

TELANGANA PUBLIC SERVICE COMMISSION: HYDERABAD

NOTIFICATION NO:04/G/SE/2026. DATED: 18/06/2026

**GENERAL RECRUITMENT FOR THE POST OF SENIOR LECTURERS IN DIET AND
LECTURERS IN DIET IN SCHOOL EDUCATION DEPARTMENT**

SECTION 1: ANNOUNCEMENT

1.1. Applications are invited online from eligible applicants through the proforma Application to be made available on the Commission's website (<https://www.tgpsc.gov.in>) for the **Posts of Senior Lecturers in DIET and Lecturers in DIET in School Education Department in Telangana.**

1.2. **CHRONOLOGY: - IMPORTANT DATES AND TIME.**

Submission of Online Application	From: 24/06/2026
Last Date & Time of submission of Online Application	29/07/2026 at 5:00 PM
Downloading of Hall Tickets	7 days prior to the date of examination upto 5:00 PM on the previous day of Examination.
Tentative Schedule of Examination	November - 2026.

1.3. Applicants are advised to submit online applications well before the closing date and not to wait till the last date.

1.4. The applicant who desires to apply for this post shall login to the Commission's website, with his/her registered OTR number. In case, the applicant is applying for the first time to the posts notified by the TGPSC he/she shall register his/her bio-data particulars through One Time Registration (OTR) on the Commission's website <https://www.tgpsc.gov.in>. Once applicant registers his/her particulars, a user-ID is generated and sent to his/her registered mobile number and email-ID.

Note:

- i) **One Time Registration (OTR) is not considered as an application for any post under any circumstances.**
 - ii) **The applicants need to submit ONLINE applications for this notification specifically and mandatorily.**
 - iii) **The applicants are advised to retain the mobile number and email-ID registered in OTR for receiving OTP/SMS for further communication till the finalization of the recruitment process of this notification.**
- 1.5. The Commission reserves the right to conduct the Examination (Objective type) either in OMR based Offline mode or in Computer Based Recruitment Test (CBRT) mode. The Commission will notify the mode of examination through web note / press note and also in the Hall Ticket.
- 1.6. The Commission will normalize the scores of candidates for the Computer Based Tests which are conducted in Multi-sessions to take into account any variation in the question papers across different sessions and the results will be announced on percentile basis after normalization. The Commission holds the prerogative to decide on normalization as described in Annexure-VII as may be required and the decision of the Commission is final.
- 1.7. The applicant is required to visit the Commission's website regularly to keep himself/herself updated until completion of the recruitment process. The information communicated through Commission's website is final for all correspondence. No individual correspondence by any means will be entertained under any circumstances.
- 1.8. Eligible applicants shall apply online after satisfying themselves as per the terms and conditions of this recruitment Notification. **Any application sent through any mode other than the prescribed online mode shall not be entertained under any circumstances.** Submission of application form by the applicant is construed as he /she has read the Notification and shall abide by the terms and conditions laid down thereunder.

1.9. The examination (Objective Type) is tentatively scheduled to be held during November-2026. The exact schedule of examination will be notified separately in due course.

1.10. The details of vacancies are as follows: -

Post Code No.	Name of the Post	Cadre/Level		Total Vacancies	Age as on 01/07/2026 Min. Max.	Scale of Pay Rs.	
		MZ-I	MZ-II				
1	Senior Lecturer, DIET in Pre Service Teacher Education / In service Programme Field Interaction Innovation & Co-ordination / District Resource Unit/ Planning & management / Educational Technology / Work Experience / Curriculum Material Development & Evaluation.	17	06	23	18-44	58,850-1,37,050/-	
2	Lecturer in service Training Field Interaction and Co-ordination, Work, Experience, Curriculum Material Development & Evaluation and District Resource Unit (DRU)	07	09	16		18-44	54,220-1,33,630/-
3	Lecturer in Education	02	–	02			
4	Lecturer in Education (Urdu Medium)	02	02	04			
5	Lecturer in English	02	01	03			
6	Lecturer in Telugu	02	06	08			
7	Lecturer in Urdu	01	–	01			
8	Lecturer in Maths	02	01	03			
9	Lecturer in Maths (Urdu Medium)	02	–	02			
10	Lecturer in Science	02	01	03			
11	Lecturer in Science (Urdu Medium)	02	–	02			
12	Lecturer in Social Studies	02	01	03			
13	Lecturer in Social (Urdu Medium)	02	–	02			
14	Lecturer in Philosophy	–	01	01			
15	Lecturer in Psychology	02	01	03			
16	Lecturer in Planning & Statistics	01	01	02			
17	Lecturer in Art Education	02	01	03			
18	Lecturer in Education Technology	01	01	02			
19	Lecturer in Physical Education	02	01	03			
GRAND TOTAL		53	33	86			

Note : (As per G.O.Ms.No.86, G.A.(Ser.A) Department, Dt. 18/05/2026 the upper age limit is raised up to 10 years i.e., from 34 years to 44 years)

The vacancies will be filled up as per the reservations applicable under Rule-22 and 22(A) of Telangana State & Subordinate Service Rules, 1996 and Special Rules relating to the posts.

NOTE:

- i) Unfilled / non-joining vacancies of this recruitment shall be carried forward to the next recruitment as per G.O. Ms. No.23, Backward Class Welfare (P2) Dept., dated:18/03/1996, G.O.Ms.No.81,G.A.(Ser-A)Dept.,Dt.22/02/1997 and G.O. Ms. No. 544 General Administration (Ser.A) Department, Dated 04/12/1998.
- ii) The details of vacancies may be seen in Annexure-I.
- iii) The number of vacancies and departments is subject to variation on intimation being received from the department concerned. Addition of vacancies if any will be accepted only before the date of examination and an addendum to that effect will be issued. Deletion of vacancies if any, can be effected up to the declaration of final selection.

SECTION 2: ELIGIBILITY:

- i. His/Her character and antecedents are such as to qualify him / her for such service;
- ii. He/She possesses the academic and other qualifications prescribed for the post; and
- iii. He/She is a citizen of India.

SECTION 3 EDUCATIONAL QUALIFICATIONS:

- 3.1 The applicant should possess the prescribed academic qualification as on the date of Notification i.e., **18/06/2026**.
- 3.2 It shall be noted that the result of requisite educational qualification must have been declared by the concerned University as on the date of notification. Conduct of the examination or mere processing of the result by the University by the cut-off date does not fulfil the educational qualifications requirement.

Post Code No.	Name of the Post	Educational Qualifications as specified in the Service Rules of the department.
1	Senior Lecturer, DIET in Pre Service Teacher Education / In service Programme Field Interaction Innovation & Co-ordination / District Resource Unit/ Planning & management / Educational Technology / Work Experience / Curriculum Material Development & Evaluation.	<p>Must possess a Post Graduate Degree in one of the following subjects with not less than 55% of marks from a University recognized by University Grants Commission (UGC). Philosophy / Psychology / Sociology / Telugu / English /Urdu / Mathematics / Statistics/ Physics/ Chemistry / Botany / Zoology / History / Economics / Political Science / Public Administration / Geography/ Adult Education / Electronics (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023).</p> <p style="text-align: center;">AND</p> <p>M.Ed., Degree with not less than 55% of marks from any Institution recognized by National Council Education(NCTE). Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

2	Lecturer in service Training Field Interaction and Co-ordination, Work, Experience, Curriculum Material Development & Evaluation and District Resource Unit (DRU)	<p>1) Post Graduate Degree in Philosophy / Psychology / Sociology / Telugu / English /Urdu / Mathematics / Physics/ Chemistry / Botany / Zoology / History / Economics / Political Science / Public Administration / Geography (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
3	Lecturer in Education	<p>1) Post Graduate Degree in Philosophy / Psychology / Sociology with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
4	Lecturer in Education (Urdu Medium)	<p>1) The candidates who have</p> <p>(i) Passed either SSC (or its equivalent) Examination or Intermediate (or its equivalent) or Degree Examination in Urdu Medium or</p> <p>(ii) Studied Urdu as First Language in SSC (or its equivalent) or as a Part-I in Intermediate (or its equivalent) or as a Second Language in Intermediate (or its equivalent) or as a subject in Degree are eligible for the non – language subjects in Urdu Medium.</p> <p>2) Post Graduate Degree in Philosophy / Psychology / Sociology with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>3) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

5	Lecturer in English	<p>1) Post Graduate Degree in English with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with English as one of the methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
6	Lecturer in Telugu	<p>1) The candidates who have</p> <p>(i) Passed either SSC (or its equivalent) Examination or Intermediate (or its equivalent) or Degree Examination in Telugu Medium or</p> <p>(ii) Have studied Telugu as First Language in SSC (or its equivalent) or as a Part-I in Intermediate (or its equivalent) or as a Second Language in Intermediate (or its equivalent) or as a subject in Degree are eligible for the non-language subjects in Telugu Medium.</p> <p>2) Post Graduate Degree in Telugu with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>3) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Telugu as one of the methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
7	Lecturer in Urdu	<p>1) The candidates who have</p> <p>(i) Passed either SSC (or its equivalent) Examination or Intermediate (or its equivalent) or Degree Examination in Urdu Medium or</p> <p>(ii) Studied Urdu as First Language in SSC (or its equivalent) or as a Part-I in Intermediate (or its equivalent) or as a Second Language in Intermediate (or its equivalent) or as a subject in Degree are eligible for the non – language subjects in Urdu Medium.</p> <p>2) Post Graduate Degree in Urdu with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>3) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Urdu as one of the methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

8	Lecturer in Maths	<p>1) Post Graduate Degree in Mathematics (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Mathematics as one of the Methodologies in B.Ed.,</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
9	Lecturer in Maths (Urdu Medium)	<p>1) The candidates who have</p> <p>(i) Passed either SSC (or its equivalent) Examination or Intermediate (or its equivalent) or Degree Examination in Urdu Medium or</p> <p>(ii) Studied Urdu as First Language in SSC (or its equivalent) or as a Part-I in Intermediate (or its equivalent) or as a Second Language in Intermediate (or its equivalent) or as a subject in Degree are eligible for the non – language subjects in Urdu Medium.</p> <p>2) Post Graduate Degree in Mathematics (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>3) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Mathematics as one of the Methodologies in B.Ed.,</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
10	Lecturer in Science	<p>1) Post Graduate Degree in Physics/ Chemistry / Botany / Zoology (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Physical Science or Biological Science as one of the methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

11	Lecturer in Science (Urdu Medium)	<p>1) The candidates who have</p> <p>(i) Passed either SSC (or its equivalent) Examination or Intermediate (or its equivalent) or Degree Examination in Urdu Medium or</p> <p>(ii) Studied Urdu as First Language in SSC (or its equivalent) or as a Part-I in Intermediate (or its equivalent) or as a Second Language in Intermediate (or its equivalent) or as a subject in Degree are eligible for the non – language subjects in Urdu Medium.</p> <p>2) Post Graduate Degree in Physics/ Chemistry / Botany / Zoology (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>3) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Physical Science / Biological Science as one of the methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
12	Lecturer in Social Studies	<p>1) Post Graduate Degree in History / Economics / Political Science / Public Administration / Geography (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Social Studies as one of the Methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

13	Lecturer in Social (Urdu Medium)	<p>1) The candidates who have</p> <p>(i) Passed either SSC (or its equivalent) Examination or Intermediate (or its equivalent) or Degree Examination in Urdu Medium or</p> <p>(ii) Studied Urdu as First Language in SSC (or its equivalent) or as a Part-I in Intermediate (or its equivalent) or as a Second Language in Intermediate (or its equivalent) or as a subject in Degree are eligible for the non – language subjects in Urdu Medium.</p> <p>2) Post Graduate Degree in History / Economics / Political Science / Public Administration / Geography (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>3) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE with Social Studies as one of the Methodologies in B.Ed.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
14	Lecturer in Philosophy	<p>1) Post Graduate Degree in Philosophy with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
15	Lecturer in Psychology	<p>1) Post Graduate Degree in Psychology with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

16	Lecturer in Planning & Statistics	<p>1) Post Graduate Degree in Mathematics / Statistics / Economics (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
17	Lecturer in Art Education	<p>1) Post Graduate Degree in Fine Arts (Applied Art) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">OR</p> <p>2) Post Graduate Degree in any subject with not less than 55% of marks and a Degree in Fine Arts with not less than 55% of marks from a University recognized by the UGC.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>
18	Lecturer in Education Technology	<p>1) Post Graduate Degree in Physics/ Electronics (or Allied Subjects as per Annexure-I to G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023) with not less than 55% of marks from a University recognized by the UGC.</p> <p style="text-align: center;">AND</p> <p>2) M.Ed., Degree with not less than 55% marks from any Institution recognized by NCTE</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%..</p>
19	Lecturer in Physical Education	<p>Post Graduate Degree in Physical Education with not less than 55% of marks from a University recognized by the NCTE.</p> <p>Note:- Provided that, in case of SC / ST /BC / Differently abled candidates, the minimum marks for Academic & Professional Qualifications shall be 50%.</p>

ANNEXURE-I

(G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023)

Sl. No.	Subjects in Post Graduation for Direct Recruitment	Allied Subjects in Post-Graduation for Direct Recruitment.
(1)	(2)	(3)
1	Mathematics	Applied Mathematics, Mathematics and Computer Science, Statistics.
2	Physics	Applied Physics, Engineering Physics, Instrumentation, Astronomy, Astrophysics, Geophysics, Applied Electronics.

3	Chemistry	Applied Chemistry, Industrial Chemistry, Pharmaceutical Chemistry, Medicinal Chemistry, Bio-Chemistry, Biological Chemistry, Biotechnology, Environmental Science, Forensic Science, Green Chemistry, catalysis.
4	Botany	Biochemistry, Biotechnology, Environmental science, Forensic Science, Genetics, Microbiology, Nutrition & Dietetics, Industrial Microbiology, Agriculture, Dry Land Agriculture, Food Technology, Biological Science, Geology, Forestry, Life Sciences, Sericulture, Horticulture.
5	Zoology	Biochemistry, Biotechnology, Environmental science, Forensic Science, Genetics, Microbiology, Nutrition & Dietetics, Industrial Microbiology, Public Health, Human Genetics, Biological Science, Fisheries, Sericulture, Aquaculture, Marine Science, Poultry Sciences, Food and Nutrition, Wildlife, Dairy Science.
6	History	Ancient Indian History and Culture & Archaeology, Tourism
7	Economics	Applied Economics, Econometrics, Agricultural Economics
8	Geography	Geoinformatics, Environmental Studies, Geology
9	Political Science or Politics	Environmental Studies, International Studies, Rural Development, Public Policy.
10	Public Administration	Public Policy and Public Administration, Public Administration and Governance
11	Sociology	Anthropology, Social Work, Social Anthropology, Rural Development, Demography
12	Psychology	Child Psychology, Counseling
13	Commerce	Economics, Business Economics, Business Organization and Management, Statistics/Business Statistics, Quantitative Techniques, Financial Services, Banking and Insurance, Accountancy/Financial Accounting, Fundamental of Information Technology.
Note:-	A candidate who have passed in Grading System, an equivalent grade in the point scale shall be counted for required percentage.	

3.3 N.B:-Distance Education:-The Applicant who has obtained requisite Degrees through Open Universities / Distance Education mode are required to have recognition by the University Grants Commission / AICTE / Distance Education Bureau as the case may be. Unless such Degrees have been recognised by the relevant Statutory Authority, they will not be accepted for purpose of educational qualification vide its Public Notice No. F.27-1/2012 (CPP-II), Dt. 27/06/2013. **(A University established or incorporated by or under a State act shall operate only within the territorial jurisdiction allotted to it under its Act and in no case beyond the territory of the State of its location).** The onus of proof of recognition by the relevant Statutory Authority that their Degrees / Universities have been recognised rests with the applicant.

3.4 Equivalent qualification: If the applicant possesses an equivalence of qualification other than prescribed qualification in the Commission's Notification, on such qualification/subjects related matters, an Expert Committee including the Unit Officer concerned will be constituted by the Commission and its decision based on the Expert Committee report is final.

SECTION 4:- RESERVATIONS:

- 4.1. There will be reservations in direct recruitment in respect of Scheduled Tribes, Scheduled Castes, Backward Classes and Economically Weaker Sections, Persons with Disabilities and Horizontal Reservation in respect of Women and meritorious sportsperson as per Rule 22& 22(A) of Telangana State and Subordinate Service Rules 1996 and G.O.Ms.No.35 General Administration (SER.D) Department, Dt. 13/02/2024.
- 4.2. The rule of reservation will be applicable in terms of General Rule 22 & 22 (A) of Telangana State and Subordinate Service Rules 1996 and as per the G.O. Ms. No. 3, Department for Women, Children, Disabled and Senior Citizens (Prog.I) Dt. 10/02/2024, amendment to Rule 22 and 22-A of the rules vide G.O.Ms.No.35 General Administration (SER.D) Department, Dt.13/02/2024.

NOTE: The applicants belonging to SC, ST, BC, EWS & Differently abled and who avail upper age relaxation will also be considered for Open Category (OC) vacancies.

- 4.3. No benefit of reservations shall be given in the matter of employment on the basis of temporary certificate of Disability as per G.O. Ms. No. 41 Department for Women, Children, Disabled and Senior Citizens (Prog.II) Dt. 31/12/2022.
- 4.4. For carry forward PH vacancies, if eligible disabled candidates of that particular category are not available, the same shall be filled by the method of interchanging as per G.O.MS. No. 96 General Administration (Ser.D) Department, Dt. 22/07/2019. Hence, candidates of all the disabled categories can apply.
- 4.5. Evaluation of various physical disabilities and procedure for certification will be as per orders contained in G.O.Ms.No.31, WD, CW & (DW) Dept., Dt:01/12/2009. Physically Challenged candidates who are claiming reservations under Disability quota must note that they shall be referred to Appellate Medical Board. The Appellate Medical Board constituted for this recruitment at appropriate time will only be considered and the report of Appellate Medical Board is final.
- 4.6. Request for re-medical-examination for assessment of disability will not be entertained under any circumstances.

Note:-The certificate formats are available on Commission's website <https://websiteneew.tgpsc.gov.in/certificateformats.jsp>

- 4.7. The reservation for meritorious sports persons is applicable as per State & Subordinate Service Rules 1996 and amendments thereunder made from time to time (G.O. Ms. No. 74, Youth Advancement, Tourism & Culture (Sports) Dept., Dated:09-08-2012 as per eligibility contained in Annexures-I, II & III and the relevant Forms thereunder, and G.O. Ms. No.05 YAT&C(Sports) Department, Dt. 14/05/2018) will be followed.

In the event of non-availability of eligible sports persons, the posts reserved for them should be deemed to be allotted to open competition in the same recruitment.

- 4.8. Reservation to BC-E group will be subject to the adjudication of the litigation before the Hon'ble Courts including final orders in Civil Appeal No: 2628-2637 of 2010 in SLP(c) No. 7388-7397of 2010, dated. 25/03/2010 and orders from the Government.
- 4.9. Non-Creamy Layer Certificate for BCs as per Form- VIIB vide G.O. Ms.No.34 BC Welfare(OP)Department, Dt.08/10/2015 and G.O.Ms.No.20 BC Welfare (OP) Department Dt.31/10/2017 (Certificate issued in the name of applicant along with Father/Mother name only is acceptable) obtained from Revenue Authority not below the rank of Tahsildar working under Telangana Government. In case of failure to produce the same, the candidature will be considered against open competition, if he/she is otherwise eligible in all aspects.
- 4.10. Economically Weaker Sections (EWS) reservation is applicable as per G.O.Ms.No. 243 & 244 GA (SER.D) Dept., Dt.24/08/2021 and orders / instructions issued by the Government from time to time.
- 4.11. Income certificate for Economically Weaker Sections for the Financial Year prior to the year of application issued by Revenue Authorities not below the rank of Tahsildar working under Telangana Government obtained through Meeseva in the

name of the applicant with total income of the family for claiming EWS reservation.

4.12. The reservation for Scheduled Tribes is applicable as per G.O.Ms.No.130, General Administration (Ser.D) Department, Dt. 09/11/2022 read with G.O.Ms.No.135, General Administration (Ser.D) Department, Dt. 23/11/2022.

4.13. The applicable reservation for Scheduled Caste Communities shall be earmarked as per the roster points prescribed vide G.O. Ms. No. 99 General Administration (Ser.D) Department, Dt. 14/04/2025.

4.14. **Community:**

(a) The applicants belonging to SC & ST are required to produce community certificate issued by Revenue Authorities of Telangana State not below the rank of Tahsildar who is competent authority in terms of G.O.Ms No. 58, SW (J) Dept., dt: 12/5/97 read with G.O. Ms. No. 5, Scheduled Castes Development (POA.A2) Dept., dt. 08/08/2014, G.O. Ms. No. 11, Scheduled Castes Development (POA.A2) Dept., dt. 17/09/2014 and G.O. Ms. No. 2, Scheduled Castes Development (POA.A2) Dept., dt. 22/01/2015, Telangana Gazette Part IV-B, No. 15, Dt. 14/04/2025. As per Rule-2(29) of Telangana State and Subordinate Service Rules, 1996 -

“Explanation: No person who professes a religion different from Hinduism, the Sikh or Budhist shall be deemed to be a member of a Scheduled Caste”.

(b)The applicants belonging to Backward Classes are required to produce Community Certificate (BC-A, BC-B, BC-C, BC-D & BC-E) issued by Revenue Authorities not below the rank of Tahsildar working under Telangana Government obtained through Mee-seva vide as per G.O.Ms.No.16 Backward Classes Welfare (OP) Department, Dt:11.03.2015 and read with G.O.MS.No.34, Backward Classes Welfare (OP) Department, Dt: 08/10/2015, G.O. Ms. No. 4 Backward Classes Welfare (OP) Dept. Dated: 30/01/2016, G.O. Ms. No. 3 Backward Classes Welfare (B) Dept., Dated: 09-09-2020, G.O. Ms. No. 3 Backward Classes Welfare (B) Dept., Dated: 23-05-2026, G.O. Ms. No. 4 Backward Classes Welfare (B) Dept., Dated: 23-05-2026, G.O. Ms. No. 5 Backward Classes Welfare (B) Dept., Dated: 23-05-2026, G.O. Ms. No. 6 Backward Classes Welfare (B) Dept., Dated: 23-05-2026, G.O. Ms. No. 7 Backward Classes Welfare (B) Dept., Dated: 23-05-2026, G.O. Ms. No. 8 Backward Classes Welfare (B) Dept., Dated: 23-05-2026, G.O. Ms. No. 9 Backward Classes Welfare (B) Dept., Dated: 23-05-2026.

4.15. In the case of applicants who claim the benefit of reservation or relaxation from upper age limit on the basis of Caste / Tribe / Community / Category the basic document of proof of community / category will be the certificate issued by the Revenue Authorities not below the rank of Tahsildar working under Telangana Government. In the case of SC/ST/EWS and Non-creamy layer certificate issued by Revenue Authorities not below the rank of Tahsildar working under Telangana Government in case of Backward Classes. The list of Caste /Tribe / Community is as incorporated in Schedule-I of above Rules. The list is also appended at Annexure-III. The applicants have to produce proof of the community claimed in their application at all stages of selection along with the certificates relating to educational qualifications and local status certificates, etc. Subsequent claim of change of community will not be entertained.

Note:-The Applicants belonging to other States are not entitled for any kind of reservation.

SECTION 5: RESERVATION TO LOCAL CANDIDATES:

5.1 Local Reservation (95%) is applicable to all posts notified under Multi Zone-I and Multi Zone-II respectively as per Para-8 of G.O.Ms.No.124 General Administration (SPF-MC) Department, dated: 30/08/2018.

