

ANNEXURE-III**SCHEME AND SYLLABUS FOR THE POST OF HOSTEL WELFARE OFFICER GR-I IN TRIBAL WELFARE DEPARTMENT; HOSTEL WELFARE OFFICER GR-II IN TRIBAL WELFARE DEPARTMENT, SCHEDULED CASTE DEVELOPMENT DEPARTMENT, BC WELFARE DEPARTMENT AND LADY SUPERINTENDENT CHILDREN HOME IN WOMEN DEVELOPMENT AND CHILD WELFARE DEPARTMENT****SCHEME OF EXAMINATION**

WRITTEN EXAMINATION (Objective Type)	No. of Questions	Duration (Minutes)	Maximum Marks
Paper-I: General Studies	150	150	150
Paper-II: Education (Bachelor in Education Level)	150	150	150
TOTAL			300

Name of the Papers	Language of Examination
Paper-I: General Studies	Bilingual i.e., English and Telugu
Paper-II: Education (Bachelor in Education Level)	

SYLLABUS**PAPER-I: GENERAL STUDIES**

1. Current Affairs – Regional, National and International
2. International Relations and Events.
3. General Science; India's achievements in Science and Technology
4. Environmental issues and Disaster Management
5. Economy of India and Telangana
6. Geography of India with a focus on Telangana
7. Indian Constitution and Polity with a focus on local self Government
8. Society, Culture, Heritage, Arts and Literature of Telangana
9. Policies of Telangana State
10. History of Modern India with a focus on Indian National Movement
11. History of Telangana with special emphasis on Movement for Telangana Statehood

PAPER-II: EDUCATION (BACHELOR IN EDUCATION LEVEL)**1. The Constitutional Context**

Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications

2. Philosophical of Education:

Knowledge, Reason and Beliefs; Experience and Knowledge; Curriculum and Teacher Methods of Philosophical Inquiry: Observation, Intuition, Contemplation, Logic, Experimentation, Meditation and Yoga. Indian and Western Schools of Philosophy; Study of the following thinkers, MK Gandhi; Rabindranath Tagore; Swami Vivekananda; Sri Aurobindo; Jyothibha Phule, Jiddu Krishnamurthi; Maria Montessori, Friedrich Froebel, John Dewey.

3. Sociology of Education:

Socialization and Education, Social change and Education, Culture and Education, Modernization and Education, Equality of Educational opportunities; Education of Weaker Sections; School and Society: Professional Development of Teachers, Child Rights and Pedagogy, School Curriculum, Values and Education. Peace Education. Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration; Composition of Indian society and its implications for education: Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of Dalits, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above mentioned groups.

4. Educational Psychology

A. Human Consciousness: Human Consciousness and Human Behavior; Methods of Psychological inquiry in education.

B. Childhood and Adulthood: Understanding the complexities of Childhood and Adulthood; Impact of social, cultural and aesthetic factors in Child Development.

C. Growth and Development: Principles of Growth and Development, Stages of Development-Infancy, Childhood, Child Development, Physical, Mental, Social and Emotional Development, Adolescence and Adolescence Behavior, Educational Implications of Growth and Development

D. Human Cognition, Learning, Motivation: Nature of Human cognition and its complexities, Human Learning, Theories of Learning (Behavioral, Cognitive, Emotional and Social) and their relevance to classroom teaching, Learning and Motivation; Various theories of motivation (intrinsic and extrinsic), and their applications for classroom teaching.

E. Personality and Human Diversity: Meaning and significance of the study of individual differences, Inter and intra Individual difference and its assessment, Concept of Personality and theories of Personality Development its assessment(Projective and Non-Projective Methods); Yoga and Personality Development.

5. Special Education and Disability studies:

Understanding and scaffolding learners with special needs – poor achievers, under achievers, low-level of intellectual functioning, giftedness and creativity, Need and significance of Guidance and Counseling in schools.

6. Understanding the Self:

Importance of understanding the self among teachers and students ; Self-concept and Self-esteem; Personal and Social Identity; Development and Characteristics of the Self ; Self during childhood and adulthood; Socio-cultural contexts and Self Development.

7. Educational Statistics

Descriptive Statistics- Measures of Central tendency, Measures of Variability, Normal Probability Distribution, Skewness and Kurtosis

Correlational Techniques and Inferential Statistics-Concept of Standard Error, Concept and Types of Correlation, Karl Pearson's Product Moment Correlation, Spearman's Rank Order Correlation.

8. Contemporary Indian Education :

Universalization of Education: Significance, constitutional guarantees and problems, involved in implementing. Wastage and Stagnation in Education-Meaning, causes, problems and remedial measures. Adult Education and Functional Literacy Meaning, scope, problems involved and strategies for remedial action. Non-Formal Education-contemporary significance, problems, methodology ;National Education Policies and NEP-2020.

9. School and Community Relationships:

Need and importance of community school – community relations; ways of bringing them together, making use of community resources, some practical strategies to facilitate appropriate relationships. Medium of Instruction and Language Education Policies in India, three-language formula, its implications and difficulties in implementing. Family life and Population Education. School Health ; Community Health and Education.

10. Life Long Learning and Moral & Spiritual Education

A. Life Long Education: Meaning, need and scope, approach and role of teachers. Teacher Education-pre-service and in-Service-Professional Organizations teachers. Vocational Education and Vocationalisation of Education. Quality of Primary Education-Minimum level of Learning Approach. Recommendations of various Education Commissions and Committees in India on Life Long Learning

B. Moral and Spiritual Education: Meaning and scope, approaches to Moral Education; Difference between Moral and Religious Education, Practical Work. National and Emotional integration: meaning, nature, problems, and implementation. Celebrating National days and role of schools and teachers.

International understanding, education for peace, disarmament, and co-existence. Yoga and spiritual education; Education of the socially and culturally disadvantaged; Equality of opportunity and strategies to implement social justice oriented programmes.

11. Sustainable Development and Education:

Sustainable Development Goals (SGDs); Ensure inclusive and equitable quality education and promote Lifelong Learning Opportunities for all; Contributions of Govt. of India and UN Organizations towards sustainable development. Role of school and community in sustainable development.

12. School Management and Administration:

Institutional Planning and School Development, Principles of School Management, Administration of Schools and Evaluation of Schools and Teacher's Performance. Educational Leadership and Institution Building. Teacher Professional Development.