GOVERNMENT OF ANDHRA PRADESH

DEPARTMENT OF SCHOOL EDUCATION

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

DSC – 2018 Principal - Syllabus, Structure and Pattern of Examination
Principal – (TRT):

i) There are two papers for Principal Paper – I - English Language proficiency, Paper – II - Main Examination.

ii) Paper – I English Language proficiency Test shall be conducted for 100 Marks with 100 questions. Duration of the examination shall be 1.30 hours.

iii) Paper – II the TRT for Principal (APMS, APREI) shall be conducted for 100 marks with 200 questions. Each question contains ½ mark. Duration of the examination shall be 3.00 hours.

iv) Paper – I is only qualifying Examination and marks scored are not counted for preparation of merit list.

v) The minimum qualifying marks for paper – I are OC – 60Marks, BC- 60 Marks and SC/ST/PH – 50Marks.

vi) If the candidate not scored qualifying marks in Paper – I, Paper – II will not be evaluated and shall not be considered for selection.

vii) The Child Development and Pedagogy content shall be replaced with Educational Psychology and the syllabus for this shall be 2014-2016 B. Ed Syllabus of A.P. Universities (Telugu Academy Text Books).

viii) Telugu Medium, English Medium candidates are eligible for the post of Principal.

The areas to be tested for the post of Principal:-

- General knowledge and current affairs.
- Perspectives in Education
- Educational Psychology
- Contemporary Social, Economic and Cultural issues, Activities and programmes relating to School Education, Financial Management, School Administration, Monitoring – Leadership qualities.
- Understanding of Teaching Methodology.

**Paper - I**

English Language Proficiency test for Principal:

<table>
<thead>
<tr>
<th>Division</th>
<th>Subjects</th>
<th>No. of questions</th>
<th>Marks</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part – I</td>
<td>English Language proficiency Test</td>
<td>100</td>
<td>100</td>
<td>English Language proficiency (Difficulty Level Upto Intermediate)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
### Paper - II

Structure and Syllabus for the post of Principal (TRT):

<table>
<thead>
<tr>
<th>Division</th>
<th>Subjects</th>
<th>No. of questions</th>
<th>Marks</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** If any ambiguity on the content it is suggested to refer NCERT Text Books also.

The question paper will be only in English Medium.
**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
<table>
<thead>
<tr>
<th><strong>Sentence Structures</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degrees of Comparison</strong></td>
<td>Form, Function, Construction, Transformation</td>
</tr>
<tr>
<td><strong>Language Functions</strong></td>
<td>Language Functions with social norms (formal and informal)</td>
</tr>
<tr>
<td><strong>Question Tags</strong></td>
<td>Imperatives and Statements with semi negatives and indefinites subjects</td>
</tr>
<tr>
<td><strong>Types of Sentences</strong></td>
<td>Types of Sentences</td>
</tr>
<tr>
<td><strong>Sentence Improvement</strong></td>
<td>Sentence Improvement</td>
</tr>
<tr>
<td><strong>Direct Speech &amp; Indirect Speech</strong></td>
<td>Statements, Questions, Imperatives and Exclamatory Sentences</td>
</tr>
<tr>
<td><strong>Active Voice &amp; Passive Voice</strong></td>
<td>Active Voice &amp; Passive Voice</td>
</tr>
<tr>
<td><strong>Tenses</strong></td>
<td>Use of tenses and framing including IF conditionals Type 1, 2 &amp;3</td>
</tr>
<tr>
<td><strong>Agreement between subject &amp; Verb</strong></td>
<td>Agreement between subject &amp; Verb</td>
</tr>
<tr>
<td><strong>Word Order</strong></td>
<td>Word Order In a phrase or a sentence</td>
</tr>
<tr>
<td><strong>Linkers</strong></td>
<td>Linkers</td>
</tr>
<tr>
<td><strong>Transformation of Sentences</strong></td>
<td>Simple. Compound and Complex Sentences</td>
</tr>
<tr>
<td><strong>Common Errors</strong></td>
<td>Based on all Vocabulary and Grammar Topics</td>
</tr>
<tr>
<td><strong>Punctuation and Capitalization</strong></td>
<td>Use of capital letters, comma, full stop, question mark, exclamation mark and inverted commas</td>
</tr>
<tr>
<td><strong>Writing of Discourses</strong></td>
<td>Letter Writing, News Report, Diary Entry, Conversation, Description, Diary Entry, Biographical Sketch, Story, Script for a speech</td>
</tr>
<tr>
<td><strong>Dictionary Skills</strong></td>
<td>Dictionary Skills</td>
</tr>
<tr>
<td><strong>Reading comprehension</strong></td>
<td>Prose (GENERAL)</td>
</tr>
</tbody>
</table>
Part – I
General Knowledge and Current Affairs (Marks: 15)

Part – 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).

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.
   - Population Education, Gender - Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills.
   - Adolescence Education
   - Value Education – Morel Value and Professional Eathics 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 Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Rashtriya Madhyamika Siksha Abhiyan(RMSA), Rashtriya Aveshekar Abhiyan (RAA), KGBVs, Model Schools.
Part - III

Educational Psychology (Marks: 20)

1. Development of Child
   - Development, Growth & Maturation — Concept & Nature
   - Principles of development and their education implication
   - Factors influencing Development — Biological, Psychological, Sociological, emotional.
   - 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.

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
• Right to Information Act - 2005
• Child Rights
• Human Rights.


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.


(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.