5.2 **Definition of Local Candidate as per Para-7 of G.O.Ms.No.124 General Administration (SPF-MC) Department, Dated: 30.08.2018:-**

“(1) A candidate for direct recruitment to any post shall be regarded as a local candidate in relation to a local area,-

- (a) in cases where a minimum educational qualification has been prescribed for recruitment to the posts,-
 - (i) if he has studied in an educational institution or educational institutions in such local area for a period of not less than four consecutive academic years ending with the academic year in which he appeared or, as the case may be, first appeared for the relevant qualifying examination; or
 - (ii) where during the whole or any part of the four consecutive academic years ending with the academic year in which he appeared or as the case may be first appeared for the relevant qualifying examination he has not studied in any educational institution, if he has resided in that local area for a period of not less than four years immediately preceding the date of commencement of the qualifying examination in which he appeared, or as the case may be, first appeared.
- (b) In cases where no minimum educational qualifications has been prescribed for recruitment to the post, if he has resided in that local area for a period of not less than four years immediately preceding the date on which the post is notified for recruitment. Explanations:-For the purpose of this paragraph,-
 - (i) 'educational institution' means a University or any educational institution recognized by the State Government, a University or other competent authority;
 - (ii) Relevant qualifying examination in relation to a post means,-
 - (a) the examination, a pass in which is the minimum educational qualification prescribed for the post;
 - (b) the Seventh Class examination or an examination declared by the State Government to be equivalent to the Seventh Class examination; whichever is lower ;
 - (iii) in reckoning the consecutive academic years during which a candidate has studied, any period of interruption of his study by reason of his failure to pass any examination shall be disregarded;
 - (iv) the question, whether any candidate for direct recruitment to any post has resided in any local area shall be determined with reference to the places where the candidate actually resided and not with reference to the residence of his parents or other guardian.
- (2) A candidate for direct recruitment to any post who is not regarded as a local candidate under sub-paragraph(1)in relation to any local area shall,-
 - (a) in cases where a minimum educational qualification has been prescribed for recruitment to the post,-
 - (i) If he has studied in educational institutions in the State for a period of not less than seven consecutive academic years ending with the academic year in which he appeared or as the case may be, first appeared for the relevant qualifying examination be regarded as a local candidate in relation to,-
 - (A) Such local area where he has studied for the maximum period out of the said period of seven years; or
 - (B) Where the periods of his study in two or more local areas are equal, such local areas where he has studied last in such equal periods;
 - (ii) If during the whole or any part of the seven consecutive academic years ending with the academic year in which he appeared or as the case may be first appeared for the relevant qualifying examination, he has not studied in the educational institutions in any local area, but has resided in the State during the whole of the said period of seven years, be regarded as a local candidate in relation to,-
 - (A) Such local area where he has resided for the maximum period out of the said period of seven years; or
 - (B) Where the periods of his residence in two or more local areas are equal, such local area where he has resided last in such equal periods;
 - (b) In cases where no minimum educational qualification has been prescribed for recruitment to the post, if he has resided in the State for a period of not less than seven years immediately preceding the date on which the post is notified for recruitment, be regarded as a local candidate in relation to,-

- (i) such local area where he has resided for the maximum period out of the said period of seven years; or
- (ii) where the periods of his residence in two or more local areas are equal such local area where he has resided last in such equal periods.
- (c) In cases where Visually Handicapped and Hearing Handicapped persons studied in the special schools meant for them, the native place of the parents of such Visually Handicapped and Hearing Handicapped persons.”
- 3) The following are the Present Multi Zones in the Telangana State vide G.O.Ms.No.124, G.A (SPF-MC) Dept., Dated: 30/08/2018 and amended vide G.O.Ms. No. 128, G.A. (SPF-I) Dept., Dated: 30/06/2021 read with G.O.Rt.No.74, Revenue (DA-CMRF) Dept.,dt:12/08/2021:

Multi Zone-I	Asifabad- Kumrambheem, Mancherial, Peddapalli, Jayashankar-Bhupalapalli-,Mulugu Districts
	Adilabad, Nirmal, Nizamabad, Jagityal Districts
	Karimnagar, Sircilla-Rajanna, Siddipet, Medak,KamareddyDistricts
	Kothagudem-Bhadradi, Khammam, Mahabubabad, Hanumakonda(WarangalUrban), Warangal(Warangal Rural) Districts
Multi Zone-II	Suryapet, Nalgonda, Bhongir-Yadadri,JangaonDistricts
	Medchal-Malkajgiri, Hyderabad, RangaReddy, Sanga Reddy, Vikarabad Districts
	Mahaboobnagar,Narayanpet,Jogulamba-Gadwal,Wanaparathi,Nagar Kurnool Districts

SECTION 6 :AGE

6.1 The applicants should note the minimum and maximum age as prescribed at Section 1.10 above. The age is reckoned as on 01/07/2026 (Rule- 12(1) (a) (v) of Telangana State and Subordinate Service Rules 1996).

6.2 For minimum age (18 years), an applicant should not be born after 01/07/2008.

6.3 For maximum age (44 years), an applicant should not be born before 02/07/1982.

N.B.: 1) No person shall be eligible if he/she is less than 18 years of age.

2) No person shall be eligible if he/she crossed 61 years of age (Superannuation age).

6.4 **Age relaxations:** The upper age limit prescribed above is however further relaxable in the following cases:

Sl.No.	Category of applicants	Relaxation of age permissible
1.	Telangana State Government Employees (Employees of Corporations, Municipalities etc., are not eligible).	Up to 5 Years based on the length of regular service.
2.	Ex-Servicemen	3 years & length of service rendered in the armed forces.
3.	N.C.C. (who have worked as Instructor in N.C.C.)	3 Years & length of service rendered in the N.C.C.
4.	SC/ST/BCs & EWS	5 Years
5.	Physically Handicapped persons	10Years

Note: Provided that the age of the persons referred at Sl.No. 4&5 above, after making the deductions referred on in the Sub Rule–12(c)(i)&(ii) of Telangana State and Subordinate Service Rules 1996, shall not exceed the maximum age limit prescribed for the post.

- i) The age relaxation for Ex-servicemen is applicable for those who have been released from Armed forces other than by way of dismissal or discharge on account of misconduct or inefficiency.
- ii) The age relaxation for NCC, a Person who was recruited as a whole-time Cadet Corps Instructor on or after the 1st January, 1963 on his discharge from the NCC either before or after the expiry of the initial or extended tenure of his office in NCC having served for a period of not less than six months prior to his release from the NCC.

- iii) However, no person shall be eligible if he/she is at superannuation age after availing the eligible age relaxations as on 01/07/2026

SECTION 7: HOW TO APPLY:

7.1 HOW TO FILL AND SUBMIT THE APPLICATION FORM:

The applicant has to go through the **User Guide** carefully before filling up/submission of the online application form.

Step-I: a) The applicant who has not registered OTR previously, has to visit the website (<https://www.tgpssc.gov.in>) and fill the OTR Form to obtain TGPSC ID.

- b) Already registered in the OTR, the applicant can directly access the application form using the TGPSC ID.
- c) While filling the OTR/Application Form, the applicant has to ensure that there are no mistakes in it. The Commission will not be held responsible for the mistakes, if any, made by the applicants.
- d) The applicant is also instructed to fill his/her application form by himself/herself with utmost care instead of delegating it to others.

Step-II:-a) In order to fill the application form, the applicant has to visit the website (<https://www.tgpssc.gov.in>) and click on the Online Application Link provided on the website, then enter the TGPSC ID and Date of Birth and login with the OTP received on the registered Mobile number to proceed further.

- b) The applicant has to verify the details fetched from OTR database such as Name, Date of Birth, requisite Educational Qualifications, Community, Gender, Disability, Ex-Servicemen & Sports etc., which are displayed on the screen.
- c) The applicant should select the examination centre.
- d) Preview the application for the correctness of the information and then click on SAVE & PAYMENT button for proceeding to next step of making online payment of fee through the payment gateway.

Step-III:-The applicant should pay the prescribed fee through any of the four modes of online payment i.e., Net Banking, Debit Card, Credit Card and UPI duly following the instructions appearing on the screen.

Step-IV:-After payment of fee, the PDF application will be generated which contains the particulars furnished by the applicant. The applicant must download a copy of his/her submitted application form (PDF). The Reference ID Number in the PDF application form has to be quoted for future reference/correspondence.

- 7.2 The applicant shall note that, the details available in OTR database at the time of submitting the application will only be considered for the purpose of this Notification. The time and date of submission of the application will be printed on the application form in PDF. Any changes made by the applicant in OTR details after submission of application form will not be considered for the purpose of this Notification.
- 7.3 The Commission is not responsible for any discrepancy in the Bio-data particulars submitted in the application form. The applicant is therefore advised to strictly follow the instructions and User guide in his/her own interest before submitting the application.
- 7.4 The applicant must compulsorily fill-up all relevant columns of the application form. The eligibility of the applicant will be decided based on the particulars given in the online application form in terms of the Notification. For eg: If an applicant fails to update the OTR regarding his/her PH status, the applicant will not be considered for PH vacancies.
- 7.5 Incomplete / incorrect application form will be rejected. The information if any furnished by the applicant subsequently in any form will not be entertained by the Commission under any circumstances unless specifically called for by the Commission. The applicant should be careful while filling the online application form and its submission. If any lapse is detected during the scrutiny/verification of

certificates, the candidature will be rejected even though he/she comes through the final stage of recruitment process or even at a later stage.

- 7.6 Before uploading/submission of application form, the applicant should carefully ensure his/her eligibility for this examination. No relevant column of the application form should be left blank, otherwise such application form will not be accepted.
- 7.7 The Commission will not make any changes / improvements in the application form submitted by the applicant.
- 7.8 The applicant must click on **CONFIRM & SUBMIT** button after filling and checking the preview of the application thoroughly. Otherwise the application particulars will not be saved in the database.
- 7.9 **Handwritten/ typed/ photostat copies/ outside printed application form will not be accepted.** The Commission will not be held responsible for the applications submitted in any other mode.
- 7.10 For any technical problems related to online application submission and downloading of the Hall-Tickets, contact 040-23120301 or 040-23120302, Off: 040-22445566 or 040-67445566 (Call time:10.30 A.M to 5.00 P.M on working days) or mail to helpdesk@tgpssc.gov.in.
- 7.11 No correspondence in respect of the application submitted shall be entertained or replied by this office to any individual or organization. Further no correspondence shall be entertained to accept application/extend the deadline after the closing date and time of submission of application.

SECTION 8: FEE:

- 8.1 **Application processing fee:-** The Online Application Processing Fee is **Rs. 1000/- (Rupees One Thousand Only)** for OC & BC applicants and **Rs.500/- (Rupees Five Hundred only)** for SC, ST and PwD applicants.
- 8.2 **Examination fee:-** Each applicant has to pay **Rs.120/- (Rupees One Hundred and Twenty Only)** towards the examination fee, subject to the following:
 - a) All unemployed applicants are exempted from payment of examination fee, and
 - b) All Employees of any Government (Central / State / PSUs / Corporations / Other Government Sector) shall pay the prescribed examination fee.
- 8.3 **Mode of payment of fee:** The fee mentioned at Section 8 (8.1 & 8.2) is to be paid online **through the payment gateways** duly following online instructions once the application form details are submitted.

The fee once remitted, shall not be refunded or adjusted under any circumstances. Failure to pay the application processing fee and examination fee, wherever applicable, will entail total rejection of application processing. Unless full payment of both examination fee (**unless exempted**) and application fee is made, the candidature of the applicant will not be considered and no correspondence or concession in this regard will be entertained.

SECTION 9: SCHEME OF EXAMINATION: -The scheme of examination and the syllabus for the examination (Objective Type) is given in **ANNEXURE-II**.

SECTION 10 : CENTERS FOR THE EXAMINATION:

- 10.1) The examination (objective type) will be held at the following centres or as may be decided by the Commission.
 - (i) HYDERABAD (including HMDA Jurisdiction)
 - (ii) KARIMNAGAR
 - (iii) KHAMMAM
 - (iv) WARANGAL
 - (v) NIZAMABAD
- 10.2) However, the Commission reserves the right to allot applicants to any centre other than the centre chosen by the applicant or to remove / create a new centre for administrative reasons. Request for change of the centre will not be entertained.

SECTION 11: RESOLVING OBJECTIONS RELATED TO QUESTIONS, KEY AND OTHER MATTERS OF OBJECTIVE TEST:

- 11.1 The Commission publishes the **key** on its website after conduct of the objective test. After publication of the key, any objections with regard to the questions / key shall be filed within the stipulated period through the link provided in the TGPSC website. The objections received physically in the form of representations or through emails and received after the last date for receipt of objections on key shall not be entertained under any circumstances.
- 11.2 The candidate is required to pay a fee of Rs.500/- (Rupees Five Hundred only) for objection for each question raised through online by payment gateway duly following the online instructions. In case of genuine objections, which are sustained in the final analysis, the fee collected above would be reimbursed. The list of Banks providing service for the purpose of online remittance of payment is given in Annexure-V.
- 11.3 The objections received online in the prescribed proforma within the due date will be referred to an Expert Committee to take appropriate decision thereon by the Commission.
- 11.4 After approval of the Commission, final key would be hosted on the Website of the Commission.
- 11.5 Objections on final key shall not be entertained.
- 11.6 The marks for the deleted questions, if any, will be distributed proportionally based on the candidate performance on the valid questions to ensure fairness. The final marks are calculated up to 3rd decimal place to determine the merit of the candidates and the final merit list.
- 11.7 After completion of examination, the Images of OMR sheets will be hosted on the Commission's Website <https://www.tgpsec.gov.in> for reference. The candidates can download the Images of their OMR Sheets by entering the required login credentials. The candidates are advised to retain the Images of their OMR sheets for future reference. The duplicate Images of OMR Sheets will not be issued under any circumstances.

SECTION 12: PROCEDURE OF SELECTION

- 12.1 The selection of candidates for appointment to the posts will be made by examination (Objective Type) by CBRT / OMR based and the selection for the posts will be based on marks secured in the examination.
- 12.2 The qualifying marks for selection of the candidates belonging to - OC, Sports persons & EWS – not less than 40%, BCs - not less than 35% and SCs, STs & PHs– not less than 30%.
N.B.: Mere securing minimum qualifying marks does not vest any right in a candidate for being considered for selection.
- 12.3 The candidates will be selected and allotted to the post as per their merit and order of Preference (**web-options**) against the vacancies available.
- 12.4 In the event of SC and ST candidates not coming up for selection with the minimum marks prescribed above for selection, their selection shall be considered on the basis of marks with reference to their performance in the examination irrespective of the marks secured.
- 12.5 The appearance in all the paper/papers at the Examination is compulsory. Absence in any of the paper/papers will automatically render his/her candidature for disqualification.
- 12.6 If the total marks of two or more than two candidates are equal, then the local status of the candidates is considered for ranking i.e candidates local to Telangana are given first positions, then other than Telangana candidates are given the next positions. If the total marks and local status of the two or more than two candidates are equal, then date of birth of the candidates is taken for ranking i.e the elder candidate is given higher rank. If total marks, local status and date of birth of two or more than two candidates are equal, then the ranks are awarded based on the marks obtained by the candidates in subject paper(s) i.e other than General studies paper. If then also two or more candidates are equal in all aspects, the date of passing of the required qualifying

examination will be taken into account for consideration for ranking. If then also two or more candidates are equal in all aspects as indicated above, the percentage of marks in the required qualifying examination will be taken for awarding the rank i.e., the candidate having higher percentage in the required qualifying examination is given prior rank. If then also two or more candidates are equal in all aspects, their higher qualification will be taken into account. If then also two or more candidates are equal in all aspects, the date of passing of the higher qualification will be taken into account for consideration for ranking and even if the ranking is same, the percentage of marks in higher qualification will be taken as criteria for awarding the rank. Commission's decision will be final in all other exceptional cases other than the cases mentioned above.

- 12.7 The Commission reserves its right to verify original documents, submitted by any applicant for OTR / Online application, at any time.
- 12.8 The appointment of selected candidates will be subject to their being found medically fit in the appropriate Medical Examination, provided he/she is of sound health, active habits free from any bodily defect or infirmity, satisfactory character and conduct.
- 12.9 The applicant should be willing to serve anywhere in Telangana State.

SECTION 13: IMPORTANT LEGAL PROVISIONS GOVERNING THE RECRUITMENT PROCESS:

- 13.1 **Vacancies:** The recruitment will be made to the vacancies notified before the examination only. There shall be no waiting list as per G.O. Ms. No. 81 General Administration (Ser.A) Department, Dated 22/02/1997 and G.O. Ms. No. 544 General Administration (Ser.A) Department, Dated 04/12/1998 and as per Rule 6 of TGPSC Rules of Procedure.
- 13.2 Unfilled and non-joining vacancies will be carried forward to next recruitment.
- 13.3 This Recruitment is entrusted to TGPSC along with Finance Clearance vide G.O.Ms. No. 165, Finance (HRM.VII) Department, Dt. 12/11/2022.
- 13.4 **Recruitment:-** The Recruitment will be processed as per this Notification and also as per the Rules/G.Os and Instructions issued by the Government and also as decided by the Commission from time to time in terms of respective Special Rules/Adhoc Rules governing the Recruitment vide G.O. Ms. No 505, Education (Services-I), 16th November, 1998, G.O. Ms. No. 11 School Education (Ser.III) Dept., Dt. 04/03/2023 and as per Government Orders issued from time to time, and other related G.Os, Rules etc., applicable in this regard.
- 13.5 **Rules:** All are informed that the various conditions and criteria prescribed herein are governed by State and Subordinate Service Rules-1996, read with the relevant Special Rules applicable to any particular service by respective departments. Any guidelines or clarification is based on the said Rules. In case of any matter which requires clarification will be processed as per the relevant General and Special Rules in force.
- 13.6 **Constitutional Provisions:-**The Commission is empowered under the provisions of Article 315 and 320 of the Constitution of India read with relevant laws, rules, regulations and executive instructions and all other enabling legal provisions in this regard to conduct examination for appointment to the posts notified herein, duly following the principle of order of merit as per **Rule 3** of the TGPSC Rules of Procedure read with reference to relevant statutory provisions and ensuring that the whole recruitment and selection process is carried out with utmost regard to maintain secrecy and confidentiality so as to ensure that the principle of merit is followed.
- 13.7 **Local:-**The Local Reservations shall be followed as per Telangana Public Employment (Organization of Local Cadres and Regulation of Direct Recruitment) Order, 2018, G.O.Ms.No.124, General Administration (SPF-MC), Department, Dated 30/08/2018 as amended vide G.O.Ms. No. 128, G.A. (SPF-I) Dept., Dated: 30/06/2021 and other orders issued by the Government of Telangana from time to time and other related G.Os, Rules etc., whichever are applicable.
- 13.8 **Multi-Zonal:-** The posts are classified into Multi-Zonal posts hence, local reservation is applicable.

13.9 **Employee Details:-** The persons already in Government Service/ Autonomous bodies/Government aided institutions, etc., whether in permanent or temporary capacity or as work charged employees are required to inform in writing to the Head of the Office / Department, that they have applied for this recruitment, as the case may be. They are further required to submit the “No Objection Certificate” from the Head of the Office / Department concerned to the Commission as and when required to do so.

Persons who become employed after submission of application or at any later stage of this recruitment shall also submit “No Objection Certificate” from the Head of the Office /Department concerned to the Commission as and when required to do so.

13.10 **A) Penal Action:-** The Commission is also empowered to invoke the penal provisions of the Telangana State Public Examinations (Prevention of Malpractices and Unfair means) Act, 1997 (Act No.25/1997) for matters connected therewith or incidental thereto and as per the Rules of Procedure of TGPSC published in Telangana Gazette No: 60 dated 28/12/2015 in respect of this Notification.

B) Disqualification for appointment: An applicant shall be disqualified at any stage as per Rule-12(4) of Telangana State and Subordinate Service Rules.

C) Rules of Procedure:- An applicant who is found guilty of misconduct shall be liable for disqualification as per the items mentioned in the Rule-3(xii) of TGPSC Rules of Procedure.

SECTION 14: ANNEXURES:

14.1 The applicant shall go through the Annexures before filling the application form.

Annexure-I	Breakup of Vacancies.
Annexure-II	Scheme and Syllabus.
Annexure-III	List of Communities.
Annexure-IV	Sports.
Annexure-V	Payment gateway.
Annexure-VI	Instructions to applicants.
Annexure-VII	Criteria of Normalization.

SECTION 15: MEMORANDUM OF MARKS:

15.1 After Publication of results, the candidates may obtain their memorandum of marks in his/her login through online payment of Rs. 200/- (Rupees Two Hundred Only) till 30 days.

15.2 Request for revaluation will not be undertaken under any circumstances.

15.3 Rejected, Invalid, disqualified candidates will not be issued any Memorandum of Marks

SECTION 16: DEBARMENT:

16.1 Candidates should make sure of their eligibility to the posts applied for and that the declaration made by them in the format of application regarding their eligibility is correct in all respects. Any candidate furnishing incorrect information or making false declaration regarding his/her eligibility at any stage or suppressing any information is liable to be debarred from appearing in any of the examinations to be conducted by the Commission in future besides summarily rejecting his/her candidature for this recruitment.

16.2 The Penal Provisions of Telangana Public Examinations (Prevention of Malpractices and Unfair means) Act, 1997 (Act No.25/1997) and as per the Rules of Procedure of TGPSC published in Telangana Gazette No: 60 dated 28/12/2015 in respect of this Notification shall be invoked if malpractice and unfair means are noticed at any stage of the Recruitment and as per the Rule-3(xii) of TGPSC Rules of Procedure.

- 16.3 The Commission is vested with the constitutional duty of recruitment and selection as per rules duly maintaining utmost secrecy and confidentiality in the process. Any attempt by anyone causing or likely to cause breach of this constitutional duty in such manner or by such action as to violate or likely to violate the fair practices followed and ensured by the Commission will be sufficient cause for rendering such questionable means as ground for debarment and penal consequences as per law and as may be decided by the Commission.
- 16.4 Any candidate found to be impersonating or resorting to any other irregular or improper means in connection with his / her candidature for selection or obtaining support of others, such a candidate may in addition to rendering himself/ herself liable to criminal prosecution, will be debarred permanently from any exam or selection held by any Public Service Commission in the country.
- 16.5 If Candidate himself/herself or through relations or friends or any others has canvassed or endeavored to enlist for his candidature with extraneous support, whether from official or non-official sources for appointment to any State Service or Subordinate Service shall be disqualified.
- 16.6 **ANY ELECTRONIC GADGETS / DEVICES ARE BANNED:** The Candidates are not allowed to bring any electronic devices or Gadgets such as Smart / Mobile Phones, Calculators, Tablets, iPad, Bluetooth, Pagers, Programmable Devices or Storage Media like Pen-drive, Smart Watches, Smart Glasses, Camera or any other equipment or related accessories either in working or switched off mode capable of being used as a communication device during the examination. Loaning and interchanging of stationery articles among the applicants is not permitted in the examination hall and any form of malpractice will not be permitted into the premises of examination. Candidates are advised not to bring any of the banned items including mobile phones etc., to the venue of the examination, as arrangement for safe – keeping cannot be assured.
- 16.7 Any infringement / unfair means of the above instructions as per Act No. 25/1997 shall entail disciplinary action published in State Gazette No. 35, Part-IV-B Extraordinary Dt. 21/08/1997 (as adapted by the Telangana Adaptation of Laws Order, 2016) if noticed, at any stage of the Recruitment shall be punishable with imprisonment for a term which shall not be less than three years and may extend up to seven years alongwith fine which shall not be less than Rupees Five Thousand, which may extend up to Rupees One Lakh.

SECTION 17: SPECIAL INSTRUCTIONS TO CANDIDATES:

- 17.1 Candidates are directed to follow the Commission's website (<https://www.tgpssc.gov.in>) regularly to know the latest developments of this Recruitment and any changes/ modifications /addendum / corrigendum, dates of examination, calling of candidates for verification of Certificates / Results etc. Candidates may note that no individual communication will be sent. Hence, they must regularly visit the TGPSC website for updates.

SECTION 18: COMMISSION'S DECISION TO BE FINAL:

- 18.1 The decision of the Commission in all aspects and in all respects pertaining to the application and its acceptance or rejection as the case may be, conduct of examination, and at all consequent stages culminating in the selection or otherwise of any candidate shall be final in all respects and binding on all concerned, under the powers vested with it under Article 315 and 320 of the Constitution of India, Commission also reserves its right to alter or modify conditions laid down in the Notification during the entire process of recruitment and selection or withdraw/ cancel the Notification at any time, duly intimating details thereof to all concerned, as warranted by any unforeseen circumstances arising during the course of this process, or as deemed necessary by the Commission at any stage.

