

**TRT – 2012**  
**Category of Post: School Assistant - English**  
**Syllabus**

**Part - I**

**GENERAL KNOWLEDGE AND CURRENT AFFAIRS (Marks: 10)**

**Part - II**

**PERSPECTIVES IN EDUCATION (Marks: 10)**

1. History of Education : Pre-Vedic and Post-Vedic period, Medieval Education, Recommendations of various committees during British period with special reference to Woods Despatch (1854), Hunter Commission (1882), Hartog Committee (1929), Sargent Committee (1944), Recommendations of various committees during post independent period with special reference to Mudaliar Commission (1952-53), Kothari Commission(1964-66), Ishwarbhai Patel committee (1977), NPE-1986, POA-1992
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: Environmental Education, Meaning and scope of Environmental Education, Concept of sustainable development, Role of Teacher, School and NGOs in development and protection of environment, Democracy and Education, Equality, Equity, Quality in Education, Equality of Educational opportunities, Economics of Education, Meaning and scope, Education as Human Capital, Education and Human Resource Development, Literacy – Saakshar Bharat Mission, Population Education, Significance of Population Education, Population situation, policies and programmes in India, Approaches to Population Education and role of school and teacher, Themes of population Education, Family life Education, Sustainable development, Adolescence Education, Health Education, Gender – Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills, Inclusive Education, Conceptual Clarification and Definition, Prevalence, Myths & Facts, Characteristics, Classification & Types, Importance of Early Identification and assessment, Planning Inclusive Education, Classroom Management in Inclusive Education, Evaluation, Documentation and Record Maintenance, Psycho-Social management, Awareness & Sensitization Strategies, Liberalization, Privatization and Globalization, Value Education, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Mid-day-meals, Rashtriya Madhyamika Siksha Abhiyan(RMSA), KGBVs and SUCCESS Schools.
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, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and Classroom Environment, Systemic Reforms

**Part - III**

**CONTENT (Marks : 44)**

- I. Language Elements
  - i) Elements of Phonetics
  - ii) Idioms
  - iii) Writing Skills – Curriculum Vitae, Information transfer, Letter Writing

- iv) Study Skills – Note-making, Note-taking
- v) Reference Skills
- vi) Vocabulary
- vii) Punctuation
- viii) Grammar (Parts of Speech, Tenses, Types of Sentences, Articles and Prepositions, Degrees of Comparison, Direct Speech and Indirect Speech, Clauses Voice – Active and Passive Voice)

II. Literature

1. Comprehension of

- (i) Literary Prose Passage and
- (ii) A Poem

2. Study of Literary Forms

- (i) *Poetry* – Sonnet, Ode, Elegy, Ballad, Lyric, Dramatic Monologue
- (ii) *Prose* – (a) Drama (Structure, Characters, Dialogues, Soliloquy, Tragedy, Comedy, Tragic-comedy)  
(b) Fiction (Point of view, Setting / Atmosphere, Style, Technique of Narration)

3. For detailed and critical study

	Name of the poet	Title
Poetry	1. William Wordsworth	1. Anecdote for Fathers 2. A Spring Morning
	3. R.L. Stevenson	3. The Swing
	2. Emily Dickenson	4. Because I Could not Stop for Death
	3. D.H. Lawrence	5. Daybreak
	4. Robert Frost	6. The Road not Taken
	5. P.B. Shelley	6. The Cloud
	6. Oliver Goldsmith	7. The Death of a Mad Dog
	7. Ralph Waldo Emerson	8. The Nation's Strength
	8. Rabindranath Tagore	9. Upagupta, 10. Where the Mind is Without Fear
	10. Sarojini Naidu	11. Bangle Sellers, 12. Palanquin Bearers
	11. Shiv K. Kumar	13. Mother's Day
Prose (Essay/ Novel)	1. Oscar Wilde	1. The Nightingale and the Rose
	2. Stephen Leacock	2. How to Live to be 200
	3. E.V. Lucas	3. The face on the Wall
	4. O' Henry	4. After Twenty Years
	5. Isaac Asimov	5. Robots and People
	6. Fritz Karinthy	6. The Refund
	7. George Orwell	7. Animal Farm (original version)
	8. R.K. Laxman	8. The Gold Frame
Drama	1. W. Shakespeare	1. Julius Caesar
	2. W. Shakespeare	2. Macbeth
	3. J.B. Priestly	3. Mother's Day (One - act play)

**Note:** The Candidates are expected to have 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)**

- (i) Aspects of English:-
  - (a) English language – History, Nature, Importance, Principles of English as Second Language.
  - (b) Problems of teaching / learning English.
- (ii) Objectives of Teaching English.
- (iii) Phonetics / Transcription.
- (iv) Development of Language skills:-
  - (a) Listening, Speaking, Reading & Writing (LSRW).
  - (b) Communicative skills – Imparting values through Communication.
- (v) Approaches, Methods & Techniques of teaching English:-
  - (a) Introduction, Definition & Types of Approaches, Methods & Techniques of teaching English
  - (b) Remedial Teaching.
- (vi) Teaching of Structures and Vocabulary.
- (vii) Teaching Learning Materials in English.
- (viii) Lesson Planning.
- (ix) Curriculum & Textbooks – Importance and its need.
- (x) Evaluation in English Language.