

Government of Andhra Pradesh
Department of School Education
State Council Educational Research & Training
DSC - LANGUAGE PANDIT SYLLABUS - TAMIL

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|--|---|------|
| 1. G.K & current Affairs - | - | 10M |
| 2. Perspectives of Education | - | 05M |
| 3. Classroom implications Educational Psychology – | | 05M |
| 4. Content | - | 44M |
| 5. Methodology | - | 16M |
| Total | - | 80 M |

PART - A

I. GENERAL KNOWLEDGE AND CURRENT AFFAIRS (Marks: 10)

II. PERSPECTIVES IN EDUCATION (Marks: 05)

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
- Health and Physical Education
- Inclusive Education - Classroom Management in Inclusive Education
- Role of Education in view of Liberalization, Privatization and Globalization
- Value Education, Peace Education
- Programmes and Projects – APPEP, DPEP, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Rashtriya Madhyamika Siksha 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 – Badi pelusthondi, Badi ki Vasta, Mavuru – Mana Badi, Vidyanjali, Swacha Patasala, Inspire, Kalavutsav.

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.

III. Classroom implications Educational Psychology – 05Marks

- 1. Individual differences:** Inter and intra individual differences, meaning, nature and theories of intelligence with special emphasis to multiple intelligence, IQ, assessment of intelligence, EQ, Creativity. Attitude, Aptitude, Interest, Habit and its Influence on Intelligence – Class room implementation.
- 2. Learning:** Theories and approaches of learning, learning curves, Factors, Phases, Dimensions of learning, Types of learning, Transfer of learning. Memory, Forgetting, Learning and assessment– Class room implementation.
- 3. Personality:** Nature, characteristics and theories of personality, factors of Personality, Assessment of Personality, Mental health, Adjustment, Stress – nature, Symptoms and management. Emotional intelligence, Management of emotions – Class room implementation.

PART - B

IV. Content : 44 Marks

1. 3-B m YÍ I ©- ÚkÕ 8-B m YÍ I × YûWÛs [TôPI ×j RLj §Ûs [TôPI ùTôÚs

×XYo, L®OoL° u İ ±I × - Lô®VeLs - ©\TûPI ×Ls - ®ÚÕLs LRôTôj §WeLs - £\I × AmNeLs.

2. ùNôpXôdLm :

AÚgùNôTùTôÚs - JÚ ùNôp TXùTôÚs - JÚ ùTôÚs TXùNôp - UW×j ùRôPoLs - TZùUô⁻ - ùRôÛLfùNôp - úNoj Õ GÝÕL - ©-j Õ GÝÕL - CÚùTôÚs.

3. ùUô⁻ j §\u :

×Q of£ - úYtβûU - VôI × - A| - TRm - SôpYûL CXdLQ ùNôTls - Yôdj V YûLLs - ®û] YûLLs.

R^a r CXd_j V YWXôß :

TpúYß Øû\LS - ûUVdLÚj Ő - L[®]OoLS Utßm L[®]ûR
SûP - ®ÚŐLS - LRôTôj §WeLS - £\I x AmNeLS - SÅ]
L[®]ûR Øû\LS - ùUô⁻ úTôWôhPeLS.

4. ùUô⁻ YWXôß :

J- úYBTôÓ - ùTôÚs úYBTôÓ - ©\ùUô⁻ - GÝj ŐùUô⁻ -
YhPôW ùUô⁻ - Uî E - ùUô⁻ « u úRôT\m - ùUô⁻ « u Ti TôÓ
- j û [ùUô⁻ - ùTôŐùUô⁻ - £\I xùUô⁻ - §Wô®P ùUô⁻ «] m.

5. CXd_j V §\] ôñÛ :

Lô[®]VeLS - ûUVdLÚj Ő - Lô[®]VeL[°] u TVu - YûWVû\LS
- ùUô⁻ SûP Suù] ±LS.

6. Ĩ ZkûR CXd_j Vm Utßm CXdLQm :

Ĩ ZkûR TôPpLS - Ĩ ZkûR L[®]OoLS - Gi - Uôj §ûW -
LôXm - CPm - C] GÝj Ő - ®] ô GÝj Ő - CWhûPd_j [® -
AÓď ĩ j ùRôPo - ŃhÓ - §ûQ - Tôp.

V. METHODOLOGY (16 Marks)

R^a r ùUô⁻ Lt[©]j Rp Øû\LS:

1. ùUô⁻ TpúYß LÚj ŐLS
2. ùUô⁻ j §\uLS
3. §hP^a ÓRp
4. Lp[®] ùRô⁻ p ÖhTeLS - ÖhT[®]Vp ŐûQ Lp[®]f
ùNVtTôÓLS
5. CXd_j V ùNVpØû\LS - Lt[©]j Rp Øû\LS
6. UŞIÀÓ Utßm úRoÜLS