Place: Hyderabad
Date: 18/06/2026

Sd/-
SECRETARY

ANNEXURE-I

BREAK UP OF PROVISIONAL VACANCIES FOR THE POSTS OF SENIOR LECTURERS IN D.I.E.T AND LECTURERS IN D.I.E.T

FOR POST CODE NO. 01:- SENIOR LECTURER, DIET IN PRE SERVICE TEACHER EDUCATION/ INSERVICE PROGRAMME FIELD INTERACTION INNOVATION & CO-ORDINATION/DISTRICT RESOURCE UNIT/ PLANNING & MANAGEMENT /EDUCATIONAL TECHNOLOGY / WORK EXPERIENCE / CURRICULUM MATERIAL DEVELOPMENT & EVALUTION

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	05	01	02	09
EWS		-	02	-	-	02
BC-A		-	01	-	01	02
BC-B		-	01	-	-	01
BC-C		-	01	-	-	01
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	01	-	-	01
	II	-	02	-	01	03
	III	-	-	-	-	-
ST		-	02	-	-	02
PH	VH	-	01	-	01	02
TOTAL		01	16	01	05	23

FOR POST CODE NO. 2: - LECTURER D.I.E.T INSERVICE TRAINING FIELD INTERACTION & CO-ORDINATION, WORK EXPERIENCE CURRICULUM MATERIAL DEVELOPMENT & EVALUATION AND DISTRICT RESOURCE UNIT

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	02	01	02	06
EWS		-	-	-	01	01
BC-A		-	01	-	01	02
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	01	-	01	02
	II	-	01	-	01	02
	III	-	-	-	-	-
ST		-	-	-	01	01
PH	VH	-	01	-	01	02
TOTAL		01	06	01	08	16

FOR POST CODE NO. 3:- LECTURERS IN D.I.E.T- EDUCATION

MULTI ZONE	MULTI ZONE - I		MULTI ZONE - II		Grand Total
	G		G		
CATEGORY	UR	L	UR	L	
OC	01	-	-	-	01
EWS	-	-	-	-	-
BC-A	-	-	-	-	-
BC-B	-	-	-	-	-
BC-C	-	-	-	-	-
BC-D	-	-	-	-	-
BC-E	-	-	-	-	-
SC (GROUPS)	I	-	-	-	-
	II	-	01	-	01
	III	-	-	-	-
ST	-	-	-	-	-
PH	-	-	-	-	-
TOTAL	01	01	-	-	02

FOR POST CODE NO. 4:- LECTURER IN D.I.E.T, EDUCATION (URDU MEDIUM)

MULTI ZONE	MULTI ZONE - I		MULTI ZONE - II		Grand Total
	G		G		
CATEGORY	UR	L	UR	L	
OC	01	-	01	-	02
EWS	-	-	-	-	-
BC-A	-	-	-	-	-
BC-B	-	-	-	-	-
BC-C	-	-	-	-	-
BC-D	-	-	-	-	-
BC-E	-	-	-	-	-
SC (GROUPS)	I	-	-	-	-
	II	-	01	-	01
	III	-	-	-	-
ST	-	-	-	-	-
PH	-	-	-	-	-
TOTAL	01	01	01	01	04

FOR POST CODE NO. 5:- LECTURER IN D.I.E.T, ENGLISH

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

FOR POST CODE NO. 6:- LECTURER IN D.I.E.T, TELUGU

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	01	02	04
EWS		-	-	-	-	-
BC-A		-	-	-	01	01
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	01	02
	III	-	-	-	-	-
ST		-	-	-	-	-
PH	VH	-	-	-	01	01
TOTAL		01	01	01	05	08

FOR POST CODE NO. 7:- LECTURER IN D.I.E.T, URDU

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		-	01	-	-	01
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	-	-	-	-
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		-	01	-	-	01

FOR POST CODE NO. 8:- LECTURER IN D.I.E.T, MATHS

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

FOR POST CODE NO. 9:- LECTURER IN D.I.E.T, MATHS (URDU MEDIUM)

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	-	01
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	-	02

FOR POST CODE NO. 10:- LECTURERS IN D.I.E.T- SCIENCE

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

FOR POST CODE NO. 11:- LECTURER IN D.I.E.T ,SCIENCE (URDU MEDIUM)

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	-	01
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	-	02

FOR POST CODE NO. 12:- LECTURER IN D.I.E.T, SOCIAL STUDIES

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

FOR POST CODE NO. 13:- LECTURER IN D.I.E.T , SOCIAL (URDU MEDIUM)

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	-	01
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	-	02

FOR POST CODE NO. 14:- LECTURER IN D.I.E.T, PHILOSOPHY

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		-	-	-	01	01
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	-	-	-	-
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		-	-	-	01	01

FOR POST CODE NO. 15:- LECTURER IN D.I.E.T, PSYCHOLOGY

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

FOR POST CODE NO. 16:- LECTURER IN D.I.E.T, PLANNING AND STATISTICS

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		-	01	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	-	-	-	-
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		-	01	-	01	02

FOR POST CODE NO. 17:- LECTURERS IN D.I.E.T- ART EDUCATION

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

FOR POST CODE NO. 18:- LECTURER IN D.I.E.T, EDUCATIONAL TECHNOLOGY

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		-	01	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	-	-	-	-
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		-	01	-	01	02

FOR POST CODE NO. 19:- LECTURER IN D.I.E.T, PHYSICAL EDUCATION

MULTI ZONE		MULTI ZONE - I		MULTI ZONE - II		Grand Total
		G		G		
CATEGORY		UR	L	UR	L	
OC		01	-	-	01	02
EWS		-	-	-	-	-
BC-A		-	-	-	-	-
BC-B		-	-	-	-	-
BC-C		-	-	-	-	-
BC-D		-	-	-	-	-
BC-E		-	-	-	-	-
SC (GROUPS)	I	-	-	-	-	-
	II	-	01	-	-	01
	III	-	-	-	-	-
ST		-	-	-	-	-
PH		-	-	-	-	-
TOTAL		01	01	-	01	03

NOTE : (G) - General
 (UR) - Unreserved
 (L) - Local

ANNEXURE-II

SCHEME AND SYLLABUS FOR RECRUITMENT TO THE POSTS OF SENIOR LECTURERS IN D.I.E.T AND LECTURERS IN D.I.E.T

SCHEME OF EXAMINATION FOR POST CODE NO'S. 1 TO 18:

Written Examination (Objective Type)	No. of questions	Duration (Minutes)	Maximum Marks
Paper. I. General Studies and General Abilities	150	150	150
Paper. II Part A: Concerned Subject -I Education theory and practice	75	150	150
Part B: Concerned Subject -II	75		150
Total Marks			450

SCHEME OF EXAMINATION FOR POST CODE NO. 19

Written Examination (Objective Type)	No. of questions	Duration (Minutes)	Maximum Marks
Paper. I. General Studies and General Abilities	150	150	150
Paper. II Part A: Concerned Subject –I Physical Education Content	75	150	150
Part B: Concerned Subject -II Physical Education Pedagogy	75		150
Total Marks			450

Name of the Papers	Language of Examination
Paper-I: General Studies and General Abilities	Bilingual i.e., English and Telugu
Paper-II: Concerned Subject (P.G. Level)	Bilingual i.e., English and Telugu for all Subjects except Languages *

SYLLABUS

PAPER-I

FOR POST CODE NO'S. 01 TO 19:

GENERAL STUDIES AND GENERAL ABILITIES

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; Disaster Management- Prevention and Mitigation Strategies.
5. Economic and Social Development of India and Telangana.
6. Physical, Social and Economic Geography of India.
7. Physical, Social and Economic Geography and Demography of Telangana.
8. Socio-economic, Political and Cultural History of Modern India with special emphasis on Indian National Movement.
9. Socio-economic, Political and Cultural History of Telangana with special emphasis on Telangana Statehood Movement and formation of Telangana state.
10. Indian Constitution; Indian Political System; Governance and Public Policy.

11. Social Exclusion; Rights issues such as Gender, Caste, Tribe, Disability etc. and inclusive policies.
12. Society, Culture, Heritage, Arts and Literature of Telangana.
13. Policies of Telangana State.
14. Logical Reasoning; Analytical Ability and Data Interpretation.
15. Basic English. (10th Class Standard)

PAPER- II

FOR POST CODE NO'S. 01 to 18:

Part A: CONCERNED SUBJECT -I EDUCATION: THEORY AND PRACTICE

- I. Education as a Discipline and a field of Knowledge; Education as a Theoretical System and Practice; Education as Moral and Ethical Practice; Education for Character and Personality development; Education as Enlightenment. Education in Ancient Indian Knowledge Systems; Education in Colonial and Post-colonial India; Educational Implications of Vedanta, Buddhism, Jainism, Islam and Christianity. Educational Ideas of Swami Vivekananda, Rabindranath Tagore and Sri Aurobindo.
- II. Education as Freedom; Education for Critical Consciousness - Personal and Social Development. Educational Philosophies of Mahatma Gandhi, Jyothi Rao Phule, Dr. B.R. Ambedkar, John Dewey and Paulo Freire, Constitution of India: Vision and Preamble.
- III. Epistemological Foundations of Education; Mind, Reason, Logic and Thinking in children; Scientific and Religious Knowledge and Experience; Intellectual Developments during Renaissance and Enlightenment period in Europe and Critique on Eurocentric Colonial Models of Thinking in Education. Education Implications of Idealism, Pragmatism, Naturalism, Realism, Existentialism.
- IV. Culture, Socialization, Modernity and Education; Equality, Equity, Diversity, Plurality & Inclusion; Citizenship Education; Liberalization, Social Change and Education; Democracy and Education; National Integration and International understanding; Peace Education and Education for Human Development. Educational Opportunities, Social Justice and Education; Education for the disadvantaged and weaker sections of society; Public vs Private Education; Learning crises in Contemporary India; Privatization of Education; Public Policy in Education; Teacher Autonomy, Accountability and Responsibility. Sustainable Development and Environmental Education; Basics in Economics of Education and Educational Finance.
- V. Understanding Children and their Cultural and Individual Differences; Growth and Development; Infancy to Old age; Psychology of Human Development: Child Development – Social, Cognitive, Language / Linguistic, Emotional, Moral and Aesthetic Areas; Motivation, Learning and Development; Personality and Understanding Self, Memory, Cognition, Creativity and Intelligence; Educating and addressing the needs of Exceptional Children and children with Disabilities including Sensory, Physical, Social and Emotional and Mental Challenges; Principles and Types of Guidance, Counselling and Mentoring; Early Childhood Care and Education and Children's Education at Foundational Stage.
- VI. Pedagogical Process, Teaching – Learning Methods and Innovative Practices in Education; Disciplines of Knowledge; Curriculum Processes and Organization of Knowledge; Skill development and Vocational Education; Measurement, Assessment and Evaluation in Education; Evaluation and Assessment of Children and Teacher's Performance and Evaluation of Quality in Education; Logical and Statistical Reasoning in Educational Research; Critical Thinking and Creative Imagination in Children; Application of ICT, AI and Digital Technologies in Education; Technological Initiatives in Education – NPTEL, NISHTA, Swayam, Swayamprabha; Learning Outcomes and Academic Standards.

- VII. Mother Tongue, Multilingualism and Language Policy; Adult, Non-Formal and Life-long Education; Media and Communication in Education; Health, Yoga and Physical Education; Education for National Integration and International Understanding. Educational Leadership, Administration and Management.
- VIII. Professional Development, Mode and Types of Continuous Professional Development; National Professional Standards for Teachers. Professional Organization of Teacher Education. National and State Institution and Organizations related to Teacher Education (NCERT, NIEPA, NCTE, UGC, MHRD, NIOS, CBSE, SCERT, etc.); Curriculum Frameworks for School and Teacher Education – NCF, 2005, NCFTE, 2009, National Policy on Education, 2020.
- IX. Understanding Community Development and Education; Different Approaches and Strategies for Community Development; Community Engagement – Needs Assessment – Collaboration – Sustainability and Evaluation.
- X. Basic components of research- meaning, characteristics, process of research. Proposal writing for a research study and reporting research findings, identification of problem, variables, hypothesis, sampling, methods of conducting qualitative and quantitative research; Collection of data, Processing of data, Analysis of Data, Statistical Tools and Techniques for Analysis of Data.

PAPER-II

Part B: CONCERNED SUBJECT-II

For Post Code No.1:-Senior Lecturer, DIET in Pre Service Teacher Education / In service Programme Field Interaction Innovation & Co-ordination / District Resource Unit/ Planning & management / Educational Technology / Work Experience / Curriculum Material Development & Evaluation

For Post Code No.2:- Lecturer in service Training Field Interaction and Co-ordination, Work, Experience, Curriculum Material Development & Evaluation and District Resource Unit (DRU),

For Post Code No.3:- Lecturer in Education ,

For Post Code No.4:- Lecturer in Education (Urdu Medium),

Teacher Education

1. Foundations of Teacher Education-Concept, Nature, Aims and Scope of Teacher Education, Teacher Education as a Discipline of Knowledge and Professional enterprise; Philosophical and Sociological Foundations of Teacher Education. Political Economy of Teacher Education. Teacher and Society: Role of Teacher in Social Reconstruction; Teacher as Agent of Social Change; Teacher Education and Community Development.
2. Historical Development of Teacher Education in India: Pre- and Post-Independence period; Teacher in Vedic, Buddhist and Ancient India; Teacher in Medieval and Colonial India; Maculay's minutes and Bentick resolution of 1835 ; Adam's report and its recommendations ; Wood's Despatch of 1854 ; Lord Curzen's educational Policy, Growth of national consciousness, National Education movement; Recommendations of Indian Education Commission 1882, its influence on the Subsequent development of Education c) Essential features of Sadler commission report – 1917; Terms of reference & recommendations of Hartog Committee 1928-1917 ; Sargent Report 1944 ; Wardha Scheme of education 1937 Contemporary issues of Education; Kothari commission 1964-66 ; University Education Commission 1948-1949 ; Secondary Education

- commission 1952-53 ; New Education policy 1986 and POA 1992 ; Universalization of Education, SSA, RMSA, RUSA, MDM, RTE 2009
3. Structure of Teacher Education: Objectives of Teacher Education at Different Levels; Recommendations of NCERT (NCF, 2005); NCFTE (2009); NEP 2020; Problems of Teacher Education in India and Remedial Measures; Pre-Service Teacher Training Programme Commission; Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC)/MMMTTC and Extension Department.; Teacher Education through open and Distance learning.
 4. Teacher Education and Curriculum; Taxonomy of teacher behaviour; Principles and models of Teacher Education Curriculum; research and innovations in teacher education; Techniques of teacher training, core teaching, micro-teaching, interaction analysis; Designing Positive Learning Environment; Evaluation of student teaching; Appraisal of Teacher Performance;
 5. Teacher Effectiveness; Concept, Determinants, Identification and Characteristics of teacher Effectiveness; Teacher Motivation; Organization of Practice Teaching for developing an Effective Teacher (Block and Intermittent; Practice Teaching Internship- its Organization and Problems; Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher Recent trends and Research Activities in Teacher Education
 6. Pre-Service and In-Service Teacher Education-Objectives and components of pre-service teacher education, In-service teacher education: Need, structure, challenges. Role of DIETs, CTEs, SCERT, NCERT, NUEPA in professional development. Planning, organizing, and evaluating in-service programs, Use of ICT and blended learning in teacher development. Teacher Education through online and distance mode.
 7. Quality Assurance and Regulation in Teacher Education-Role and functions of NCTE, NAAC, UGC, SCERT, Accreditation, recognition, and assessment of TEIs; Issues of quality, accountability, and transparency-TET (Teacher Eligibility Test), NET/SLET and other qualification standards, Teacher performance appraisal and career progression.
 8. Innovations, Research and Global Trends in Teacher Education- Reflective teaching and action research, Mentoring, peer coaching, and teacher learning communities; Competency-based teacher education, inclusive education, digital pedagogy. Contemporary challenges: Teacher shortage, equity, professional identity.
 9. Educational Leadership; Concept, Nature and Significance of Educational Leadership; Theories of educational leadership; Leader as a teacher and Teacher as a leader; Role of Group Dynamics and Human Relations.
 10. Research in Teacher Education: Approaches in Teacher Education Research; Qualitative and Quantitative Research Methods and techniques; Statistical Analysis of data and interpretation.

PAPER-II PART-B CONCERNED SUBJECT-II

FOR POST CODE NO.5:-LECTURER IN ENGLISH

ENGLISH

PART – A (CONTENT)

Unit – I: History of English: - Origin and descent of the English Language; features: Old, Middle and Modern English; the evolution of Standard English.

Literary Movements, Genres, Schools, and Concepts: - Renaissance-Reformation, Metaphysical Poetry, Neo-classicism, Puritanism, Restoration, Romanticism, Victorian age, Realism - Naturalism, Expressionism, Symbolism,

Modernism, and Post-Modernism. Structuralism, post-structuralism, feminism, post-colonialism, diaspora, race, gender, and caste. English literary criticism from Philip Sidney to Mathew Arnold, **New Criticism**, Formalism, Archetypal Criticism, New Historicism, Psycho-analytic criticism, Reader-Response Criticism. Literary Genres: Poetry, Fiction, Prose Drama (Origins and Development, Elements, Form, and Types)

Varieties of Language: Dialect, Idiolect, Style; Register, Jargon, Slang, Pidgin, Creole; British English and American English and the major differences between them.

Unit – II: Forms of Poetry: Sonnet, **Elegy**, **Ode**, **Epic**, **Ballad**, **Lyric**, **Dramatic monologue**, and Allegory

Stanza Forms: - Heroic Couplet, Blank Verse, Spenserian Stanza, Terza Rhyme and Free Verse

Figures of Speech: Euphemism, Hyperbole, Irony, Metaphor, Metonymy, Oxymoron, Paradox, Personification, Simile, and Synecdoche.

Poetry:

1. John Milton: *Paradise Lost (part one)*
2. Alexander Pope: ;“The Rape of the Lock”
3. William Wordsworth: ;“Tintern Abbey”
4. John Keats: Ode to a Nightingale
5. W.B. Yeats: The Second Coming
6. Geoffrey Chaucer: The General Prologue to the Canterbury
7. John Donne: Canonization
8. Francis Bacon: Of Marriage and Single Life
9. P.B. Shelley: Ode to the West Wind
10. Mathew Arnold: “Dover Beach
11. T.S. Eliot: The Waste Land
12. Amir Khusrau: Gazal 857 (Alas for this life.....) From In the Bazaar of Love: Translated by Paul Losensky & Sunil Sharma
13. V.S. Naipaul: Mimic Men
14. Makhdoom Mohiuddin: The Heart of Silence
15. Emily Dickinson: Because I could not Stop for Death
16. Robert Frost: West Running Brooke
17. Maya Angelou: Phenomenal Woman
18. Vikram Seth: Unclaimed
19. Sarojini Naidu: The Gift of India
20. Judith Wright: Eve to her daughters
21. Tiffani Higgins: Dance, Dance while the Hire Collapses
22. Gabriel Okara: Piano and Drums

Unit – III: Types of Fiction: Allegorical; Epistolary; Gothic; Historical; Picaresque; Psychological; Regional Novel; Utopia; Dystopia; Detective Novel; Junk Fiction; Science Fiction; Space Fiction; Meta fiction; Short Stories.

Elements of Literature: - Atmosphere, Character, Imagery, Narrative Technique, Plot, Point of View, Setting, Story, Symbolism, and Tone

Prose: Theory of prose; types of prose; types of prose style; autobiography/biography and memoir; travelogue; periodical essay; personal essay; Poetic prose; philosophical prose

Bacon: Of Studies
Charles Lamb – Dream Children
Doctor Johnson – Letter to Lord Chesterfield
RL Stevenson – An Apology for Idlers
J. B. Priestley—On Doing Nothing
Henry David Thoreau – Civil Disobedience

Fiction/Novel:

1. Daniel Defoe: Robinson Crusoe
2. Jane Austen: Emma English
3. Rudyard Kipling: Thrown away
4. D.H. Lawrence: Sons & Lovers
5. Mahaswetha Devi: Mother of 1084
6. Mark Twain: The Adventures of Huckleberry Finn
7. Shyam Selvadurai: Funny boy
8. Mulkraj Anand: Untouchable
9. R.K. Narayan: The Man-Eater of Malgudi
10. Margaret Atwood: The Edible Woman
11. Albert Camus: The Stranger
12. Salman Rushdie: Midnight's Children

Unit - IV: Types of Drama: Theory of drama, elements of **drama, tragedy, comedy, tragic comedy, expressionist drama, drama of ideas, poetic drama, closet drama, the problem play**, and the drama of the absurd.

Drama:

1. William Shakespeare: The Tempest
2. George Bernard Shaw: Saint Joan
3. Harold Pinter: The Dumb Waiter
4. Christopher Marlowe: Dr. Faustus
5. Oscar Wilde: The Importance of Being Earnest
6. Alan Ayckbourn: Mother Figure
7. Jonathan Swift: Gulliver's Travels
8. William Congreve: The Way of the World
9. Rabindranath Tagore: The Post Office
10. Girish Karnad: Hayavadana
11. Kalidasa: Sakuntala and the Ring of Recollection. Translated by Barbara Stoler Miller (From the plays of Kalidasa: Theatre of memory)
12. Neil Simon: The Odd Couple
13. Derek Walcott: Dream on Monkey Mountain
14. Oriel Gray: The Torrents
15. Samuel Beckett: Waiting for Godot

Unit – V: Literary Criticism and Theory: New Criticism, Marxist Criticism, Archetypal Criticism, Psychoanalytic Theory, Post-Colonial Theory, Reader Response Theories; and Feminist Theory.

Elaine Showalter “Feminist Criticism in Wilderness”
Roland Barthes “The Death of the Author”

PART – B (Pedagogy)

Unit - VI: Concept and Nature of the English Language; Philosophy and theories of Language Learning & Learning Process; Acquisition vs. Learning; Factors Affecting Language Learning; Learning Disabilities; Academic Standards, Aims and objectives of teaching English; Development of English in India: Policies: NPE (MIL), Three-Language Formula, and NCF 2005, NCF 2009, NCF 2023, SCF 2011; Vision NEP 2020; Status of English in India as a second language and as a global language; Second Language acquisition theories and models (Social and Psychological); Multilingualism in ELT

Learning Styles: Definition, Cognitive, Sensory, Affective/Temperament Learning Styles, (Personality Learning Styles); Willing's Learning Styles; Kolb's Learning Styles; Gardner's Multiple Intelligences; Mind Mapping; Learner Autonomy; Constraints of Learner Autonomy

Unit - VII: Understanding Language and Producing Discourses: Developing Listening & Speaking Skills: Process, factors, sub-skills, strategies and comprehension. Tasks for developing Listening and Speaking Skills; Discourse Analysis and Discourse Studies; developing reading and writing skills: Types, sub-skills, strategies and Practicing Critical Reading and Creative expressions in speaking and writing. Tasks for developing reading and writing skills. Forms and features of Academic Writing Language Learning Strategies (LLS) Definition, Early and Modern Research on LLS, The Good Language Learner Research; Rebecca Oxford's Classification of LLS: Direct Strategies and Indirect Strategies.

Unit - VIII: Approaches, Methods, and Techniques of Teaching English: Concept of Approach, Methods, and Techniques; Paradigm Shift; Methods of Teaching English: Survey method, Grammar Translation method, Direct method, Dr. West's Method, and Bilingual Method, Total physical response, Suggestopedia, Total Physical Response, Community Language Learning and Blended learning; Approaches of Teaching English: Structural and Situational Approach, Communicative Approach, Constructivist Approach, Collaborative Approach, Eclectic Approach and Humanistic approaches; Remedial, Reflective, and Reciprocal Approaches; strategies, techniques and activities.

