

RMSA- Recruitment to Model Schools
Category of Post: TGT - English
Syllabus

Part – I

GENERAL KNOWLEDGE AND CURRENT AFFAIRS (Marks: 10)

Part – II

PERSPECTIVES IN EDUCATION (Marks: 10)

1. Education: Meaning, Aims of Education, Functions of Education, Types of Education; Constitutional Provisions, important articles and their Educational implications for General and disabled population; Universalization of Elementary Education - Schemes and Programmes to achieve UEE like OBB, APPEP, DPEP, SSA, Open schools, Mid-day-Meals; Recommendations of various committees and commissions during pre-independent and post-independent period.
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 : Inclusive Education: Conceptual Clarification and Definition, Prevalence, Myths & Facts, Characteristics, Classification & Types, Importance of Early Identification and Assessment, Planning Inclusive Education, Programming and Classroom Management in Inclusive Education, Evaluation, Documentation and Record Maintenance, Psycho-Social management, Awareness & Sensitization Strategies; Environmental Education: Concept, Objectives of Environmental Education, Environment and Natural Resources; Environmental Pollution – causes and effects and measures for the protection of environment, Development of Environmental Values through Environmental Education. Literacy: Saakshar Bharat Mission, National Programme for Education of Girls at Elementary Level (NPEGEL) School Health Programme, Disaster Management, Population education, Adolescence Education and Life Skills, Liberalization, Privatization and Globalization, Value Education
4. Acts / Rights: Right of Children to Free and Compulsory Education Act, 2009 and Andhra Pradesh Right of Children to Free and Compulsory Education Rules 2010 and Child Rights.
5. National Curriculum Framework, 2005: Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and Classroom Environment, Systemic Reforms.

Part - III

CONTENT (Marks: 44)

- I. Reading Comprehension of an unseen prose text.
- II. Language and Communication
 - Parts of Speech
 - Articles-Determiners
 - Conjunctions (Linkers/Connectors/ Cohesive devices)
 - Prepositions
 - Adverbs –Types and their order in sentences
 - Tense and Time
 - Adjectives including Degrees of Comparison

- Modals
- Clauses
- Types of Sentences
- Voice
- Direct and Indirect Speech
- Non-finites (Infinitives, Gerunds and Participles)
- Phrasal Verbs/Idioms/Prepositional Phrases
- Punctuation Marks
- Aspects of Pronunciation (Sounds, Stress and Intonation)
- Composition- Letter writing, Message writing, Notice writing, Report writing, Article writing, Paragraph writing and Précis writing

III. Literature

A. Reading Comprehension of a literary Prose and Poem

B. Poetry

Name of the poet	Title
William Shakespeare	Let Me Not To The Marriage of True Minds(A sonnet)
John Milton	On Time On Shakespeare
William Wordsworth	A Slumber Did My Spirit Seal The World Is Too Much With Us
William Blake	The Divine Image The School Boy
John Keats	On The Grasshopper and The Cricket Ode to The Nightingale
John Donne	A Literature Upon the Shadow
W.B.Yeats	The Wild Swans of Coole For Anne Gregory The Lake Isle of Innisfree
S.T.Coleridge	Kubla Khan
Emily Dickinson	Trees
Robert Frost	The Road Not Taken Dust of Snow Fire and Ice
Rabindranath Tagore	The Last Bargain

C. Prose (Essay/Short Story/Novel)

Name of the Essayist/Writer/Novelist	Title
Oscar Wilde	The Nightingale and The Rose
Stephen Leacock	How to Live to be 200
E.V.Lucas	The face on the Wall
O'Henry	After Twenty Years
Isaac Asimov	Robots and People
R.K. Laxman	The Gold Frame
George Orwell	Animal Farm (Original version)

D. Drama

Name of the Writer	Title
William Shakespeare	Julius Caesar Macbeth Hamlet
J.B.Priestly	Mother's Day(one act play)

Note: 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

Teaching Methodology (Marks: 16)

1. Aspects of English language- History, Nature, Importance of English.
2. Problems and Principles of Teaching English.
3. Objectives of Teaching English.
4. Approaches, Methods and Techniques of Teaching English.
5. Developing Language Skills-Listening, Speaking, Reading and Writing.
6. Teaching – Learning material – development, preparation and use (including use of ICT).
7. Developing Study and Reference Skills.
8. Remedial Teaching.
9. Evaluation in teaching / learning process.
10. Lesson planning.
11. Curriculum and Textbooks- Development and Use.