmental Chemistry and Metallurgy

Main Examination Syllabus for the post of Post Graduate Teacher in Residential Educational Institution Societies

Paper-I: Pedagogy of Biological Sciences

1. The Nature of Biological Sciences and its Historical Development including the contributions of important Biologists given in the school textbooks. Importance of Biological Sciences in School Curriculum
2. Values, Aims and Objectives of Teaching Biological Sciences
3. Child Development; Psychology of Teaching and Learning Biological Sciences
4. Biological Sciences Curriculum : Construction ,Organization and Development
5. Approaches, Methods and Techniques of Teaching Biological Sciences with special reference to Living World; Cell &Tissues; Plant World; Animal World; Our Environment ; Heredity &Genetics ; Evolution and Applied Biology
7. Learning Resources and Designing Instructional Material in Biological Sciences; Biological Science Labs; Teaching Aids ; Textbooks; ICT in Biological Sciences
9. Learning Disabilities/Difficulties and Education of Exceptional/ Disabled Children in Biological Sciences
10. Biological Sciences and Everyday Life; Non-formal Biological Sciences Education.

Paper-II: Biological Sciences

1. Biological Sciences: Its importance and human welfare, Branches of Biology, Biologists, Reputed Biological Institutions in India.
Meiosis, Tissues – Structure, Functions and Types of Plant and Animal tissues.


7. Our Environment: Abiotic and Biotic factors and Ecosystems, Natural Resources – Classification, Judicial use of Renewable, Non-renewable and Alternative Resources, Forests, Wild Life - Conservation, Sanctuaries, National Parks in India, Bio-Geochemical Cycles, Pollution – Air, Water, Soil and Sound, Global Environmental issues – Global Warming (Green House Effect), Acid Rains, Depletion of Ozone layer and scarcity of water.

8. Heredity and Genetics:- Mendel’s laws of inheritance, Pleiotropy, Multiple alleles: Inheritance of blood groups and Rh-factor, dominance (Blood groups as example), Elementary idea of polygenic inheritance; Skin colour in humans (refer Sinnott, Dunn and Dobzhansky); Sex determination – in humans - Sex linked inheritance – Haemophilia, Color blindness; Mendelian disorders in humans: Thalassemia, Haemophilia, Sickle celled anemia, cystiefibrosis PKU, Alkaptonuria; Chromosomal disorders – Down’s syndrome, Turner’s syndrome and Kilnefelter syndrome; Genome, Human Genome Project and DNA Finger Printing. Gene Bank, Gene flow and genetic drift; Variations (mutations and genetic recombination).

9. Evolution: Origin of Life, Biological evolution and Evidences for biological evolution (paleontological, comparative anatomical, embryological and molecular evidences); Theories of evolution: Lamarckism, Darwin’s theory of Evolution – Natural Selection, Mutation Theory of Hugo De Vries; Modern synthetic theory of Evolution – Hardy-Weinberg Law; Types of Natural Selection; Adaptive radiation – Human evolution; Speciation – Allopatric, sympatric; Reproductive isolation.

10. Applied Biology: Animal Husbandry: Apiculture, Pisciculture, Poultry management, Dairy management; Animal breeding; Bio-medical Technology:
Diagnostic Imaging (X-ray, CT scan, MRI), ECG, EEG; Biotechnology – its importance for human welfare - Human insulin and vaccine production; Gene Therapy; Transgenic animals; ELISA: vaccines, MABs, Cancer biology, Stem Cells.
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1. The Nature of Social Sciences and its Historical Development including the contributions of important Social Scientists and thinkers given in the school textbooks. Importance of Social Sciences in School Curriculum
2. Values, Aims and Objectives of Teaching Social Sciences
3. Psychology of Teaching and Learning Social Sciences
4. Social Sciences Curriculum: Construction, Organization and Development
5. Approaches, Methods and Techniques of Teaching Social Sciences with special reference to the topics in the School Curriculum
7. Learning Resources and Designing Instructional Material in Social Sciences; Social Sciences Labs; Teaching Aids; Textbooks; ICT in Social Sciences
9. Learning Disabilities/Difficulties and Education of Exceptional/Disabled Children in Social Sciences
10. Social Sciences and Everyday Life; Non-formal Social Sciences Education.

Paper-II: Social Studies

I. **Diversity of the Earth**- Lands, Climates, Environment, Rivers & Settlements, Agriculture and Forests. Irrigation, Power, Minerals and Energy resources with special reference to Telangana.


IV. **Service and welfare programmes in India and Telangana.** Programmes for Disaster Management. Public Health Programs. The People: Settlement & Migration - Traffic education; Film and Print Media- Fine Arts, Folklore, Traditions and Festivals with reference to Telangana. Telangana Heritage, Monuments and historical sites.

V. **The Indian constitution – Democracy and Secularism.** Post Independent India Caste Discrimination and Struggle for Equalities, Understanding the Indian Political System – Self Governments.