Planning the Classroom Transaction in Teaching English: Academic Standards, Competencies, and Discourses; Annual Plan, Unit plan, Lesson Plan; Developing Teaching-Learning Material; Classroom Approaches. Reflective Teaching; Micro-teaching: Concept, phases, and plans; developing period plans for textual components of the English language; Project work and reporting; Study skills: Note-making and note-taking, using SQ3R and graphic organizers; Reference skills: Use of dictionary and encyclopedia; use of ICT in Teaching and learning English; Digital, multilingual, multimedia-integrated classroom transaction. All the aspects of Research and data analysis for research article and thesis.

Unit - IX: Curriculum Development and Textbooks: Curriculum and syllabus; Curriculum design—principles of curriculum construction; Curriculum Design Approaches; Models of Curriculum development; philosophy and guiding principles for the development of English textbooks with reference to NCF 2005, NCF 2023, NCFTE 2009, 200SCF 2011, NEP 2020 and the position papers; Syllabus designing and textbook development process; Reviewing present English textbook

Evaluation: Concept & Types of assessment and evaluation; CCE: Meaning and significance; typology of questions; blueprint and preparation of question paper; Characteristics of a good test; Analysis and Interpretation of Test Scores (SAT)

Unit - X:

Proficiency A:

Phonetics and Pronunciation: The different speech organs and their role in producing sounds; vowels and consonants—their place and manner of articulation; The cardinal vowel scale; the concept of phoneme and the allophones; Stress and Intonation.

Vocabulary: - Word formation: prefix, suffix, compounding; Phrasal verbs, idioms & proverbs; synonyms, antonyms, homophones & homonyms - Spelling rules - Discourse markers.

Grammar: Parts of speech; Auxiliary system: Tenses, modals, Active and passive Voice; Clauses; Sentences; Syntactic devices; Reported speech; Degrees of comparison; Agreement/concord; Punctuation; Questions, question tags; and Figures of speech

Proficiency B:

Professional Development of English Teacher: Concept of Professional Development; Self-appraisal; 21st century skills for teaching English Language; Professional Skills: Job application, resume writing, oral presentation skills, interview skills, group discussion; Business letters: format/style/types; letters of enquiries, order, and complaint; replies; notices, memos, agenda, and minutes; Technical writing: proposal, product and process writing, writing a user manual, and business reports. Brown- Era; Purple- Needs to be discussed; Red- Addition; Blue-edited; Green- in M.A

PAPER-II PART-B CONCERNED SUBJECT-II
FOR POST CODE NO.6:- LECTURER IN TELUGU

భాష - షడ్య (తెలుగు)

Part-A - తెలుగు భాష - సాహిత్యాలు

- 1) భాష ఉత్పత్తి - నిర్వచనాలు, స్వభావము; ధ్వని - ఉత్పత్తి, భాషా నిర్మాణం, భాషా ఉద్దేశ్యాలు, తెలుగు భాష-లిపి, భాషాక్షరాలు, శాసన భాష, గ్రాంథిక భాష, వ్యవహారిక, మాండలిక, ప్రామాణిక, వ్యవహారిక భాషలు, భాషోద్భవం - తెలుగు భాష ప్రస్తుత పరిస్థితి, ప్రపంచ భాషల వర్గీకరణ, బహు భాషీత్వం.
- 2) వ్యాకరణాంశాలు, భాషా భాగాలు, పదం, పదాంశం, వాక్యం, వాక్యభాగాలు - బేధాలు, వ్యుత్పత్తిర్థాలు, నానార్థాలు, పర్యాయ పదాలు, ప్రకృతి-వికృతులు, సంధి, సమాసం, జాతీయాలు, సామెతలు, పదబంధాలు, పాడుపు కథలు.
- 3) తెలుగులో సాహిత్య ప్రక్రియలు - ఇతిహాసము, పురాణము, ప్రబంధము, కావ్యము, నాటకము, శతకం, నవల, కథ గేయం, గేయ నాటకం, జానపద సాహిత్యం, యక్షగానం, వచన కవిత్వం, మినీ కవిత్వం, హైకూ/నానీలు, జీవిత చరిత్ర, స్వీయ చరిత్ర, వ్యాసం, లేఖ మొదలగునవి.
- 4) తెలుగు సాహిత్య ఆవిర్భావ వికాసాలు - ప్రాజ్ఞప్తయ యుగం, కవిత్వయం, శివకవులు - నన్నెచోడుడు, పాల్కురికి సోమనాథుడు, శ్రీనాథుడు, పోతన, కృష్ణదేవరాయలు, అష్టదిగ్గజాలు, వేములవాడ భీమకవి.

ఆధునిక కాలం - గురుజూడ అప్పారావు, విశ్వనాథ సత్యనారాయణ, కాళోజీ, సురవరం ప్రతాపరెడ్డి, దాశరథి, సి.నారాయణ రెడ్డి, శ్రీశ్రీ

- 5) ఆధునిక సాహిత్యం - సామాజిక ఉద్యమాల ప్రభావం, భాష, అభ్యుదయం, విప్లవ, దిగ్బర కవితోడ్పాటులు, స్త్రీవాద, దళితవాద, మైనారిటీ వాదం, బి.సి. వాద ధోరణులు మొదలగునవి.

సాహిత్య శిల్పం - మౌళికాంశాలు, కావ్యము, నాటకాల లక్షణాలు, అలంకారాలు, చందస్సు, రసము, శైలి, పాకము, లీతి, శబ్ద వృత్తులు.

ప్రాచ్య పాశ్చాత్య విమర్శనాద్వైతాలు.

తెలుగు భాషపై ఇతర భాషల ప్రభావము.

బోధన అభ్యసన శాస్త్రం

- 1) భాషా నైపుణ్యాలు - బోధనా నైపుణ్యాలు
మాతృభాష బోధనా లక్ష్యాలు - కనీస అభ్యసన స్థాయిలు.
అభ్యసన సామర్థ్యాలు - విద్యా ప్రమాణాలు.
భాషా విషయక అధికరణాలు - వివిధ కమీషన్లు.
కమిటీలు - NE P-2020 సిఫార్సులు భాషా విషయక అంశాలు - R T E 2009
భాషా విషయక అధికరణాలు.
- 2) పిల్లలు - భాషా సంపాదన - ప్రాచ్య, పాశ్చాత్య దృక్పథాలు.
బోధనా మాధ్యమంగా తెలుగు - త్రిభాషా సూత్రం.
అధికార భాషగా తెలుగు - మాతృభాషగా, ద్వితీయ, తృతీయ భాషలుగా తెలుగు బోధనోద్దేశ్యాలు,
తెలుగు బోధాన పద్ధతులు.
- 3) తెలుగు విద్యా ప్రణాళిక, విషయ ప్రణాళిక, వార్షిక ప్రణాళిక, యూనిట్ ప్రణాళిక, పాఠ్య ప్రణాళిక.
తెలుగు బోధన - సంప్రదాయ, ఆధునిక పద్ధతులు : ఉపగమాలు, వ్యూహాలు, పద్య, గద్య,
వ్యాకరణ, వ్యాస ఉపవాచక పాఠ్య పథకాల తయారీ.
- 4) భాషాభివృద్ధి కార్యకలాపాలు - వనరులు, సంస్థలు.
భాషా బోధన ఉపకరణాలు (సామాగ్రి) - సహ పాఠ్య కార్యక్రమాలు, గ్రంథాలయాలు,
పఠనాలయాలు, భాషా క్రీడలు, భాషా విహార యాత్రలు, పత్రికా నిర్వహణ, సారస్వత సంఘాలు,
భాషాభివృద్ధికి వివిధ సంస్థలు, భాషా సంఘాల కృషి.
భాషా వ్యవహార రూపాలు - లేఖ, కరపత్రం, వార్తాపత్రిక, డైరీ, స్వీయ వివరాల రచన,
సంపాదకులకు లేఖలు, సమీక్ష వ్యాఖ్యానం.
ప్రస్తుత పాఠశాల స్థాయి తెలుగు పాఠ్య పుస్తకాల తయారీ : నేపథ్యం, పాఠ్య అమలిక క్రమం,
విద్యా ప్రమాణాల సాధన.
- 5) మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం, భాషా విషయక మూల్యాంకనం,
సామర్థ్యాధారిత మూల్యాంకనం, తెలుగు భాషలో ప్రశ్నల వర్గీకరణ, ప్రశ్నాపత్రాల తయారీ -
బ్లాపింట్, విద్యా ఉపలబ్ధి సాధన, నికష (SAT) - పరీక్షల ఫలితాల విశ్లేషణ, వివరణ.

PAPER-II-PART-B-CONCERNED SUBJECT-II
FOR POST CODE NO.7:- LECTURER IN URDU

URDU

Part - A

- 1- اردو زبان کی تاریخ: ہند آریائی کی تاریخ۔ مغربی ہندی اور اس کی بولیاں۔ مشرقی ہندی اور اس کی بولیاں۔ اردو زبان کا آغاز (مختلف نظریات)
- 2- اردو ادب کا قدیم دور: دکن میں اردو زبان کا آغاز اور ارتقاء۔ بمبئی دور۔ عادل شاہی دور۔ قطب شاہی دور۔ مغل دور۔ (ولی اور سراج اورنگ آبادی) دبستان دلی۔ دبستان لکھنؤ
- 3- اردو ادب کے اہم دبستان:
- 4- ترقی پسند تحریک
- 5- اردو کی شعری اصناف: مثنوی: فن اور روایت۔ اہم مثنوی نگار: میر حسن، نسیم غزل: فن اور روایت۔ اہم غزل گو: میر، غالب، حسرت قصیدہ: فن اور روایات: اہم قصیدہ گو: سودا، ذوق مرثیہ: فن اور روایات: اہم مرثیہ نگار: انیس، دبیر نظم: فن اور روایات: اہم نظم نگار: حالی، اقبال، فیض، مخدوم متفرق شعری اصناف: رباعی۔ دوہا۔ ماہیا۔ شہر آشوب۔ قطعات داستان: فن اور روایت: اہم داستانیں سب رس، باغ و بہار، فسانہ عجائب ڈراما: فن اور روایت۔ اہم ڈرامے: انارکلی، دروازے کھول دو ناول: فن اور روایت: اہم ناول نگار: ڈپٹی نذیر احمد، مرزا ہادی رسوا افسانہ: فن اور روایت: اہم افسانہ نگار: پریم چند، راجندر سنگھ بیدی
- 6- اردو کی نثری اصناف: (1) زبان کی دو شکلیں: تقریری اور تحریری (2) نثری زبان کی 2 شکلیں۔ (1) عام زبان (2) ادبی زبان (3) اوقاف کے استعمال کے طریقے (4) ترکیب صرخی اور ترکیب نحوی (تعریف۔ مثالیں) (5) مختلف المعنی، ہم آواز الفاظ۔ (تعریف۔ مثالیں) (6) ایک ہی معنی میں آنے والے کئی الفاظ۔ (تعریف۔ مثالیں) (7) متضاد الفاظ۔ (تعریف۔ مثالیں)
- 7- قواعد:

- 8۔ غیر افسانوی ادب: انشائیہ: فن اور روایت۔ اہم انشائیہ نگار: خواجہ حسن نظامی۔ رشید احمد صدیقی
خاکہ: فن اور روایت۔ اہم خاکہ نگار: مرزا فرحت اللہ بیگ، سعادت حسن منٹو
سوانح عمری: فن اور روایت۔ حالی، شبلی، جوش ملیح آبادی
سفر نامہ: فن اور روایت صالحہ عابد حسین، مجتبیٰ حسین
مکتوب نگاری: فن اور روایت اہم مکتوب نگار: غالب، مولانا ابوالکلام آزاد
9۔ اردو صحافت۔ آغاز و ارتقاء: اہم صحافی: سر سید احمد خان، مولانا ابوالکلام آزاد
10۔ تحریکات و رجحانات: ایہام گوئی، جدیدیت مابعد جدیدیت، علی گڑھ تحریک، ترقی پسند تحریک
11۔ تنقید: تنقیدی دبستان: تاثراتی، جمالیاتی، مارکسی، سائنٹفک، نفسیاتی
اہم نقاد: حالی، شبلی، آل احمد سرور، احتشام حسین، کلیم الدین احمد،
گوپی چند نارنگ، شمس الرحمن فاروقی
12۔ اردو کے اہم ادارے: انجمن پنجاب، فورٹ ولیم کالج، دلی کالج، جامعہ عثمانیہ، دارالترجمہ جامعہ عثمانیہ،
ادارہ ادبیات اردو، مولانا آزاد نیشنل اردو یونیورسٹی، علاقائی ریاستی اردو اکیڈمیاں

PART - B

- 13۔ ہندوستان میں اردو زبان کا موقف:
1۔ ہندوستان میں اردو زبان کا کردار۔ تقسیم ہند سے قبل و تقسیم ہند کے بعد
2۔ اردو بحیثیت زبان اول، دوم اور سوم۔ اردو بین الاقوامی سطح پر
قومی تعلیمی پالیسی 2020، NCF فریم ورک 2023۔
تدریس اردو اور اکتساب اردو میں درپیش challenges، ریاست تلنگانہ میں اردو کا موقف۔
14۔ تدریس زبان کا جائزہ:
1۔ زبان کی تدریس کے مختلف طریقہ کار: تعمیری طریقہ کار اور کثیر لسانی طریقہ کار
15۔ لسانی مہارتوں کی تحصیل:
زبان کی بنیادی مہارتوں کی تفصیل اور اس کی ذیلی مہارتیں:
1۔ گفتگو کرنا 2۔ سننا 3۔ پڑھنا 4۔ لکھنا
16۔ تدریسی و اکتسابی آلات و توضیحات:
1۔ درسی کتب۔ پرنٹ میڈیا۔ میگزین۔ اخبار۔ کلاس لائبریری۔ تریسلی ٹکنالوجی۔ سمعی و بصری آلات
بشمول Call Programmes، ریڈیو۔ ٹیلی ویژن (TV)، فلم۔
2۔ ہم نصابی سرگرمیوں کی منصوبہ بندی (مثلاً مباحثہ، ورک شاپ، سیمینار وغیرہ۔

Language Laboratory

جانچ (Evaluation) تشخیص: -17

جانچ کے اقسام:

Formative Evaluation-a (تشکیلاتی تشخیص)

Summative Evaluation-b (مجموعی تشخیص)

Diagnostic Evaluation-c (تشخیصی تشخیص)

Unit Test-d

Subjective Question-(i) (موضوعی سوالات)

Objective type Question-(ii) (معروضی سوالات)

Cumulative Record-e

قواعد

-18

اوقاف کے استعمال کے طریقے:

اساتذہ درج ذیل رموز و اوقاف پر توجہ دیں۔

ندایہ ! (خوشی و تعجب کے لئے)

واوین ” “

نقطوں کی علامت

وقف کا مل (hyphen) -

” “ Quotation

_ Dash

‘ apostrophe

: علامت رابطہ / colon

; حقیقت وقفہ / Semicolon

استفہامیہ ! Exclamatory

علامت تفصیلیہ :-

() bracket / قوسین

سوالیہ ؟

، comma / سکتہ

. ختمہ (full stop)

PAPER-II, PART-B-CONCERNED SUBJECT-II
FOR POST CODE NO. 8:- LECTURER IN MATHS
FOR POST CODE NO. 9:- LECTURER IN MATHS (URDU)
MATHS

1. Algebra: Theory of Equations: Relations between roots & coefficients, symmetric functions of roots; Complex Numbers: Argand diagram, De Moivre's theorem, n th roots of unity, applications. Matrices & Determinants - Properties, rank, inverse, solution of linear equations (Cramer's rule, matrix method). Abstract Algebra- Groups, subgroups, cyclic groups, rings, elementary properties; Sequences & Series - A.P., G.P., H.P., binomial, exponential & logarithmic series.

2. Calculus & Analysis: Limits & Continuity: Standard limits, continuity and differentiability; Differentiation: Higher derivatives, Leibniz theorem, applications (tangent, normal, maxima & minima, curvature); Integration - Indefinite integrals, definite integrals, reduction formulae, applications (area, volume, length of curve); Differential Equations - Formation, order & degree, first-order equations, linear differential equations with constant coefficients; Real Analysis - Sequences and series of real numbers, tests of convergence, uniform continuity, Real Analysis – sequences and series of real numbers tests of convergence, uniform continuity.

3. Geometry & Trigonometry: Coordinate Geometry (2D): Straight lines, pair of straight lines, circles, parabola, ellipse, hyperbola; 3D Geometry: Planes, lines, spheres, cone, cylinder, shortest distance between lines; Trigonometry - Multiple and sub-multiple angles, inverse trigonometric functions, solution of triangles.

4. Probability, Statistics & Linear Algebra: Probability - Addition & multiplication theorems, conditional probability, Bayes' theorem; Random Variables & Distributions: Binomial, Poisson, Normal distributions; Statistics - Measures of central tendency, dispersion, correlation, regression; Vector Algebra & Vector Calculus - Dot and cross products, scalar and vector triple product, gradient, divergence, curl, line and surface integrals (basic applications); Linear Algebra - Eigenvalues & eigenvectors, Cayley–Hamilton theorem, diagonalization, quadratic forms, linear transformations

5. Discrete Mathematics & Applied Mathematics: Discrete Structures - Sets, relations, functions, mathematical logic, truth tables; Combinatorics - Mathematical induction, permutations & combinations, principle of inclusion–exclusion; Graph Theory - Eulerian & Hamiltonian graphs, trees, shortest path problems.; Number Theory-Divisibility, congruences, Euler's theorem, Fermat's theorem - Linear Programming- Formulation, graphical method, simplex method (basic problems).

6. Nature Scope and Historical Evolution of Mathematics: Evolution of Mathematical ideas and concepts in ancient India, contributions of Indian Mathematicians and global thinkers – Aryabhata, Bhaskaracharya, Varahamihira, Ramanujan Pythagoras and Euclid: Nature of Mathematical knowledge – Axioms and Postulates, Conjectures, Proofs in Mathematics: inductive – deductive reasoning, theorems, Mathematical modelling; Importance of Mathematics knowledge in everyday life, NEP 2020 Vision of Maths Education

7. Aims Values and Objectives of Teaching Mathematics at Secondary stage: Instructional objectives (Bloom's revised taxonomy), Critical thinking, problem solving Creativity, aesthetics. Learning outcomes and competencies. Linkages of Mathematics with other school subjects and place in school curriculum. Inculcation of values through teaching of Mathematics.

8. Instructional Strategies Learning Resources and Approaches in Mathematics: Lecture, inductive–deductive, problem-solving, heuristic method; Constructivist Approaches: Activity-based learning, discovery learning, inquiry-based learning, project method.; Models of Teaching: Concept Attainment Model, Problem-

Based Learning (PBL), Flipped Classroom; Mathematical Communication - Use of mathematical language, symbols, representations; Integration of ICT - GeoGebra, simulations, AI-based tools, platforms gamification for mathematics teaching; Use of technology, interdisciplinary integration, flexibility in pedagogy.

9. Planning & Assessment: Mathematics Curriculum: NCF - 2005 & NEP 2020 guidelines. Lesson & Unit Planning: learning outcomes, CLO–PLO mapping.; Assessment in Mathematics: tools (tests, assignments, problem sheets). Continuous and Comprehensive Evaluation (CCE). Competency - based assessment (rubrics, portfolios, performance tasks). Diagnostic & remedial teaching holistic assessment, 360 Degree assessment.

10. Professional Development & Contemporary Issues in Mathematics Education; Professional Growth of Mathematics Teachers-Reflective practice, action research, teacher learning communities; Innovations in Mathematics Education- STEM/STEAM integration, design thinking, competency-based learning pathways; Contemporary Challenges- Reducing math anxiety, connecting math to life skills, vocational integration; Global Trends- Outcome-based education (OBE), international benchmarks (PISA, TIMSS); Indian Knowledge Systems (IKS)-Vedic mathematics, ethnomathematics, indigenous problem-solving techniques; NEP 2020 Aspect- Lifelong learning, research orientation, continuous professional upgradation, integrating Indian context with global standards.

PAPER-II PART-B-CONCERNED SUBJECT-II

FOR POST CODE NO.10:- LECTURER IN SCIENCE FOR POST CODE NO.11 LECTURER IN SCIENCE (URDU MEDIUM) SCIENCE

PART 1 – CONTENT

- 1.Environmental Education:** Components and properties of air, Air pollution; Water resources, water supply, Rain water harvesting, waste-water disposal systems, quality of water, water pollution; Nutrients in food, storage, wastage; Household service providers, professions; Family relations, migrations; Transportation present and past and its impacts; causes of Climate changes, effects, global warming; Types of governments, facilities and schemes; constellations with zodiac signs, Solar system, Technology, ISRO projects; Agriculture, Hybridization, irrigation types, Cropping patterns, Animal husbandry; Recreation and Eco-tourism.
- 2.Plant world:** Plant and its parts, types of leaves, flowers, fruits, flower parts; Plant cell and its organelles; Plant tissues; different plant systems, transportation, photosynthesis in plants; Sexual, asexual reproduction; Nutrition, Taxonomy of Plants, Ecosystem Biodiversity; Economic botany, Biotechnology and genetic engineering.
- 3.Animal World:** Organs and Organ Systems including man - Animal cell and its organelles, Structure and Functions Digestive, Respiratory, Circulatory, Excretory, Nervous, Control and Co-ordination, Sensory perception Endocrine glands and Reproduction. Need for reproductive health and prevention of STD, birth control- Need and methods of contraception and MTP, Amniocentesis, infertility and assisted reproductive technologies - IVF - ET - ZIFT, GIFT,

production of food from animals. Animals around us, oviparous, viviparous; Domestic, wild, extinct animals.

4. **Physics:** Fundamentals of light, heat, sound, electricity, magnetism. Types of matter, mixture, solutions, separation of substances; Physical, Chemical changes; Force, Gravitation, Friction, laws of motion; thermodynamics. Mechanics: Application of Simple Machines in daily life situations, Scalars and Vectors; Types of motion, Forces and frictions. Newton's laws of motion, laws of fluids, types of Energies. Conservation of energy, work and power, center of mass. Centre of gravity for regular and irregular objects, stability and equilibrium, universal law of Gravitation, relation between 'g' and 'G', circular motion.
5. **Chemistry:** Atomic Structure: Electromagnetic spectrum, atomic spectrum, Characteristics of electron, proton and neutron, Rutherford's model of an atom, nature of electromagnetic radiation, Plank's quantum mechanics, explanation of photo electric effect, features of atomic spectra and Bohr's theory of structure of atom. Acids and Bases, Salts: Neutralization, crystallization, complex, Oxidation and reduction, rancidity. Types of solutions; solubility, ionization, Concentration; Oxidation number concept. Metals, Non-metals; periodic classification of elements, chemical bonding, Carbon and its compounds; Coal and Petroleum.

Part 2 – Pedagogy

6. **Nature and Scope:** Meaning, concept, structure, nature of science; Development of science (historical to recent), branches of science, values of science; Objectives of science at school level as per NCTE, TGSCERT and NCERT; Development of scientific attitude; Meaning, nature and scope of Environmental Science (EVS); Objectives and values of EVS, National Curriculum Framework, 2005, State Curriculum Framework, 2011, National Policy on Education, 1986 and National Education Policy, 2020.; science as information or inquiry, correlation of science.
7. **Approaches, Methods and strategies Of Teaching and Learning:** (Montessori, didactic, object teaching, project method and activity method); Instructional strategies of teaching – problem-solving, differentiated instruction, flipped classroom and inquiry-based; Innovative teaching practices - constructive learning, adaptive learning, reflective learning, blended learning, task-based learning and gamification. collaborative, cooperative, experiential learning.
8. **Curriculum:** Significance of curriculum in science at elementary level; Principles and Approaches of curriculum construction; Recommendations of Education commissions in curriculum construction, Activity approach, Constructive approach. Professional development of teachers ,21st century skills, competencies and practices.
9. **Instructional Planning and Resources;** Significance and types of planning (annual, unit, period); Development of competency-based lesson plan; Hands

on experiences; Audio-visual aids and Low-cost teaching aids; ICT; Community resources; Popular science book and Science encyclopaedia; Science Museum, Science laboratory and Botanical gardens; Popularising Science - Science projects, Science clubs, Eco-clubs, Science fairs and exhibition, Seminars. National Talent Search Scheme, Council for Science and Industrial Research, India Council for Agricultural Research, Indian science congress association.

10. **Assessment and Evaluation in Science Teaching:** objectives of Evaluation, Process of evaluation. Assessment (Diagnostic what why and how); assessment for learning; assessment of learning; assessment in learning; assessment as learning. Continuous and comprehensive Evaluation (scholastic & non scholastic) Aspects. Formative & summative evaluation in science. feedback and remedial, measures performance-based assessment based on learning indicators. Tools and techniques of assessment, recording and reporting. Pedagogical shift; Research in Science Education.

PAPER-II PART B- CONCERNED SUBJECT-II
FOR POST CODE NO.12:- LECTURER IN SOCIAL STUDIES,
FOR POST CODE NO 13: LECTURER IN SOCIAL (URDU MEDIUM),
SOCIAL STUDIES

(Part - A: Content: Social Studies Curriculum)

1. **a. Geography:** Earth – Regions of Earth / Universe of the Earth, Oceans and Continents, Movement of the Earth; Climate; Natural realms of the world energy from the sun – solar isolation radiation, heat balance, Introduction to maps, latitude, longitude and time; Map projections – Topographical maps, remote sensing and analysis; Life on Earth; Bio-diversity and Conservation; Forests and their utilization, Environment Protection Acts of forests
- b. Indian Geography:** Geographical Diversity in India; Physical features; minerals and mining; climate atmosphere, rivers and water resources; agriculture land forms, Drainage; Natural vegetation and Wildlife; energy resources; irrigation; transport & communication; Biodiversity and conservation; India – location structure and physiography, natural hazards and disasters.
- c. Human Geography:** The World Population- Distribution, Density and Growth Human Development, Transport and Communication; International Trade; Human Settlements; Land, Water, Minerals and Energy Resources; Sustainable Development
- d. Geography of Telangana:** Rivers, Irrigation, Projects, Crops, Tourism, Population, Mineral Wealth and Industries, Tribals life, Re -organization of districts.
2. **World History:** Mesolithic and Neolithic age; Evolution of River Valley civilizations; Mesopotamian civilization; Egyptian civilization; Ancient Roman & Greek civilization; England Revolution, (Glorious Revolution) French Revolution, Socialism in Europe, Rise of Nationalism in Europe, Russian Revolution, Nazism- Rise of Hitler, fascism, Italy, mousseline; Civil Rights, Human Rights, Anti-Nuclear and Anti-War movements.
Globalization, Marginalization and Environmental Movements, Movement of Women for Social Justice and Human Rights
3. **Indian History:** India: Indus Valley civilization, Aryan civilization, Dravidian civilization; Harappan civilization, Kings, farmers and towns; Early States and Economics (600 BCE – 600 CE). Kinship caste and class – early societies (600

BCE – 600 CE); Thinkers, Beliefs and Buildings – cultural development (600 BCE – 600 CE); Great Travelers' Perceptions of the Indian Society; Bhakti- Sufi Traditions: Changes in Religious Beliefs and Devotional Texts; Prominent Dynastic of India; Peasants, Zamindars and the state; Agrarian society and the Mughal Empire; Colonialism its impact in India: Revolts and Moments from 1857 to 1947; Social movements in India: Nationalism in India.

4. **Political Science:** Framing the Indian Constitution- Various Aspects of Indian Constitution, Nationalism, Secularism, Federalism, Citizenship, Fundamental Rights, Fundamental duties; Directive Principles and Constitutional Amendments; Forms of government, unitary, federal, parliamentary and presidential; The Parliamentary System, Legislature, Executive, Judiciary and Local Government; Constitution of India – local self – governments; Election Process in India. National and State Political Parties; Unity in Diversity; Social Scientists – Political thinkers; Policy making institutions of India; Policy process – Role of media, political parties and pressure groups; The End of Bipolarity; Contemporary Centers of Power; International Organizations; Security in the Contemporary World; Environment and Natural Resources, Globalization; International relations and organizations: UNO, UNESCO, UNICEF; Covenants of Human Rights; Contemporary issues of the world; Implementation of policies / schemes with reference to central and state governments.
5. **Economics:** Introduction, Types of Economies; Law of demand and supply: Utility theories; Market Equilibrium; Theory of Firm under Perfect Competition and monopoly; Macroeconomics: Factors of Production; National Income Accounting – Per capita income, standard of living and population; Determination of income and employment; Indian Economy; Five-year plans, Agriculture, Industries and Service Sector in India; Inequalities, Poverty, Unemployment, Organized and Unorganized sectors; Rural Development and Employment, People as a Resource, Food Security, Agriculture, Farming; Market structure and analyses, Demand, Supply, Price, Capital and production; Inflation and deflation, Trade cycles; Budget of India – Types – Capital Account and Revenue Account; Public Finance – Revenue and Taxation: Direct, Indirect GST, CGST etc ; Money and Banking, ; RBI, Open Economy: Banking and Financial Institutions; Balance of Payments ; Village Industry and Village Occupations; Economic reforms and their consequences in India; Liberalization, Privatization and Globalization: Impact on Indian Economy; Environment and Sustainable Development with equity, Consumer Rights Food Security; Human Resources, Human Capital Formation, National Skill Development Corporation; Impact of Technology on Livelihood; Economy of Telangana: Budget Welfare Schemes, Skill Development Programs, Impact of Technology of livelihood.

(Part - B: PEDAGOGY)

6. **Nature and Significance of Social Sciences:** Scope, retrospect and prospect of Social Sciences, Disciplines of Social Sciences and their inter relation. Interdisciplinary and multi-disciplinary nature of Social Sciences. Social Sciences vs Social Studies, Social Science Education envisaged in NEP 2020. Prominent Social scientists and thinkers.
Aims and Objectives of Teaching Social Sciences at Secondary Stage: Learning Objectives - Bloom's Taxonomy, Revised Taxonomy. Framing of Learning Objectives, Academic Standards. Values of Teaching Social Sciences. Psychology of Teaching Social Sciences; Planning for Teaching Social Science: year plan, Unit plan, lesson Plan, Period plans
7. **Curriculum in Social Science:** Curriculum Frame Work: Concept and Principles; Curriculum Organization, Development and Construction; Distinction between

Curriculum and Syllabus. Approaches of Curriculum Construction; From Subject Centered to Behaviorist to Constructivist Approach in Curriculum development; SCF – 2011; Recommendations of NCFSE -2023 and NEP 2020; Teacher as a Curriculum developer - Localized curriculum, Place of Artisans knowledge systems in curriculum, Local Innovations and Innovative Practices of Social science - Indian knowledge system (IKS) and Social Science.

8. **Approaches, Methods:** Learning Experiences in Teaching - learning Social Science, and Planning for Effective Instruction: Inductive, Deductive, Problem solving, Lecture cum Demonstration, Activity, Field visit, Discovery, Project and Discussion Methods for learning of Social Sciences; Hands-on activities, Role play, Inquiry approach, Concept mapping, Collaborative & Cooperative learning; Holistic and Multidisciplinary approach Critical, Creative and Analytical pedagogy in Social Sciences; Emerging trends and Innovations in Teaching of Social Sciences; Concept attainment, Expository, Inquiry driven approach, Concept mapping and Graphic organizer, Augmentation and AI in learning; Learning exclusive of Pre-conceptions and Mis-conceptions; Flipped learning and Blended learning; Designing a conducive learning environment; Teaching Strategies and classroom Management, Reflective practices in classroom Processes.
9. **Learning Resources:** Designing Instructional Materials in Social Sciences: Social science Labs; Teaching Aids; Textbooks; ICT in Social Sciences, Social science museums including Virtual labs; Identification and use of learning resources in social science from the environment such as natural resources Soil, Rocks, Vegetation, Crops, Minerals and Human resources; Print Resources- Text books, Journals and Magazines, Autobiographies, Biographies and Archives; Moving beyond the textbooks - contextualization of content; Dale's Cone of Experience; Audio - Visual, Print and electronic resources in social science; Multimedia and ICT resources, online and digital resources; Digital repository and AI - based digital resource; Social science Projects, Clubs, fairs, Exhibitions and visits places of Historical and Geographical importance.
10. **Professional Development of Social Science Teachers at Secondary Stage:** Qualities, Skills and Competencies required for a Social Science Teacher; Professional Development Practices; Recognizing an expert teacher; Teacher professionalism; Technology Integration in teaching – learning Formal Professional development practices; workshops, conferences courses that are designed to help teachers learn new skills and strategies; Informal Professional Practices- Reading Professional Literature, participating in online forums, & collaborating with colleagues; Professional Growth, Professional Ethics and Code of Teachers

Issues and Challenges of Teaching Social Science: Action Research in Social Science Teaching; Use of Local / Community Knowledge and Learning own Experiences in the Teaching Learning Process (Constructivist's Perspective); Inclusion as a Curricular Strategy (Social Inclusion / Exclusion); Contribution to Human Knowledge; Teaching the Learning-Disabled Children (Educational Exceptional) in Social Sciences.

Assessment and Evaluation in Social Science: Continuous and Comprehensive Evaluation (CCE), Tools and Techniques of Evaluation: Achievement and Diagnostic Tests; Strategies for Continuous Assessment; Significance of School Based Assessment-Formative and Summative Assessment; Formal, Informal and 360° Assessment; Performance Assessment. -Strategies for Self and Peer Assessment; Types of test items and preparation of Scoring key; Administration of Tests and analysis of results through Statistical Treatment.

**PAPER-II PART B- CONCERNED SUBJECT-II
FOR POST CODE NO.14:- LECTURER IN PHILOSOPHY
PHILOSOPHY**

1.Philosophy of Education

Philosophy-Meaning, Nature and Scope, Education- Meaning, Nature and Scope, Scope of philosophy of Education, Modes of Philosophical inquiry: Metaphysical, Epistemological and Axiological.

2. Indian perspectives of Education

Indian philosophical systems and their educational implications – Nyaya, Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta. Buddhism, Jainism and Charvaka.

3. Western schools of thought and their educational implications

Idealism, Naturalism, Pragmatism, Existentialism and Realism.

4. Contemporary philosophical thoughts of Education

Analytical philosophy, Logical positivism, Progressive philosophies, Process philosophy with reference to Bauman Liquid Modernity.

5. Contributions of Indian Thinkers to Education

Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda, Dayananda Saraswathi, Jiddu Krishnamurthy, Pandit Madanmohan Malaviya, Mahatma Jyotirao Phule, Dr.B.R. Ambedkar.

6. Contributions of Western thinkers to Education

Plato, Aristotle, J.J.Rousseau, John Dewey, Willian James, Bertrand Russell, Ivan illich, Paulo Freire.

7. Values and ethics of Indian Religions during contemporary times

Hinduism, Islam, Christianity, Sikhism, Human values of religions in India.

8. Education and Indian Constitution:

Preamble and its Educational Philosophy, Freedom, Democracy and Right to Education, RTE Act 2009, Human Rights perspectives (HRC-1948), Child Rights perspectives (CRC-1992).

9. Commissions and committees on Education: Pre-independent, post-independent and contemporary.

Pre-independent: Charter act, Hunter commission, Sargent commission, Macaulay's minutes.

Post-independent: University Education Commission/ Radhakrishna Commission (1948-1949), Secondary Education Commission/Mudaliar Commission (1952-1953), Indian Education Commission/ Kothari Commission (1964-1966), Eswarbai Patel Committee (1977), Malcolm Adishesaiah Committee (1978), National Education Policy (1986), Ramamurthy Committee (1992), Acharya Janardan Reddy Committee (1993), Professor Yashpal Committee (1994), National Knowledge Commission, NCF-2005 for school education, NCFTE 2009 for Teacher education, NEP -2020.

10. Issues in Education: Educational Interventions and reports.

APPEP, DPEP, SSA, RMSA, Samagra Shiksha Abhiyan, ASER reports, World bank reports on Learning crisis, World Bank reports on Learning poverty, Outcome based learning.

PAPER-II PART-B CONCERNED SUBJECT-II

FOR POST CODE NO.15:-LECTURER IN PSYCHOLOGY

PSYCHOLOGY

1. **Introduction to Psychology:** Concept, Nature, Scope, Goals and branches of Psychology (Pure and Applied), Approaches of Psychology: Behaviouristic, Cognitivist, Humanistic and Constructivist Approaches; Methods of Studying Human Behaviour. Understanding Consciousness in Psychology.
2. **Child Development and Child Psychology:** Growth and Development: Concept of Growth, Development and Maturation, Biological Basis of Behaviour – Nervous Systems and its Organization – the Structure of Neuron, Central Nervous System – Brain and Spinal Cord, Localization of Brain Functions, Autonomic Nervous System. Hormonal Basis of Behaviour – the major Endocrine Glands and their functions. Principles of Development, Stages of Development (Prenatal to Old Age)- Development-Developmental Tasks and Hazards, Factors influencing Growth and Development, Constructs of Childhood.
3. **Dynamics of Adolescent Psychology:** Physiological and Psychological Changes during Adolescence-Impression Formation and Attribution-Pre-discrimination and Psychology of Gender Formation-Aggression and Prosocial Behaviour-Characteristics Development and Discipline-Religious, Human and Spiritual Development-Needs of Adolescence, Mental Health and well-being, Issues and Challenges in Adolescence-Role of parents, teachers, peer and Society, Adolescent issues - Substance Abuse, Delinquency, Consequences of Maladjustment.
4. **Learning and Motivation:** Nature and Concept of Learning, Types of Learning and different kinds of learning (Verbal, Motor, Stimulus, Response Learning), Learning Curve, Factors influencing Learning ;Learning Styles ; Metacognition, Collaborative Learning and Cooperative Learning; Creating Inclusive Learner Friendly Environment; Creativity and Aesthetic Development; Thinking and Problem Solving-Thinking and Types of Thinking, Concept Formation, Reasoning, Creative thinking; Aesthetic Development; Problem Solving; Theories of Learning with their Educational Implications: Classical and Operant Conditioning, Gestalt/Insightful Theory of Learning, Bandura's Social Learning and Constructivist Learning, Bruner's Theory of Instruction, Transfer of Learning; Motivation: Concept of Needs, Drives, Incentives and Motives, Types of Motives, Maslow's Theory of Motivation, Achievement Motivation and its Assessment. Motivation and Goal Orientation, Learned Helplessness, Frustration and Conflicts of Motives.
5. **Memory, Forgetting and Attention:** Meaning of Memory, Types and theories of Memory, Factors influencing Memory and Methods of Measuring Memory; Forgetting: Meaning and Causes of Forgetting, Theories of Forgetting, Forgetting Curve, Strategies of improving Memory; Attention, Sensation and Perception: Meaning and Types of Attention, Factors or determinants of Attention; Meaning of Perception, Characteristics of Perception, Process involved in Perception, Difference between Perception, Sensation and Attention, Principles of Perceptual Organization, Factors influencing Perception.
6. **Intelligence, Individual Differences and Personality:** Concept and Nature of Intelligence, Types of Intelligence; Intelligence Tests, Theories of Intelligence, Role of Heredity and Environment; Individual Differences: Meaning, Types and Determinants of Individual Differences, Role of Hereditary & Environment, Areas of Individual Differences - Interests, Aptitude, Achievement, Intelligence, Learning and Personality; Personality - Concept and Nature of Personality, Self-Concept, Self-Confidence, Self-Esteem, Self-Awareness, Theories of Personality and their significance, Factors influencing the development of Personality and Assessment of Personality – Projective and Non-Projective Tests and Techniques, Indian Perspectives of Personality.

7. **Classroom Management and Group Dynamics:** Creating an Affective and Positive Learning Environment-, Diversities in Students-Behavioural Problems- Dealing with Discipline problems. Classroom Management Techniques; Time Management; Teacher Competencies; Leadership Styles; Group Dynamics: Nature and Formation of Groups, Characteristics and Types of Groups, Characteristics of Class as a Group, Group relationship in the Class; Attitudes: Nature and Components of Attitudes, Content, Structure and Functions of Attitudes-Factors influencing attitude; Attitude Formation, Measurement of Attitude; Importance of Pro-Social Behaviour. Role of Teacher and School in promoting positive attitude among students; Meaning and Nature of Adjustment and Maladjustment, Mental Health & Well-being, Role of Teacher and parents in Promoting Mental Health & Well-being
8. **Children with Special Needs:** Concept of Exceptionality and Exceptional Children. Concept meaning, identification, characteristics, types(categories)and educational services for Intellectually Challenged, Physically Challenged, Visually Challenged, Hearing Challenged, ASD, ADHD, Learning Difficulties, Under Achievers (slow learners) Neglected Group of Children, Juvenile Delinquent, Gifted Children, Emotional and Academic exceptional
9. **Guidance and Counselling:** Concept, Meaning, Need, Scope, Principles and Types of Guidance and Counselling, Characteristics of Counsellor, Basic Counselling Skills for Teachers, Communication Skills, Designing Action Plan, Behavioural Problems in children, Problems faced by children at home and school; Emotional disturbances and sources, Promoting Self-discipline - Social Skills, Emotional regulation, support to enhance strengths and resolve weaknesses, Significance of Guidance and Counselling in the field of Education, Counselling children with children with special needs.
10. **Psychological Testing, Research and Statistics:** Meaning of Test, Measurement Assessment and Evaluation. Meaning, Nature, Significance, Characteristics and Classification of Psychological Tests. Test Construction - General steps in constructing a test, Item Writing, Item Analysis, Quantitative Item Analysis, Validity, Reliability, Norms, Error in Testing, Application of Psychological Tests; Research in Psychology: Experimental and non-experimental research; Measures of Central Tendency, Measures of Variability, Graphical Representation of Data, Basic Descriptive and Inferential Statistics.

PAPER-II PART-B CONCERNED SUBJECT-II

FOR POST CODE NO.16:-LECTURER IN PLANNING AND STATISTICS

PLANNING AND STATISTICS

1: Concept and Scope of Educational Planning

1. Meaning, Nature, and Significance of Educational Planning
2. Approaches to Educational Planning: Manpower, Social Demand, Cost-Benefit, Normative, and Systems Approach
3. Levels of planning: National, State, Institutional

2: Theories, Models, and Techniques of Educational Planning

1. Theories of Educational Planning: Human Capital Theory, Rate of Return, Manpower Forecasting
2. Models: Perspective Planning, Strategic Planning, Contingency Planning, Micro-and Macro-Level Planning
3. Resource Planning: Financial, Physical, And Human Resources

3: Educational Planning Process and Policy Linkages

1. Steps in Educational Planning: Situational Analysis, Goal Setting, Resource Allocation, Implementation, Monitoring

2. Relationship Between Educational Policy and Planning
3. Role of National and State Bodies: NITI Aayog, MHRD/MoE, NCERT, SCERT
4. Planning In Light of Major Policies: Kothari Education Commission; NPE, 1968; NPE, 1986; POA, 1992; NEP, 2020.

4: Educational Finance and Resource Allocation

1. Principles of Educational Finance
2. Cost Analysis in Education: Unit Cost, Direct and Indirect Costs
3. Public-Private Partnerships in Education Financing

5: Monitoring, Evaluation, and Emerging Trends in Educational Planning

1. Need and Importance of Monitoring and Evaluation
2. Tools and Indicators for Evaluation (Input, Process, Output, Outcome Indicators)
3. Role of MIS (Management Information Systems) and EMIS (Educational MIS)
4. Emerging Trends: Decentralized Planning, Community Participation, Technology-Enabled Planning, Evidence-Based Decision-Making

6: Basics in Statistics

1. Concept of Data, Meaning of Distribution, Concept of a Variable, Types of Variables and Scales of Measurement.
2. Descriptive Statistics: Measures of Central Tendency, Measures of Variation, Skewness and Kurtosis.
3. Concept of Z-Score, Characteristics of Z-Score, Concept of Normal Distribution, Characteristics of Normal Distribution, Applications of Normal Distribution, Importance of Normal Probability Curve (NPC) In Educational Research.

7: Correlation

1. Meaning and Concept of Correlation, Concept of Linear and Non-linear relationship, Scatter diagram,
2. Correlation Coefficients: Product moment Correlation, Rank Correlation, Interpretation of Correlation Coefficient. Testing the Significance of Correlation Coefficient,
3. Special Correlation Coefficients: Bi-Serial Correlation, Point-Biserial and Phi-Coefficient of Correlation.
4. Importance and Application of Correlation in Educational Research.
5. Concept of Partial Correlation and Multiple Correlation.

8: Inferential Statistics - I

1. Concept of Sampling Distribution, Sampling Distribution of a Statistic, Standard Error.
2. The Hypothesis testing Process, Errors in hypothesis testing. One-tailed and Two-tailed tests. Concept of level of Significance.
3. t-test: One sample t-test, Independent Sample t-test, Paired Samples t-test.
4. Concept of Analysis of Variance (ANOVA), One-way ANOVA, Two-way ANOVA. Concept and types of Post- Hoc Analysis.

9: Inferential Statistics – II

1. Chi-square Test: Chi-square Test as a Test of Goodness of fit, Chi-Square Test as a test of Independence.
2. Kruskal Wallis Test, Utility and Applications in Educational Research.

3. Mann-Whitney U test, Utility and Application of Mann-Whitney test in Educational Research.

10: Multivariate Data Analysis techniques:

1. Concept of Multivariate Data Analysis, Characteristics of Multivariate Data Analysis Techniques.
2. Concept of Regression, Meaning of Linear Regression, Concept of Simple Linear Regression, Importance and Utility of Simple Regression in Educational Research.
3. Concept of Multiple Regression, Concept of Regression Coefficient, Interpretation of Regression Coefficient, Importance and Utility of Regression in Educational Research.
4. Factor Analysis, Utility and Application of Factor Analysis in Education

PAPER-II PART-B CONCERNED SUBJECT-II

FOR POST CODE NO.17:- LECTURER IN ART EDUCATION

ART EDUCATION

Unit 1—Concept of Art&Art Education

Meaning and concepts of art and art education; nature and scope at Foundation, Preparatory and Middle stages; A brief history of Arts (ancient to contemporary); classical aesthetics (Bharatmuni); selected views of Indian and European philosophers; Indian aesthetic traditions (classical, folk, modern); Creativity; Lowenfeld's stages of artistic development; Art as therapy for mental wellness and its classroom application.

Unit 2—Understanding the Role of Art Education at Elementary Level of School Education

The role and importance of arts in the development of: Cognitive, Psychomotor and Affective domains. Art Education and life skills; Art Education and Creativity; Art Education and Emotional well-being; Arts Education and Inclusive Education; Art Education and Social Wellness; Art Education and Values; Art Education and Learning Echo system in schools; Art Education and STEAM; Art Education and Design Thinking; Educational significance; Art Education observation and problem-solving; arts-based pedagogy at preparatory/middle stages; perspectives of Indian & international thinkers; using folk/regional arts as classroom resources; Indian Knowledge System and Art education.

Unit 3—Visual Arts:2D and 3D forms, Methods, Materials & Techniques

Categories of the art; (I) Visual Arts, (ii)Performing Arts and (iii) Literary Arts. What constitutes visual arts: Painting, Print making, Sculpture, Photography, Ceramics, Installation, Applied & Decorative arts; Indian folk/traditional art forms in 2D and 3D (Madhubani, Warli, Pattachitra, Kalamkari, Gond, Phad, Saura, Mandana, Rangoli, tribal murals etc.); methods & techniques of 2D and 3D art forms (watercolor, ink, block/linoleum printing, clay modelling, paper crafts, mask and puppet making, paper collage, mixed collage etc.); visual narratives (scrolls, storyboards, comic strips); Introduction to the computer based/digital art.

Unit 4—Performing Arts: Music, Dance, Drama & Puppetry

Concept of Performing Art; types of Performing Arts; brief introduction of; (i) Music, (ii) Dance, (iii) Drama & (iv) Puppetry; Role of performing arts in elementary level of school education; basics of the Vocal and Instrumental Music (Hindustani & Carnatic

concepts) ; Dance forms (folk/regional, classical and contemporary etc.); theatre practice (role-play, mime, storytelling, classroom drama, contemporary theatre etc.); Age and stage relevant Puppetry; finger puppets, stick puppets, shadow puppets, object based puppets, basics of string puppetry etc. and its classroom applications; functional understanding of different methods and techniques of performing arts; basics of Stage setups; working knowledge of light and sound; planning performing-arts activities stage specific curricular objectives; introduction to use of computer skills for different performing arts; recording and documenting performances for school website/s.

Unit 5—Introduction to Indian Cinema & Media Arts

Brief introduction to the art of Indian cinema (silent to contemporary); cinema as pedagogical resource; regional cinema perspectives; new media arts (digital art, visual compositions, videography, photography, installations, performance art, light and sound compositions, creative movements etc.); functional knowledge of viewing, selecting and using documentaries, films and short videos for the quality learning.

Unit-6. Art Integrated Learning (AIL) – Use of Art Experience as Pedagogical Tool

Concept of Arts as Pedagogy; recommendations of NEP-2020 on Arts as pedagogy; Arts as experiential learning; Art for engaging the 3H (Head, Hand and Heart); role and importance of Art as Pedagogy at elementary level of school education. Art Integrated Learning for the joyful learning; Art Integration for the concrete learning of the abstract concepts; for creative thinking skills; AIL for the inclusive learning environment; AIL for collaborative learning; AIL for healthy teacher taught relations; AIL for holistic learning (cognitive, psychomotor and affective domains).

Practical skill of planning and conducting; AIL lessons for learning different school subjects such as: mathematics, sciences, social sciences, languages etc.; Art of display of the art expressions/ products/ sheets etc.in the classroom; use of visuals as course content; hands-on experience of visual and performing arts, specific to the region as minimum; skill of linking the cultural and historical monuments/ places with the curriculum; planning subject lessons while integrating the cultural heritage (such as; local festivals, arts & crafts, food, national and regional days, traditional costumes and weaves etc.)with curriculum; use of art for softening the subject boundaries.

Unit 7—Assessment in Art Education

Purposes & nature of assessment in art; importance of formative & summative methods of assessment; difference between process and product-based assessment; tools of assessment—rubrics, portfolios, checklists, rating scales, anecdotal records, displays, oral & written tasks; peer and self-assessment; assessment through the Art Integrated Learning; documenting progress and preparing holistic report cards for the different stages of elementary education.

Unit 8—Practicum-Creative Workshops, Exhibitions & Field Trips

Plan and execute school exhibitions; thematic displays; festival presentations and campus beautification; plan and organize art& craft workshops on Visual and

Performing Arts for Middle stage; planning a school trip to an Art Gallery/Museum and to Artist Studio; recording of a performance; designing posters for the different events; special celebrations; designing a traditional craft- textile based; practical experience of any two visual and two performing arts of your region or India.

Portfolio Activities: Submit a practicum portfolio containing:

10 original art works (showing range of media/ styles); 5 documented classroom art activities with lesson plans and reflective reports; 2 visit reports (museum/ gallery/ theatre/ 4 workshop reports (participation, summary & reflective learning e.g., clay modelling, block printing, puppetry, theatre/dance). Assessment: Portfolios evaluated for creativity, process documentation, pedagogical linkage, reflection and presentation.

PAPER-II PART-B CONCERNED SUBJECT-II

FOR POST CODE NO.18:-LECTURER IN EDUCATION TECHNOLOGY

EDUCATION TECHNOLOGY

1: Introduction in Educational Technology

1. Educational Technology: Concept and Types; Forms of Educational Technology; Challenges for Educational Technology.
2. Meaning, Nature, Importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
3. Meaning and Uses of Systems Approach in Instructional design
4. ICT in Education: Concept, Significance and Need of ICT in Education
5. First Generation ICT models – technology driven; Second Generation ICT Models –Pedagogy driven.

2: Digital Technologies in Education

- 1.Introduction and Need for Digital Technologies in Education
- 2.Creating Dynamic Equitable Learning Environments (DELE)
- 3.Learning Attributes of the Digital Learners
- 4.Challenges of Digital Technologies in Education
- 5.Digital story telling; Combining Media to tell a story – Scripting; Creating Photo Essays and Video documentation as a source of Information and a Learning Process.

3: Instructional Strategies and Models

- 1.Programmed Instruction; Computer Assisted Instruction (CAI); Project Based Learning (PBL); Collaborative Learning.
- 2.E-learning; Blended Learning; Flipped Learning.
- 3.Electronic Teaching Portfolio; Assistive Technology for Children with Special Needs (CWSN).
- 4.Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's)

4: Technology Integration

- 1.Integrating Technology into Instruction: Teacher training, Technology Access, Using Technology with Instruction, Mobile phones, Google Tools, and Assistive Technology.
- 2.Using Web 2.0 Technology in the Classroom – Podcasting, Blogging, Tagging, Really Simple Syndication (RSS), Social Networking, Digital Games and Simulations.

5: Computers

- 1.Fundamentals of Computers: Characteristics, types and Applications of Computers; Hardware, Software, Computer Memory, Viruses and its Management.

2. Computer Networks and Internet;
3. MS Office Applications: Main features and uses of MS Word, MS Excel, MS Access, MS PowerPoint.

6: Communication and Classroom Interaction

1. Concept and Meaning of Communication
2. Process and types of Communication
3. Barriers and Facilitators of Communication
4. Flanders Interaction Analysis Categories System (FIACS)

7: Instructional aids for Educational Technology

1. Role, uses & Criteria for Selection of Instructional Aids
2. Classification of Instructional aids: visual and Audio-Visual aids.
3. Projected aids & non-projected aids.

8: E- Learning, online Education and Ethical Issues

1. E-learning Concept, Methods, and Media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
2. Augmented reality, Virtual reality, Artificial Intelligence.
3. Cloud Computing & Internet of Things - Meaning, Importance and uses.
4. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber Security Literacy & Data Protection, Online Identity and Privacy).

9: ICT in Teaching-Learning & Assessment

1. Concept, Approaches to Integrating ICT in Teaching and Learning: Technological
2. Developing Functional Skills to use Discipline Specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art).
3. ICT and Assessment- Electronic Assessment Portfolio – Concept and Types; E-Portfolio Tools.
4. ICT Applications for Continuous and Comprehensive Evaluation (CCE).

10: Emerging Trends and Future Directions

1. Basic of Educational Data Mining and Learning Analytics
2. Digital Divide and Accessibility Issues
3. Future Skills for Educators and Learners (21st - Century Skills)
4. Open Education Resources (Creative Commons, Concept, and Application).
5. Recent Developments in AI Technologies and their Applications to Education.

PAPER-II

FOR POST CODE NO.19:- LECTURER IN PHYSICAL EDUCATION

Part A: CONCERNED SUBJECT -I PHYSICAL EDUCATION CONTENT

i) PHYSIOLOGY OF EXERCISE

- a. Definition of Physiology, Exercise Physiology and importance of Exercise Physiology in sports.

Skeletal Muscles and Exercise: Macro & Micro Structure of the Skeletal Muscle, Types of Muscle fibres and their characteristics, Chemical Composition, Chemistry of Muscular Contraction, Sliding Filament theory of Muscular Contraction. Muscle

Tone, Heat Production in the Muscle, and Effects of exercise and training on the muscular system.

- b. **Cardiovascular System and Exercise:** Structure of the Heart, Heart Valves, and Direction of the Blood Flow, Conduction System of the Heart, cardiac Circulation, Cardiac Cycle, Heart Rate, Stroke Volume, Cardiac Output, and Heart Rate and Stroke Volume interactions. Effects of exercise and training on the cardiovascular system.
- c. **Respiratory System and Exercise:** External and Internal Respiration, Mechanism of Respiration, Respiratory Muscles, Minute Ventilation, Ventilation at Rest and During Exercise. Exchange of Gases in Lungs and Tissues, Control of Ventilation, Ventilation and Anaerobic Threshold, Oxygen Recovery, Lung Volumes and Capacities, Anatomical Dead Space. Effects of exercise training on the respiratory system.
- d. **Metabolism and Energy Transfer:** Metabolism: Definition and types Anabolism and Catabolism, Anaerobic Metabolism: ATP, PC or Phosphagen System, Anaerobic Glycolysis, Aerobic Metabolism: Aerobic Glycolysis, Fat Metabolism. Metabolism during Rest and Exercise.
- e. Climatic conditions and Ergogenic aids: Variations in Temperature and Humidity, —Thermoregulation, —Sports performance in hot, Cool, and humid climates, high altitude, acclimatization, and circadian rhythm. Ergogenic Aids: Pharmacological, Hormonal, and Physiological aspects and their effects on sports performance. Doping and WADA.

ii) **APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS**

- a. Applied Statistics: Meaning, Definition, types, Functions, need, and importance of Statistics. Meaning of the terms, Population, Sample, Data, and types of data. Variable: Definition and types of Variables, Discrete and Continuous. Parametric and non-parametric statistics.
- b. Measures of Central Tendency: Construction of a frequency table. Meaning, Definition, Importance, Computation, Advantages, and Disadvantages of Measures of Central Tendency. — mean, median, and mode.
- c. Measures of Dispersions and scales: Meaning, Purpose, Calculation and Advantages of Range, Quartile Deviation, Mean Deviation, Standard Deviation, Probable Error. Scales: Meaning, Purpose, Computation, and Advantages of t-ratio, 6 Sigma scale, Z Scale, and Hull scale.
- d. Probability Distributions and Graphs: Normal Curve. Principles of the normal curve, Properties of the normal curve. Meaning of probability: Divergence from normality. Skewness and Kurtosis. Graphical Representations in Statistics: Line diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve, and Pie Diagram
- e. Inferential and Comparative Statistics: Tests of significance, t-test, F ratio, chi-square test, level of confidence, and interpretation of data. Meaning of correlation, coefficient of correlation, calculation of coefficient of correlation by the product-moment method, and the rank difference method. Concept of ANOVA and ANCOVA.

iii) **FITNESS AND LIFE STYLE MANAGEMENT**

- a. **Concept of Fitness:** Definition and meaning of Fitness, Different Kinds of Fitness, Physical Fitness, Skill-Related and Health-Related Physical Fitness. Relationship of fitness and health fitness to develop health of an individual, Wellness revolution: Lifestyle and Health fitness relationship, Meaning of active lifestyle, Physical inactivity and associated health risks, Diabetes, Hypertension, Atherosclerosis, Arthritis.

- b. **Meaning of Health, Health-related fitness components:** Body Compositions, cardiovascular fitness, Muscular Endurance, strength, flexibility, and the benefits of health-related fitness. Benefits of Health Fitness Components: Meaning of health-related and Physical fitness components. Exercise protocols for the health fitness components, Body Composition, concepts of body weight and components of body weight, Assessment of body composition, Obesity, Meaning of Obesity and risk factors, of Obesity and over fatness- Muscular and joint flexibility-risk factors associated with poor muscular and Joint flexibility.
- c. **Nutrition:** base for human performance-Carbohydrates, Fats, and Proteins. Recommended intake for Normal persons and exercising individuals. Vitamins, Minerals, and Water. Osteoporosis and Calcium, Minerals, and Performance. Optimal nutrition for exercise, Energy value of different important foods, Food Pyramid, fluid replacement before, during, and after exercise for temperature regulation and injury prevention, carbohydrates and electrolytes during exercise.
- d. **Stress:** meaning and types of stress, Physical and mental stress-Harmful effects of overtraining and excessive exercise on health, Mental stress and painful effects of mental stress on health. Anxiety, Depression, insomnia, Compulsive obsessive behaviours, Stress relief through exercise, and stress management protocols.
- e. **Health Behaviour:** Self-efficacy and health behaviour, Behavioural modification for wellness, social support, and health of an individual, Lifestyle and other related aspects of activity during childhood. Facts on childhood obesity and activity.

iv) **YOGIC SCIENCES**

- a. **Yoga -Meaning:** Definition, Scope and importance of Yoga, Essentials For Yoga Practices; Age, Diet, Stomach Emptying bowels, bathing, Clothes, Sun Bathing, No Straining, Place, Time, Awareness, Sequence. Contra-indication, Counter Pose, Breathing, and Relaxation. Basic Systems of Yoga with importance - Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. Streams of Yoga: Hatha Yoga, Raja Yoga, Karma Yoga, Bhakti Yoga, and Gnana Yoga.
- b. **Asanas, Kriyas, Bandhas, and Mudras: Asana: Definition,** Classification, Sitting, Standing, Lying, & Inverted Asanas. Benefits of Asanas, Asanas and Loosening Exercises, Surya Namaskar —Description and benefits of kriyas: Meaning, Neti, Nauli, Dhauti, Kapalabhati, Trataka, Bhastrika, Benefits.

Bandhas: Jalandhara, Udyana, Mula, and Maha Bandha, their Importance. Mudras: meaning, Definition, Purpose, types of Mudras.
- c. **Pranayama:** Meaning, Definition, Tradition, Types, Importance & Impact of Pranayama on naadis. Chakras: Meaning, Definition, and types, Effects of Pranayama on major chakras.
- d. **Meditation:** Meaning, Definition, and Benefits. Types of Meditation: Passive, active, Saguna, and Nirguna Meditation. Meditation and Health, Meditation Stress Management. Concentration: Meaning, Definition, and Benefits.
- e. **Yoga and sports:** Effects of Yoga on Physiological Systems: Respiratory, Circulatory, Digestive, Nervous, and Excretory Systems. Place of Yoga as Supplementary, Compensatory, Regenerative, and Yogic Power. Role of Yoga in Sports: Promotion of Mental Well-being, Role of Yoga in Making a Sports Person. State and National Games of India - Rules for Yogasana Competitions.

v) **SPORTS BIOMECHANICS AND KINESIOLOGY**

- a. Kinesiology and Biomechanics: Meaning, nature, importance, and scope of applied kinesiology and Sports Biomechanics. Meaning of Axis and Planes, Dynamics, Statics, Kinematics, Kinetics, gravity, Center of Gravity, Line of gravity, and base of the body. Vectors and Scalars.

- b. Muscle action: Origin, Insertion, and action of Muscles around the shoulder, Elbow. Hip, Knee, and muscles of Abdomen & Trunk.
- c. Motion and Force: Meaning and definition of force. Types of Motion: Linear motion, angular motion, and General motion. Uniform & non-uniform motion. Laws of Motion: law of Inertia, Law of acceleration, and law of reaction. Force: definition and types of force: Centripetal Force, Centrifugal Force, Sources of force, components of Force, Factors of Force. Pressure and friction, Buoyancy and Spin.
- d. Projectile and Levers: Freely falling bodies, Projectiles: Principles of Projectiles: Stability, equilibrium, and its Types. Factors Affecting on Equilibrium. Definition of Work, Power, and Energy. Mechanical Energy: kinetic energy, potential energy, and strain energy. Levers: Definition and Types of Levers and Their Practical Application. Mechanical Advantage. Fluid Resistance, Aerodynamics.
- e. Analysis of Movement: Kinesiological, Biomechanical Video Analysis. Methods of analysis—Qualitative, Quantitative, Predictive methods.

vi) **SPORTS MEDICINE, ATHLETIC CARE, AND REHABILITATION**

- a. Sports Medicine: Meaning, definition, and importance of Sports Medicine, Definition and Principles of therapeutic exercises.
- b. Injuries: acute, sub-acute, chronic. Advantages and Disadvantages of PRICE, PRINCE (Protection, Rest, Ice, NSAIDS (Non-Steroidal anti-inflammatory), Compression, and Elevation therapy, Aquatic therapy
- c. Posture: Values of Good posture, Causes of Bad posture, Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knees, Bow legs, Flat foot. Causes for deviations and treatment, including exercises. Posture test, Gait, and types.
- d. Rehabilitative exercises: Passive, Active, Assisted, resisted exercise for Rehabilitation, Stretching, PNF techniques and principles. Gait training, Swiss ball exercises.
- e. Massage: history of massage—Massage as an aid for relaxation, Principles of massage, Physiological, Chemical, Psychological effects of massage, Contra indications of Massage, Classification of Massage Stroking manipulation: Effleurage, Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling, Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation: Vibration and shaking.
- f. Sports Injuries care, treatment, and support: Principles about the prevention of Sports injuries—care and treatment of exposed and unexposed injuries in sports, Therapeutic modalities: Cryo, thermo, Hydro, Electro therapies, Strapping, Taping and Bandages, supporting, aiding techniques for equipment for upper extremities and Lower extremities and spine.

vii) **HEALTH EDUCATION AND SPORTS NUTRITION**

- a. **Health education:** Meaning, Definition of Health, Health Education. Concept, Dimensions, and Determinants of Health. Health Instructions, Aims, Objectives, and Principles of Health Education. Health Service, Health supervision.
- b. **Health problems in India:**
 Communicable Diseases: Tuberculosis, Measles, Mumps, Rabies, Polio, whooping cough, Hepatitis, Ebola, Swine flu, Dengue, Malaria, and STD: Gonorrhoea, HIV/Aids, Syphilis.

Non-communicable diseases: Cancer, Osteoporosis, Asthma, Hypertension, Diabetes. Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population, Personal and Environmental Hygiene in schools.

School Health Services: Objectives of school health service, Role of health education in schools, Nutritional service, Health appraisal, Healthful school environment, first-aid and emergency care.

Health Agencies: Red Cross, WHO, St. John Ambulance, UNICEF, UNESCO.

- c. **Hygiene and Health:** Meaning of Hygiene, Types of Hygiene, dental Hygiene, Effect of Alcohol on Health, Effects of Tobacco, Life Style Management, Management of Hypertension, Obesity, Stress.
- d. **Sports Nutrition:** Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines.
Nutrients: Carbohydrate, Protein, Fats, Vitamins, Minerals, Water, Dehydration and fluids replacement, Classification of food, organic food, Carbohydrate loading, Hyponatremia. Role of carbohydrates, Fat, and protein on Sports Performance.
- e. **Nutrition and weight:** Concept of BMI (Body Mass Index), Obesity, its hazards, dieting versus exercise for weight control, maintaining a Healthy Lifestyle, Weight management program for a sporty child, Role of diet and exercise in weight management, Design a diet plan — exercise schedule for weight gain and loss.

viii) OFFICIATING AND COACHING

- a. **Officiating:** Meaning, importance, and principles of officiating. Qualities and qualifications of a good official, Duties of Officials, System of officiating in games, and Rules of various Games (i.e., Swimming, Gymnastics, Hockey, Football, Handball, Volleyball, Basketball, Sepak takraw, Kabaddi, Kho-Kho, Throw ball, Tennis, Badminton, Ball Badminton, Cricket, Softball, and Tennikoit). Layout of courts and fields of games.
- b. **Track and field:** Layout of track and field, rules of track and field events, Runs, jumps, throws, Systems of officiating in track and field events. Officiating in Track and Field.

Part B: CONCERNED SUBJECT -II PHYSICAL EDUCATION PEDAGOGY

i) SPORTS PSYCHOLOGY

Meaning – Scope – Need and Importance: Introduction to psychology – sports psychology Meaning, Definition, Nature, need, and Importance of sports psychology in physical education- Development of sports psychology in India and Abroad - Emotions – Meaning and Definition of emotions - types of emotion, The effect of emotion on performance, reasons, and control of emotions in sports.

Personality and Motivation: Personality – meaning, definition, nature of personality – types of personality – classification of personality – well-built sports personality. Motivation – nature, meaning, definition of motivation – need and importance of motivation in sports and games – types of motivation - Intrinsic and extrinsic motivation and sports performance.

Emotional States and Aggression: Emotional states: Aggression – hostility – Aggression, meaning, definition, and nature of aggression – role of aggression in sports – types of aggression – degrees/models of aggression – reasons and control of aggression in sports.

Anxiety and Stress: Anxiety- Meaning, definitions, nature, role of anxiety in sports competitions – types of anxiety – reasons and control of anxiety in sports

Stress – Meaning and definitions - physical stress – mental stress – reason and control of stress with physical activity and exercise.

Emotional status – Arousal and Activation: Emotional status – Arousal and Activation – meaning, definitions – need and importance of arousal and activation in sports competitions – episodes of activation – drive theory – stages of drive theory – role of drive theory in sports performance - recurrent emotions and cognitive accompaniment to activation in sports.

ii) RESEARCH METHODS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Introduction: Meaning, Definition, Nature, Scope, and importance of research in Physical Education. Classification of Research: Basic, Applied, and Action Research, Location of Research Problem, Criteria for selection of a Research problem, and Qualities of a good researcher.

Methods of Research: Descriptive Methods of Research: Survey, Case study. Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism - Internal and External.

Experimental Research: Experimental Research: Meaning, Nature and Importance, Variable: Definition, Types of Variables, Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design and Factorial Design.

Sampling: Meaning and Definition of Sample and Population. Types of Sampling: Probability Methods: Systematic Sampling, Cluster sampling, Stratified Sampling, Area Sampling and Multistage Sampling. Non-Probability Methods: Convenience

Sampling, Judgment Sampling, and Quota Sampling.

Research Proposal and Report: Chapterization, of Thesis / Dissertation: Front Materials, Body of Thesis, Back materials, Method of Writing Research Proposal, Thesis / Dissertation: Method of writing an abstract, full paper for presenting at a conference, and publishing in journals, Mechanics of writing Research Report, Footnote, and Bibliography.

iii) EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION AND SPORTS

Concept, Nature, and Scope of Educational Technology: Forms of educational technology: teaching techniques and Scope of Educational technology, instructional technology, and behavioural technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent); programmed learning stages; media application stage, and computer application stage.

Systems Approach to Physical Education and Communication: Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis, and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in the instructional system: Communication: Modes, Barriers, and Process of Communication.

Instructional Design: Instructional Design: Concept, Views. Process and stages of Development of Instructional Design, Overview of Models of Instructional Design. Instructional Design for Competency-Based Teaching: Models for the Development of Self Learning Material.

Audio Visual Media in Physical Education: Audio-visual media: meaning, importance, and various forms Audio/Radio: Broadcast and audio recordings, - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices. Audio Conferencing and Interactive Radio Conference. Video/Educational Television: Telecasts and Video recordings, Strengths and limitations, Use of Television and CCTV in instruction and Training, Video Conferencing, SITE (Satellite Instructional Television, Experiment) experiment, countrywide classroom project, and satellite-based instructions. Use of animation films for the development of children's imagination.

New Horizons of Educational Technology: Recent innovations in the area of ET interactive video - Hypertext, video-texts, optical fiber technology, laser disk, computer conferencing. Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, schools, and universities. Recent experiments in the third world countries and pointers for India with reference to Physical education. Recent Trends of Educational Technology in Physical Education.

iv)SPORTS TECHNOLOGY

Sports Technology: Meaning, definition, Importance of technology in Sports, General Principles and purpose of instrumentation in sports, Technological impacts on sports.

Science of Sports Materials: Adhesives- Nano glue, nanomoulding technology, Nano turf. Footwear production, Factors and applications in sports, constraints. Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam. Smart Materials: Shape Memory Alloy (SMA), Thermo-chromic film, High-density modelling foam.

Surfaces of Playfields: Modern surfaces for playfields, construction, and installation of sports surfaces. Types of materials: synthetic, wood, polyurethane. Artificial turf. Modern technology in the construction of indoor and outdoor facilities. Use of computers and software in Match Analysis and Coaching.

Modern equipment: Playing Equipment: Balls: Types, Materials and Advantages, Bat/Stick/ Racquets: Types, Materials and Advantages. Clothing and shoes: Types, Materials, and Advantages. Measuring equipment: Running, Throwing, and Jumping Events. Protective Equipment: Types, Materials, and Advantages. Sports equipment with nano technology: Advantages.

Training Gadgets: Basketball: Ball Feeder, Mechanism, and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine, Mechanism and Advantages. Lighting Facilities: Method of erecting floodlight and measuring luminous. Video Coverage: Types, Size, Capacity, Place, and Position of Camera in Live coverage of sporting events. Use of computers and software in material analysis and coaching.

v) COMMUNICATION TECHNOLOGY AND JOURNALISM IN PHYSICAL EDUCATION AND SPORTS

Communication & Classroom Interaction: Concept, Elements, Process & Types of Communication, Communication Barriers & Facilitators of communication, Communicative skills of English - Listening, Speaking, Reading & Writing Concept.

Importance of ICT, challenges in integrating ICT in Physical Education. and Education Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration. ICT Integration in the Teaching and Learning Process Approaches to Integrating ICT in Teaching Learning Process, Project-Based Learning (PBL), Co-Operative Learning, Collaborative Learning, ICT and Constructivism: A Pedagogical Dimension.

Fundamentals of Computers: Characteristics, Types & Applications of Computers, Hardware and of Computer: Input, Output & Storage Devices, Software of Computer: Concept & Types, Computer Memory: Concept & Types of Viruses, their Management, Concept, Types & Functions of Computer Networks, Internet and its Applications, Web Browsers & Search Engines, Legal & Ethical Issues. MS Office Applications - MS Word and: Main Features & its Uses in Physical Education, MS Excel and MS Access - Main Features & their Applications in Physical Education, MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables

and their Uses in Physical Education, MS PowerPoint: Preparation of Slides with Multimedia Effects and MS Publisher: Newsletter & Brochure.

E-Learning & Web-Based Learning: E-Learning: Meaning and Definition – Need and importance of E - learning in physical Education and sports Web-Based Learning: Meaning, importance, and types of web-based learning in physical education and sports Visual Classroom: Visual thinking: Visual learning – benefits of the visual classroom in physical education and sports

Sports Journalism: Meaning and Definition of Journalism, Ethics of Journalism – Canons of Journalism – Sports Ethics and Sportsmanship –Reporting Sports Events. National and International Sports News Agencies. Mass Media in Journalism: Radio and TV Commentary –Running commentary on the radio –Sports expert’s comments. Role of Advertisement in Journalism. Sports Photography: Equipment-Editing–Publishing.

Report Writing on Sports: Brief review of Olympic Games, Asian Games, Commonwealth Games, World Cup, National Games and Indian Traditional Games. Preparing a report of the Annual Sports Meet for Publication in the Newspaper. Organization of Press Meet. Sports organization and Sports Journalism –General news reporting and sports reporting.

Methods of editing a Sports report. Evaluation of Reported News. Interview with an elite Player and Coach. Practical assignments to observe the matches and prepare a report and news of the same; visit to the News Newspaper office and the TV Centre to know various departments and their work. Collection of an Album of newspaper cuttings of sports news.

vi) TESTS, MEASUREMENT, AND EVALUATION

Introduction - Meaning and Definition of Test, Measurement, and Evaluation. Need and Importance of Measurement and Evaluation. Criteria for Test Selection: Scientific Authenticity, Administrative Considerations, and Educational Applications. Scientific Authenticity: Validity, Reliability, Objectivity, Norms, Duplicate Forms, and Standard Directions.

Physical Fitness Tests: Physical Fitness: Meaning and Definition, Physical Fitness Tests: AAHPER, JCR Tests. Roger’s Physical Fitness Index. Cardiovascular test: Harvard step test, Cooper’s 12-minute run/walk test.

Motor Fitness Tests: Meaning and Definition of Motor Fitness, Motor Fitness Tests; Indian Motor Fitness Test, Oregon Motor Fitness Test. Motor Ability: Meaning, Definition. Motor Ability Test: Barrow Motor Ability Test, Newton Motor Ability Test. Muscular Fitness: Kraus Weber Minimum Muscular Fitness Test.

Anthropometric and Aerobic-Anaerobic Tests: Physiological Test-Aerobic Capacity: Bruce Treadmill Test Protocol, Beep test. Anaerobic Capacity: Margaria-Kalamen test, Anthropometric Measurements: Method of Measuring Height: Standing Height, Sitting Height. Girth: Arm, Waist, Hip, Thigh. Skin Folds: Chest, Abdomen, Midthigh, Triceps, Iliac Crest.

Skill Tests: Specific Sports Skill Test: Badminton: French Stalter Short Service Test, Miller Wall Volley Test. Basketball: Knox, Johnson Basketball Test. Hockey: Henry Friedel Field Hockey Test, Schmithal’s Field Hockey Test, Volleyball: Russel Lange Volleyball Test, Brady Volleyball Test. Football: Johnson Soccer Test, McDonald Volley Soccer Test. Tennis: Dyer Tennis Test, Broer Miller Test.

vii) SPORTS MANAGEMENT

Meaning and Definition of Sports Management: Meaning – Definition – Scope and concept of management – need and scope of sports management, levels of management – Principles of management – span of control – unity of command.

Organization of Physical Education and Budget: Scheme of Physical Education Programs in schools, colleges, and universities – Districts – States – National -

Organization Chart at the school/college level. Budget – Sports Budget - Games Fund – Sources of Income and Expenditure – Approved items of expenditure – Rules for Utilization of Games Fund for Physical Education Programme – Budget preparation and planning in schools and colleges.

Maintenance of Records and Equipment, etc: Maintenance of Records and Registers for Physical Education programme and their care maintenance of games equipment - administration and maintenance of track and field – swimming pool – Gymnasium – play grounds.

Leadership: Meaning and definition of leadership – types of leadership – theories of leadership – qualities and qualifications of a leader, sports leadership.

Organization of sports events (Intramurals and extramurals): Intramurals – meaning and definitions – need and importance of intramurals – annual sports day - Writing of circulars, notification, and invitations – publicity & public relations – selecting and fixing of officials – monitoring and write-ups – press – sponsoring teams – writing reports and maintaining records. Extramural – meaning and definitions – need and importance of extramural – Intercollegiate tournaments – team selections – awards and rewards

Viii) SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Introduction: Sports Training: Definition – Aims, Characteristics, Principles of Sports Training. Load: Definition, Components of load. Over Load: Definition, Causes of Over Load, Symptoms of Overload, Remedial Measures for over load – Super Compensation. Recovery. Detraining and Retraining.

Components of Physical Fitness: Strength: Meaning, types - Isometric, Isotonic, and Iso kinetic exercises – Factors determining strength – Methods to improve strength. Speed: Meaning – types – Factors determining speed – Methods to improve speed. Endurance: Meaning – types – Factors determining endurance – Methods to improve Endurance.

Flexibility and Coordination: Flexibility: Meaning – types - Factors determining flexibility – Methods to improve flexibility- Coordination: Meaning, types - Factors determining coordination – Methods to improve coordination.

Methods of Sports Training: Aerobic training, Anaerobic training, Weight training, Fartlek Training, Interval training, Plyometric training, Resistance training, Pressure training, High Altitude training, Functional training, Repetition method of training, and Transfer of training effects.

Periodization: Training Plan: Micro, Meso, and Macro Cycles. Short Term Plan and Long-Term Plans - Periodisation: Meaning, Single, Double and Multiple Periodisation, Phases of Periodisation, Preparatory Period, Competition Period and Transition Period. Top form, Tapering performance. Training schedules.

ANNEXURE-III

LIST OF SCHEDULED CASTES AND SCHEDULED TRIBES

(G.O. MS. NO. 5 Scheduled Castes Development (POA.A2) Dept., Dt. 08/08/2015 read with G.O. Ms. No. 11, Scheduled Castes Development (POA.A2) Dept., Dt. 17/09/2014 and G.O. Ms. No. 2 Scheduled Castes Development (POA.A2) Dept., Dt. 22.01.2015 and as per the Telangana Gazette Part IV-B, No. 15, Dt. 14/04/2025)

LIST OF SCHEDULED CASTES

GROUP-I

1. Bavuri
2. Beda (Budga) Jangam
3. Chachati
4. Dakkal, Dokkalwar
5. Jaggali
6. Kolupulvandlu, Pambada, Pambanda, Pambala
7. Mang
8. MangGarodi
9. Manne
10. Mashti
11. Matangi
12. Mehtar
13. Mundala
14. Samban
15. Sapru

GROUP-II

1. Arundhatiya
2. Bindla
3. Chamar, Mochi, Muchi, Chamar-Ravidas, Chamar- Rohidas
4. Chambhar
5. Chandala
6. Dandasi
7. Dom, Dombara, Paidi, Pano
8. Ellamalawar, Yellammalawandlu
9. Godari
10. Jambuvulu
11. Madiga
12. MadigaDasu, Mashteen
13. Pamidi
14. Panchama, Pariah
15. Samagara
16. Sindhollu, Chindollu
17. Yatala
18. Valluvan

GROUP-III

1. Adi Andhra
2. AdiDravida
3. Anamuk
4. Aray Mala
5. Arwa Mala
6. Bariki

7. Byagara, Byagari
8. Chalavadi
9. Dhor
10. Ghasi, Haddi, Relli, Chanchandi
11. Gosangi
12. Holey
13. HoleyDasari
14. MadasiKuruva, MadariKuruva
15. Mahar
16. Mala, Mala Ayawaru
17. Mala Dasari
18. Mala Dasu
19. Mala Hannai
20. Malajangam
21. Mala Masti
22. Mala Sale, Netkani
23. Mala Sanyasi
24. MithaAyyalvar
25. Paky, Moti, Thoti
26. Relli

LIST OF SCHEDULED TRIBES

1. Andh, Sadhu Andh
2. Bagata
3. Bhil
4. Chenchu
5. Gadabas, Bodo Gadaba, GutobGadaba, KallayiGadaba, ParangiGadaba, KatheraGadaba, KapuGadaba
6. Gond, Naikpod, Rajgond, Koitur
7. Goudu (in the Agency tracts)
8. Hill Reddis
9. Jatapus
10. Kammara
11. Kattunayakan
12. Kolam, Kolawar
13. Konda Dhoras, Kubi
14. Konda Kapus
15. Kondareddis
16. Kondhs, Kodi, Kodhu, DesayaKondhs, DongriaKondhs, KuttiyaKondhs, TikiriaKondhs, YenityKondhs, Kuvinga
17. Kotia, Benthoriya, Bartika, Dulia, Holya, Sanrona, Sidhopaiko
18. Koya, DoliKoya, GuttaKoya, KammaraKoya, MusaraKoya, OddiKoya, PattidiKoya, Rajah, RashaKoya, LingadhariKoya (ordinary), KottuKoya, BhineKoya, Rajkoya
19. Kulia
20. Manna Dhora
21. MukhaDhara, NookaDhara
22. Nayaks (in the Agency tracts)
23. Pardhan
24. Porja, Parangiperja
25. ReddiDhoras
26. Rona, Rena
27. Savaras, KapuSavaras, MaliyaSavaras, KhuttoSavaras
28. Sugalis, Lambadis, Banjara
29. Thoti (in Adilabad, Hyderabad, Karimnagar, Khammam, Mahbubnagar, Medak, Nalgonda, Nizamabad and Warangal districts)
30. Yenadis, ChellaYenadi, KappalaYenadi, ManchiYenadi, ReddiYenadi
31. Yerukulas, Koracha, DabbaYerukula, KunchapuriYerukula, UppuYerukula
32. Nakkala, Kurvikaran.

LIST OF SOCIALLY AND EDUCATIONALLY BACKWARD CLASSES

As per G.O.Ms.No.16 Backward Classes Welfare (OP) Department, Dt:11.03.2015 and read with G.O.MS.No.34, Backward Classes Welfare (OP) Department, Dt: 08/10/2015, G.O. Ms. No. 4 Backward Classes Welfare (OP) Department, Dated: 30/01/2016, G.O. Ms. No. 3 Backward Classes Welfare (B) Department, Dated: 09-09-2020, G.O. Ms. No. 3 Backward Classes Welfare (B) Department, Dated: 23-05-2026, G.O. Ms. No. 4 Backward Classes Welfare (B) Department, Dated: 23-05-2026, G.O. Ms. No. 5 Backward Classes Welfare (B) Department, Dated: 23-05-2026, G.O. Ms. No. 6 Backward Classes Welfare (B) Department, Dated: 23-05-2026, G.O. Ms. No. 7 Backward Classes Welfare (B) Department, Dated: 23-05-2026, G.O. Ms. No. 8 Backward Classes Welfare (B) Department, Dated: 23-05-2026, G.O. Ms. No. 9 Backward Classes Welfare (B) Department, Dated: 23-05-2026.

STATE LIST OF BCs

(List of Backward Classes of Telangana State)

GROUP-A

(Aboriginal Tribes, Vimuktha Jathis, Nomadic and Semi-Nomadic Tribes etc.)

1. Agnikulakshatriya, Palli, Vadabaliya, Bestha, Jalari, Gangavar, Gangaputra, Goondla, Vanyakulakshatriya (Vannekapu, Vannereddi, Pallikapu, Pallireddi) Neyyala, Pattapu
2. Balasanthu, Bahurupi
3. *[Bandara]
4. Budabukkala, Shiva Kshatriya
5. Rajaka, Chakali, Dhobi
6. Dasari (formerly engaged in Bikshatana i.e., Beggary)
7. Gada Vamsheeya
8. Gangiredlavaru
9. Jangam (whose traditional occupation is begging)
10. Jogi
11. Katipapala
12. *[Korcha]
13. Lambada or Banjara in Telangana area (deleted and included in ST list vide. G.O.Ms.No.149, SW, Dt.03.05.1978)
14. Medari or Mahendra
15. Mondivaru, Mondibanda, Banda
16. Nayi-Brahmin/Nayee-Brahmin (Mangali), Mangala and Bhajantri
17. Nakkala (deleted vide. G.O.Ms.No.21, BCW (C2) Dept., Dt.20.06.2011, since it is included in the list of Scheduled Tribes at Sl.No.34 vide. Scheduled Castes and Scheduled Tribes Order (Amendment) Act, 2002 (Central Act No.10 of 2003)
18. Vamsha Raj
19. Pamula
20. Pardhi (Nirshikari)
21. Pambala
22. Peddammavandlu, Devaravandlu, Yellammavandlu, Mutyalammavandlu, Dammali / Dammala / Dammula / Damala
23. Veerabhadreeya (Veeramushti, Nettikotala),
24. Valmiki Boya (Boya, Bedar, Kirataka, Nishadi, Yellapi, Pedda Boya), Talayari, Chunduvallu (Yellapi and Yellapu are one and the same as clarified vide. G.O.Ms.No.61, BCW (M1) Dept., Dt.05.12.1996)
25. Yerukalas in Telangana area (deleted and included at Sl.No.31 in the list of STs)
26. Gudala
27. Kanjara – Bhatta

- 28.*[Kalinga]
- 29.Kepmare or Reddika
- 30.Mondepatta
- 31.Nokkar
- 32.Pariki Muggula
- 33.Yata
- 34.Chopemari
- 35.Kaikadi
- 36.Joshinandiwalas
- 37.Odde (Oddilu, Vaddi, Vaddelu), Vaddera, Vaddabhovi, Vadiyaraj, Waddera
- 38.Mandula
- 39.Mehtar (Muslim)
- 40.Kunapuli
- 41.Patra
- 42.*[Kurakula]
- 43.*[Pondara]
- 44.*[Samanthula /Samantha/ Sountia / Sauntia]
- 45.Pala-Ekari, Ekila, Vyakula, Ekiri, Nayanivaru, Palegaru, Tolagari, Kavali (area confined to Hyderabad and Rangareddy Districts only)
- 46.Rajannala, Rajannalu (area confined to Karimnagar, Warangal, Nizamabad and Adilabad Districts only)
- 47.Bukka Ayyavars
- 48.Gotrala
- 49.Kasikapadi / Kasikapudi (area confined to Hyderabad, Rangareddy, Nizamabad, Mahaboobnagar and Adilabad Districts only)
- 50.Siddula
- 51.Sikligar/ Saikalgar
- 52.Poosala (included vide. G.O.Ms.No.16, BCW(C2) Dept., Dt.19.02.2009 by deleting from Sl.No.24 under Group-D)
- 53.*[Aasadula / Asadula]
- 54.*[Keuta / Kevuto / Keviti]
- 55.Orphans and destitute children who have lost their parents before reaching the age of ten and are destitute; and who have nobody else to take care of them either by law or custom; and also who are admitted into any of the schools or orphanages run by the Government or recognised by the Government.
- 56.Addapuvuru (area confined to Jagityal, Jangaon, Medchal, Suryapet and Warangal (Rural) districts only.)
- 57.Bagothula/ Bhagavathula (area confined to Jagityal district only.)
- 58.Bail Kammara/ Ghisadi/ Gadiya Lohar (area Confined to Non-telugu speaking people only in all districts.)
- 59.Enooti/ Yenetivallu (area confined to Jagityal, Jangaon, Jayashankar Bhupalapally, Karimnagar, Mahabubabad, Siddipet, Suryapet, Warangal (Rural) and Warangal (Urban) districts only.)
- 60.Ganjikuti/ Ganjikutivaruru (area confined to Jagityal, Jangaon, Jayashankar Bhupalapally, Mahabubabad, Mancherial, Mulugu, Siddipet and Warangal (Rural) districts only.)
- 61.Gouda Jetti (area confined to Jagityal, Khammam, Mahabubabad and Warangal (Rural) districts only.)
- 62.Kakipadagala (area confined to Jagityal, Jangaon, Jayashankar Bhupalapally, Karimnagar, Mahabubabad, Medak, Peddapally, Rajanna Sircilla, Siddipet, Warangal (Rural) and Warangal (Urban) districts only.)
- 63.Patamvaru/ Masaiahlu (area confined to Jagityal, Jayashankar Bhupalapally, Khammam, Mahabubabad, Nalgonda, Peddapally, Rajanna Sircilla, Siddipet, Suryapet and Warangal (Urban) districts only.)
- 64.Odd/ Od/ Oad
- 65.Sonnayila/ Sannayila/ Sannayollu

66. Sri Kshatriya Ramajogi/ Ramajogi/ Ramajogula (area confined to Bhadradi Kothagudem, Hyderabad, Karimnagar, Mahabubabad, Medchal and Siddipet districts only.)
67. Theracheerala/ Telsoori/ Baikani (area confined to Mahabubabad, Mulugu, Nalgonda, Siddipet and Suryapet districts only.)
68. Tholubommalatavaru/ Boppala (area confined to JogulambaGadwal, Kamareddy, Karimnagar, Mahabubnagar, Medak, Nagarkurnool, Nalgonda, Narayanpet, Nizamabad, Ranga Reddy, Sangareddy, Siddipet, Wanaparthy and Warangal (Urban) districts only.)

GROUP-B
(Vocational Groups)

- 1 *[Achukatlavandu]
- 2 Aryakshatriya, Chittari, Giniyar, Chitrakara, Nakhas
- 3 Devanga
- 4 Goud [Ediga, Gouda (Gamalla), Kalalee, Gounda, **[*Settibalija of Visakhapatnam, East Godavari, West Godavari and Krishna districts]** and Srisayana (Segidi)
- 5 Dudekula, Laddaf, Pinjari or Noorbash
- 6 Gandla, Telikula, Devathilakula
- 7 Jandra
- 8 Kummara or Kulala, Salivahana
- 9 Karikalabhakthulu, Kaikolan or Kaikala (Sengundam or Sengunther)
- 10 Karnabhakthulu
- 11 Kuruba or Kuruma
- 12 *[Nagavaddilu]
- 13 Neelakanthi
- 14 Patkar (Khatri)
- 15 Perika (Perika Baliya, Puragiri kshatriya)
- 16 Nessi or Kurni
- 17 Padmasali (Sali, Salivan, Pattusali, Senapathulu, Thogata Sali)
- 18 Srisayana (Segidi) (deleted vide. G.O.Ms.No.63, BCW (M1) Dept., Dt.11.12.1996 and added to Sl.No.4 of Group-B)
- 19 Swakulasali
- 20 Thogata, Thogati or Thogataveerakshatriya
- 21 Viswabrahmin (Ausula, Kamsali, Kammari, Kanchari, Vadla or Vadra or Vadrangi and Silpis), Viswakarma
- 22 *[Kunchiti / Vakkaliga / Vakkaligara / Kunchitiga]
- 23 Lodh/ Lodhi/ Lodha (area confined to Hyderabad, Rangareddy, Khammam and Adilabad Districts only)
- 24 Bondili
- 25 Are Marathi, Maratha (Non-Brahmins), Arakalies and Surabhi Natakavallu
- 26 Neeli (included vide. G.O.Ms.No. 43, BCW (C2) Dept., Dt.07.08.2008 by deleting from Group D at Sl.No.22)
- 27 Budubunjala / Bhunjwa / Bhadbhunja (area confined to Hyderabad and Rangareddy Districts only)
- 28 *[Gudia / Gudiya]

GROUP-C
(Harijan Converts)

- 1 Scheduled Castes converts to Christianity and their progeny

GROUP-D
(Other Classes)

- 1 *[Agaru]
- 2 Arekatika, Katika, Are-Suryavamshi
- 3 *[Atagara]
- 4 Bhatraju

- 5 Mera,Meru, Chippolu
- 6 *[Gavara]
- 7 *[Godaba]
- 8 Hatkar
- 9 *[Jakkala]
- 10 Jingar
- 11 *[Kandra]
- 12 Koshti
- 13 Kachi
- 14 Surya Balija (Kalavanthula), Ganika
- 15 Krishnabalija (Dasari, Bukka)
- 16 *[Koppulavelamas]
- 17 Mathura
- 18 Mali (Bare, Barai, Marar and Tamboli)
- 19 Mudiraj, Mutrasi, Tenugollu
- 20 Munnurukapu
- 21 *[Nagavasam (Nagavamsa)]
- 22 Nelli (deleted vide. G.O.Ms.No.43, BCW(C2) Dept., Dt.07.08.2008 and added at Sl.No.26 in Group 'B')
- 23 *[Polinati Velamas of Srikakulam and Visakhapatnam districts]
- 24 Poosala caste (deleted vide. G.O.Ms.No.16, BCW(C2) Dept., Dt.19.02.2009 and included at S.No.52 under Group-A)
- 25 Passi
- 26 Rangarez or Bhavasara Kshatriya
- 27 Sadhuchetty
- 28 Satani (Chattadasrivaishnava)
- 29 Tammali (Non-Brahmins) whose traditional occupation is playing musical instruments, vending of flowers and giving assistance in temple service but not Shivarchakars
- 30 *[Turupukapus or Gajulakapus]
- 31 Uppara or Sagara
- 32 Vanjara (Vanjari)
- 33 Yadava (Golla)
- 34 Are, Arevallu and Arollu
- 35 *[Sadara / Sadaru]
- 36 *[Arava]
- 37 Ayyaraka (area confined to Khammam and Warangal Districts only)
- 38 Nagaralu (area confined to Hyderabad and Rangareddy Districts only)
- 39 Aghamudian, Aghamudiar, Agamudivellalar and Agamudimudaliar (including Thuluva Vellalas) (area confined to Hyderabad and Rangareddy Districts only)
- 40 *[Beri Vysya / Beri Chetty]
- 41 *[Atirasa]
- 42 Sondi / Sundi
- 43 Varala
- 44 Sistikaranam
- 45 Lakkamarikapu
- 46 Veerashaiva Lingayat / Lingabaliya
- 47 Kurmi
- 48 Aheer/ AheerYadav (area confined to Hyderabad, Medchal and Rangareddy districts only.)
- 49 Govili/ Govlii/ Gouli/ Gavli (area confined to Hyderabad, Kamareddy, Mahabubnagar, Nirmal, Rangareddy, Sangareddy and Vikarabad districts only)
- 50 KullaKadagi/ KulleKadigi/ Chittepu (area confined to Kamareddy, Medak, Nirmal, Nizamabad and Sangareddy districts only.)
- 51 Sarollu/ Soma Vamsha Kshatriya (area confined to Hyderabad, Jangaon, Medak, Medchal, Rangareddy, Sangareddy, Vikarabad and Warangal(Urban) districts only.)

GROUP-E
(Socially and Educationally Backward Classes of Muslims)
(Subject to outcome of Civil Appeal No(s).2628-2637/2010 etc., pending
before the Hon'ble Supreme Court of India)

- 1 Achchukattalavandlu, Singali, Singamvallu, Achchupanivallu, Achchukattuvaru, Achukatlavandlu
- 2 Attar Saibulu, Attarollu
- 3 Dhobi Muslim/ Muslim Dhobi/ Dhobi Musalman, Turka Chakla or Turka Sakala, Turaka Chakali, Tulukka Vannan, Tsakalas, Sakalas or Chakalas, Muslim Rajakas
- 4 Faqir, Fhagir Budbudki, Ghanti Fhagir, Ghanta Fhagir, Turaka Budbudki, Darvesh, Fakeer
- 5 Garadi Muslim, Garadi Saibulu, Pamulavallu, Kani-Kattuvallu, Garadollu, Garadiga
- 6 Gosangi Muslim, Phakeer Sayebulu
- 7 Guddi Eluguvallu, Elugu Bantuvallu, Musalman Keelu Gurravallu
- 8 Hajam, Nai, Nai Muslim, Navid
- 9 Labbi, Labbai, Labbon, Labba
- 10 Pakeerla, Borewale, Deera Phagir, Bonthala
- 11 Qureshi, Kureshi/ Khureshi, Khasab, Marati Khasab, Muslim Katika, Khatik Muslim
- 12 Shaik/ Sheikh
- 13 Siddi, Yaba, Habshi, Jasi
- 14 Turaka Kasha, Kakkukotte Zinka Saibulu, Chakkittakanevale, Terugadu Gontalavaru, Thirugatigantla, Rollaku Kakku Kottevaru, Pattar Phodulu, Chakketakare, Thuraka Kasha.

**Omitted vide G.O.Ms.No.3, BC Welfare (OP) Department, dated:14.08.2014*

N.B.:1)The above list is for information and subject to confirmation with reference to G.O.Ms.No.58, SW(J) Department, dated 12.05.1997 and time to time orders.

2)On account of any reason whatsoever in case of any doubt/ dispute arising in the matter of community status (SC/ST/BC/OC) of any candidate, subject to satisfaction with regard to relevant Rules and Regulations in force the decision of the Commission shall be final in all such cases.

ANNEXURE-IV

SPORTS

List of recognized sports disciplines for Two Percent (2%) reservation in Direct Recruitment in Government Departments / Govt. Institutions as per G.O. Ms. No. 74, Youth Advancement, Tourism & Culture (Sports) Department Dated:09-08-2012 as per eligibility contained in Annexures I, II & III and relevant forms thereunder and G.O. Ms. No.05 YAT&C(Sports) Department, Dt. 14/05/2018

(ANNEXURE TO G.O.Ms.No.74, YOUTH ADVANCEMENT, TOURISM & CULTURE (SPORTS) DEPARTMENT Dated:09-08-2012)

ANNEXURE – I

LIST OF RECOGNISED SPORTS DISCIPLINES FOR TWO PERCENT (2%)
RESERVATION IN DIRECT RECRUITMENT IN GOVERNMENT DEPARTMENTS
/ GOVERNMENT INSTITUTIONS

- (1) FOOTBALL
- (2) HOCKEY
- (3) VOLLEYBALL
- (4) HANDBALL
- (5) BASKET BALL
- (6) TENNIS
- (7) TABLE TENNIS
- (8) SHUTTLE BADMINTON
- (9) KABBADI
- (10) ATHLETICS
- (11) SWIMMING
- (12) GYMNASTICS
- (13) WEIGHTLIFTING
- (14) WRESTLING
- (15) BOXING
- (16) CYCLING
- (17) ROWING
- (18) SHOOTING
- (19) FENCING
- (20) ROLLER SKATING
- (21) SAILING / YATCHING
- (22) ARCHERY
- (23) CRICKET
- (24) CHESS
- (25) KHO-KHO
- (26) JUDO
- (27) TEAKWANDO
- (28) SOFTBALL
- (29) BODY BUILDING (Uniform Services like Police, Excise etc).

**(ANNEXURE TO G.O.Ms.No.74, YOUTH ADVANCEMENT, TOURISM & CULTURE
(SPORTS) DEPARTMENT Dated:09-08-2012)**

ANNEXURE – II

**PRIORITIES OF SPORTS & GAMES FOR RECRUITMENT OF TWO PERCENT (2%)
RESERVATION UNDER SPORTS QUOTA**

1. Gold Medal in Olympic Games.
2. Silver Medal in Olympic Games.
3. Bronze Medal in Olympic Games.
4. Gold Medal in World Championship/Cup for Seniors - Grand Slam Tennis.
5. Silver Medal in World Championship/Cup for Seniors - World No.2 in Tennis.
6. Bronze medal in World Championship/Cup for Seniors - World No.3 in Tennis.
7. Gold Medal in World Universiad/All England Badminton Championship - Davis Cup - Afro-Asian Games.
8. Silver Medal in World Universiad/All England Badminton Championship - Davis Cup - Afro-Asian Games.
9. Bronze Medal in World Universiad/All England Badminton Championship - Davis Cup - Afro-Asian Games.
10. Participation in Olympic Games – World Championship/Cup – Wimbledon -
U.S Open – French Open – Australian Open.
11. Participation in World Universiad – Davis Cup – Afro-Asian Games.
12. Gold Medal in Asian Games - Commonwealth Games.
13. Silver Medal in Asian Games - Commonwealth Games.
14. Bronze Medal in Asian Games - Commonwealth Games.
15. Gold Medal in Asian Championship - Commonwealth Championship - Asia Pacific Championship.
16. Silver Medal in Asian Championship - Commonwealth Championship - Asia Pacific Championship.
17. Bronze Medal in Asian Championship - Commonwealth Championship - Asia Pacific Championship.
18. Participation in Asian Games – Commonwealth Games.
19. Gold Medal in SAF Games - SAARC Championship.
20. Silver Medal in SAF Games - SAARC Championship.
21. Bronze Medal in SAF Games - SAARC Championship.
22. Participation in Asian Championship – Commonwealth Championship - Asia Pacific Championship.
23. Gold Medal in National Championship - National Games - Inter State - Inter Zonal - Open Nationals for Seniors - Federation Cup.
24. Silver Medal in National Championship - National Games - Inter State - Inter Zonal - Open Nationals for Seniors - Federation Cup.
25. Bronze Medal in National Championship - National Games - Inter State - Inter Zonal - Open Nationals for Seniors - Federation Cup.
26. Participation in SAF Games – SAARC Championship.
27. Participation in National Championship – National Games – Inter State – Inter Zonal – Open Nationals for Seniors – Federation Cup.
28. Gold Medal in World Championship / Cup for Juniors/World School Games.

29. Silver Medal in World Championship / Cup for Juniors/World School Games.
30. Bronze Medal in World Championship / Cup for Juniors / World School Games.
31. Gold Medal in Asian Championship for Juniors – Asian School Games.
32. Silver Medal in Asian Championship for Juniors – Asian School Games.
33. Bronze Medal in Asian Championship for Juniors – Asian School Games.
34. Participation in World Championship / Cup for Juniors / World School Games.
35. Participation in Asian Championship for Juniors – Asian School Games.
36. Gold Medal / First place in the All India Inter University Championship.
37. Silver Medal / Second place in the All India Inter University Championship.
38. Bronze Medal / Third place in the All India Inter University Championship.
39. Gold Medal / First place in the National Championship for Juniors / Youth National Games.
40. Silver Medal / Second place in the National Championship for Juniors / Youth National Games.
41. Bronze Medal / Third place in the National Championship for Juniors / Youth National Games.
42. Gold Medal in South Zone for Seniors.
43. Silver Medal in South Zone for Seniors.
44. Bronze Medal in South Zone for Seniors.
45. Participation in the All India Inter University Tournament.
46. Participation in the National Championship for Juniors - Youth National Games.
47. First place in Zonal Inter University Championship.
48. Second place in Zonal Inter University Championship.
49. Third place in Zonal Inter University Championship.
50. Participation in South Zone Senior Championship.
51. Participation in Zonal Inter University Championship.
51. (a) Gold Medal in South Zone for Juniors.
51. (b) Silver Medal in South Zone for Juniors.
51. (c) Bronze Medal in South Zone for Juniors.
52. Gold medal / First place in the National Sports Festival for women.
53. Silver medal / Second place in the National Sports Festival for women.
54. Bronze medal / Third place in the National Sports Festival for women.
55. Gold Medal in World Championship / Cup for Sub-Juniors.
56. Silver Medal in World Championship / Cup for Sub-Juniors.
57. Bronze Medal in World Championship / Cup for Sub-Juniors.
58. Gold Medal in National School Games U-19 & U-17.
59. Silver Medal in National School Games U-19 & U-17.
60. Bronze Medal in National School Games U-19 & U-17.
61. First place in All India CBSE & ICSE.
62. Second place in All India CBSE & ICSE.
63. Third place in All India CBSE & ICSE.
64. Gold Medal / First place in All India Rural Sports Tournament.
65. Silver Medal / Second place in All India Rural Sports Tournament.
66. Bronze Medal / Third place in All India Rural Sports Tournament.
66. (a) Participation in South Zone Juniors.

67. Gold Medal / First place in Inter District for Seniors.
68. Silver Medal / Second place in Inter District for Seniors.
69. Bronze Medal / Third place in Inter District for Seniors.
70. Participation in the World Championship for Sub-Juniors.
71. Participation in National Championship for Women.
72. Participation in National School Games.
73. Participation in All India CBSE & ICSE.
74. Participation in All India Rural Sports.
75. First place in Inter District for Juniors.
76. Second place in Inter District for Juniors.
77. Third place in Inter District for Juniors.
78. First place in State / Inter District Women Sports Festival.
79. Second place in State / Inter District Women Sports Festival.
80. Third place in State / Inter District Women Sports Festival.
81. First place in the Inter Collegiate Competition.
82. Second place in the Inter Collegiate Competition.
83. Third place in the Inter Collegiate Competition.
84. First place in State / Inter District Rural Sports tournament.
85. Second place in State / Inter District Rural Sports tournament.
86. Third place in State / Inter District Rural Sports tournament.
87. Participation in State / Inter District Championship for Seniors.
88. Participation in State / Inter District Championship for Youth & Juniors.
89. Participation in State / Inter District Championship for Women Sports Festival.
90. Participation in State / Inter District Championship for School Games U-19, U-17, CBSE, ICSE & Rural Sports.

**(ANNEXURE TO G.O.Ms.No.74, YOUTH ADVANCEMENT, TOURISM & CULTURE
(SPORTS) DEPARTMENT Dated:09-08-2012)**

ANNEXURE – III

FORM – 1

(For representing India in an international Competition / Multinational Competition in one of the recognized Games/Sports)

NATIONAL FEDERATION/NATIONAL ASSOCIATION OF _____

Certificate to a meritorious sportsperson for Employment to Group-I & II Post Service under the State Government.

Certified that Shri/Smt./Kumari _____
_____ Son/Wife/Daughter of Shri
_____ resident of
(complete address) _____
_____ represented the Country
in the game/event of _____ in _____
Competition/ Tournament held at _____ from _____
to _____
_____ The position obtained by the individual/team in the above said
Competition/Tournament was _____.

The Certificate is being given on the basis of records available in the Office of National Federation/National Association of _____

Place _____

Date _____

Signature _____

Name _____

Designation _____

Name of the Federation/
National Association

Address _____

Seal _____

Note:- This Certificate will be valid only when signed personally by the Secretary, National Federation/National Association.

FORM – 2

(For representing a State in India in a National Competition in one of the recognized Games/Sports)

STATE ASSOCIATION OF _____

Certificate to a meritorious sportsperson for Employment to Group-III Posts/ Service under the State Government/similar posts in Government Institutions.

Certified that Shri/Smt./Kumari _____
_____ Son/Wife/Daughter of Shri __ resident
of (complete address)

_____ represented the State of _____ in the
game/event of _____ in the National Competition/Tournament held at
_____ from _____ to _____.

The position obtained by the individual/team in the above
said Competition/ Tournament was _____

The Certificate is being given on the basis of records available in the Office
of the State Association of _____.

Place _____

Date _____

Signature _____

Name _____

Designation _____

Name of the State
Association _____

Address _____

Seal _____

Note:- This Certificate will be valid only when signed personally by the Secretary of the State Association.

FORM – 3

(For representing a University from A.P. State in the Inter-University Competition at National level / Zonal level / Regional level in one of the recognized Games/Sports).

UNIVERSITY OF _____

Certificate to a meritorious sportsperson for Employment to Group-IV Posts / Service under the State Government/similar posts in Govt. Institutions.

Certified that Shri/Smt./Kumari _____ Son/Wife/Daughter of Shri _____ resident of (complete address) represented the University of _____ in the game/event of _____ in Inter-University Competition/Tournament held at _____ from _____ to _____

The position obtained by the individual/team in the above said Competition/ Tournament was _____.

The Certificate is being given on the basis of records available in the Office of Dean of Sports or Officer in overall charge of Sports in the University of _____.

Place _____

Date _____

Signature _____

Name _____

Designation _____

Name of the University _____

Address _____

Seal _____

Note:- This Certificate will be valid only when signed personally by Dean/Director or other Officer in overall charge of Sports in the concerned University.

FORM – 4

(For representing a State School Team in the National Games for School children in one of the recognized Games/Sports)/Representation at Regional & State level.

DISTRICT EDUCATIONAL OFFICER Govt. of A.P. / District Sports Development officers, District Sports Authority.

Certificate to a meritorious sportsman for Employment to Last Grade Service under the State Government/similar posts in Govt. Institutions.

Certified that Shri/Smt./Kumari _____ Son/Wife/Daughter of Shri _____ resident of (complete address)

_____.
represented the _____ State School Team in the game/event of _____ in the National Games for School / Regional level / State Level held at _____ from _____ to _____.

The position obtained by the individual/team in the above said Competition/ Tournament was _____

The Certificate is being given on the basis of records available in the Office of District Educational Officer/District Sports Development Authority.

Place _____

Date _____

Signature _____

Name _____

Designation _____

Address _____

Seal _____

Note:- This Certificate will be valid only when signed personally by the District Educational Officer or overall in-charge of Sports/Games for School in the concerned District / or District Sports Development Officer, District Sports Authority.

ANNEXURE-V

LIST OF BANKS FOR MAKING ONLINE PAYMENT

sln0	Name of the Bank	sln0	Name of the Bank
1	Airtel Payments Bank Ltd	36	Karur Vysya Bank Ltd
2	AU Small Finance Bank	37	Kerala Gramin Bank
3	Axis Bank Ltd	38	Kotak Mahindra Bank Ltd
4	Bandhan Bank	39	Maharashtra Gramin Bank
5	Bank of Bahrain and Kuwait	40	NKGSB Co-Operative Bank Ltd
6	Bank of Baroda	41	Nutan Nagarik Sahakari Bank
7	Bank of India	42	Punjab and Sind Bank Ltd
8	Bank of Maharashtra	43	Punjab National Bank
9	Canara Bank	44	RBL Bank
10	Capital Small Finance Bank	45	Saraswat Bank
11	Catholic Syrian Bank	46	Shivalik Small Finance Bank
12	Central Bank of India	47	South Indian Bank
13	City Union Bank Ltd	48	Standard Chartered Bank
14	Cosmos Bank	49	State Bank of India
15	DBS Bank India Ltd	50	State Bank of Mauritius
16	DCB Bank Ltd	51	SVC Co-Op Bank Ltd
17	Deutsche Bank	52	Tamil Nadu State Apex Co-Op Bank Ltd
18	DhanLakshmi Bank	53	Tamilnad Mercantile Bank Ltd
19	Equitas Small Finance Bank	54	Thane Bharat Sahakari Bank Ltd
20	ESAF Small Finance Bank	55	The Ahmedabad Mercantile Co-operative Bank Ltd
21	Federal Bank	56	The Kalupur Commercial Co-Op Bank
22	HDFC Bank Ltd	57	The Mehsana Urban Co-Op Bank Ltd
23	HSBC	58	The Varachha Coop Bank Ltd
24	ICICI Bank Ltd	59	TJSB Sahakari Bank Ltd
25	IDBI Bank Ltd	60	UCO Bank
26	IDFC First Bank Ltd	61	Ujjivan Small Finance Bank
27	Indian Bank	62	Union Bank of India
28	Indian Overseas Bank	63	Utkarsh Small Finance Bank
29	IndusInd Bank Ltd	64	Yes Bank Ltd
30	Jammu and Kashmir Bank Ltd		
31	Jana Small Finance Bank		
32	Janata Sahakari Bank Ltd		
33	Kalyan Janata Sahakari Bank		
34	Karnataka Bank		
35	Karnataka Gramin Bank		

ANNEXURE-VI

INSTRUCTIONS TO THE APPLICANTS

I. INSTRUCTIONS FOR ONLINE APPLICATION:

- 1) The applicants are required to go through the application form and satisfy themselves for their eligibility to this recruitment carefully before applying and enter the particulars completely online.

Note:-User guide is made available to guide the applicant for filling the application form.

- 2) Applicant must compulsorily fill all relevant columns of application and submit application through website only. The particulars made available in the website will be processed and the eligibility is decided in terms of Notification and confirmed accordingly.
- 3) The online application received in the prescribed proforma made available in the website and within the time only shall be considered. The applicant will be held responsible for any kind of delay/discrepancy of the information provided in the application.
- 4) Applicants are required to upload a recent colour passport size photograph not older than 3 months before the last date of the application [File Size: 100kb-200kb] and scanned specimen signature [File Size: 20kb - 30kb] in JPG/PNG file format.
- 5) The applicants should not furnish any particulars that are false, tampered, fabricated or suppress any material information while making an application through website.
- 6) **Handwritten / typed / Photostat copies / printed application** form will not be accepted.
- 7) The following certificates / documents must be submitted / uploaded by the applicants any time during the recruitment process as desired by the Commission. The certificates already uploaded in the OTR need not be uploaded again.

- (i) PDF Application form.
- (ii) Hall Ticket.
- (iii) Aadhaar Card /Voter ID / Pass Port / Driving License / Service ID Cards with (Photograph issued by Central/State/PSU/Public Limited Companies) / Passbook with (photograph by Bank /Post Office) / PAN Card.
- (iv) Proof of Educational Qualifications.
- (v) S.S.C / CBSE / ICSE (For Date of Birth).
- (vi) School Study Certificate (1st to 7th Class).
- (vii) Certificate of Residence (where the applicant has not studied in Educational Institution) (1st to 7th Class period) obtained from competent authority of Telangana Government.
- (viii) Declaration by the Unemployed (For claiming exemption from payment of exam fee).
- (ix) No Objection Certificate from Employer (even if employed at any later stage of recruitment).
- (x) Service Certificate (If any employee claimed Age relaxation).
- (xi) Certificate claiming sports reservation.
- (xii) Certificate claiming Ex-servicemen for age relaxation.
- (xiii) Community Certificate for BCs, SCs & STs (Issued in the name of applicant with Father/Mother Name is only acceptable.) obtained from Revenue Authority not below the rank of Tahasildar/RDO working under Telangana Government.
- (xiv) Community, Nativity and Date of Birth Certificate.
- (xv) Non-Creamy Layer Certificate for BCs as per Form- VIIB vide G.O. Ms. No. 34 BC Welfare (OP) Department Dt.08/10/2015 and G.O. Ms. No. 20 BC Welfare (OP) Department Dt.31/10/2017 (Certificate issued in the name of applicant along with Father's/Mother's name only is acceptable) obtained from Revenue Authority not below the rank of Tahasildar/RDO working under

Telangana Government.

- (xvi) Latest Income Certificate in prescribed format for EWS reservation obtained from Revenue Authority not below the rank of Tahasildar working under Telangana Government in the name of applicant with Parent's / Spouse's name.
- (xvii) In case of differently abled applicants, the disability certificate should be obtained from the competent medical authority in SADAREM format.
- (xviii) Any other certificates required.

II. GENERAL INSTRUCTIONS TO APPLICANTS

- 1) Applicants are directed to follow the Commission's Website (<https://www.tgpsc.gov.in>) regularly to know the latest developments regarding dates of examination, Medical Board, Results and any other recruitment related information etc.,
- 2) The applicants must follow the instructions issued in this notification and also issued from time to time. The applicants also go through the Hall Ticket instructions carefully. The latest instructions will prevail.
- 3) The applicants will not be admitted to the examination hall without going through procedural formalities.
- 4) The applicant's admission to the examination hall is provisional, subject to the eligibility, confirmation/satisfaction of conditions laid down in this notification.
- 5) The applicant's should satisfy the Invigilator of his/her identity with reference to the signature and photograph available on the Nominal Roll and Hall Ticket.
- 6) The applicants must note that his/her admission to the examination is strictly provisional. Admission to the examination does not imply that his/her candidature has been finally cleared by the Commission or that the entries made by the applicants in his/her application have been accepted by the Commission as true and correct.
- 7) Applicants are not allowed to carry any electronic gadgets, mobiles/smart phones, Tablets, iPad, Pen drives, Calculators, Wallets, Handbags, or any kind of wrist Watches, Bluetooth device, pager are any other type of equipment to the examination centre.
- 8) Loaning and interchanging of stationery articles among the applicants is not permitted in the examination hall and any form of malpractice will not be permitted in the exam hall.
- 9) Copying or noting down questions/answers/options is not allowed. Legal / Penal action will be taken if any candidate is found noting down the questions/answers/options.
- 10) The applicants are expected to behave in an orderly and disciplined manner while writing the examination. If any candidate takes away the OMR Answer Sheet, his/her candidature will be rejected and penal action including criminal prosecution as per law will be initiated. In case of impersonation/malpractice/improper behavior during examination, cases shall be booked in the Police Station concerned, apart from disqualifying his/her candidature.
- 11) Applicants trying to use unfair means shall be disqualified from the selection. No correspondence whatsoever will be entertained from the applicants in this regard.
- 12) The Commission is also empowered to invoke the penal provisions of the Telangana Public Examinations (Prevention of Malpractices and Unfair means) Act, 1997 (Act No.25/1997) for matters connected therewith or incidental thereto and as per the Rules of Procedure of TGPSC published in Telangana Gazette No:60 dated 28/12/2015.
- 13) The Hall Tickets will be issued based on the declaration and the information provided by the applicant in the online application.
- 14) Date and Time of the Examination will be mentioned in the Hall Ticket. Applicants should go through the Hall Ticket instructions thoroughly.

- 15) Applicants are liable for rejection at any point of time for submitting false/fake information.
- 16) In case, the photo on Hall-Ticket is too small or blurred or defective, he/she should affix a passport size photo on Hall-ticket in the space provided at the bottom duly getting attested by a Gazetted Officer and give an undertaking. He/she shall handover similar photo to Chief Superintendent for affixing the same on the Nominal Rolls.
- 17) The applicants should put his/her signature and get the signature of the invigilator at the appropriate place in the OMR Answer Sheet. The applicants should also put his/her signature in the Nominal roll at the place provided for the same.
- 18) All the Instructions of the Commission should be followed scrupulously in the examination hall.
- 19) No applicant should leave the examination hall before the expiry of time.
- 20) **IMPORTANT INSTRUCTIONS:** WRITING OF SYMBOLS, OR ANY TYPE OF IDENTIFICATION MARKS INCLUDING HALL TICKET NUMBER ANYWHERE, ON OR INSIDE THE OMR. / BARCODE SHEET/ANSWER SCRIPT, AND USING OF BALL POINT PENS OTHER THAN BLUE OR BLACK INK, AND SKETCH PENS OF ANY COLOUR OR USING OF WHITENER ON THE OMR / BARCODE SHEET/ ANSWER SCRIPT IS STRICTLY PROHIBITED. IN CASE OF VIOLATION, SUCH ANSWER SCRIPT WILL BE INVALIDATED.

III. SPECIAL ARRANGEMENTS FOR DIFFERENTLY ABLED: The guidelines issued by Government of Telangana vide G.O.Ms.No.05, Department for Women, Children, Disabled and Senior Citizens (Prog.II), Dt:23-03-2024 with regard to providing of Scribe and compensatory time will be implemented. However, TGPSC only shall provide scribes as per eligibility

ANNEXURE-VII

The criteria of Normalization

The Telangana Public Service Commission (TGPSC) has been using Computer Based Recruitment Test (CBRT) for various recruitments from 2017 onwards. The CBRT involves the Normalization of the Scores of candidates for the Examinations which are conducted in Multi-sessions. Further, the process of normalization as adopted by major leading organizations at National and State level in the conduct of Recruitment Examinations and Entrance Examinations is also adopted by the Commission.

The Commission has adopted the following formula to calculate final score of candidates in the multi-session CBRT Examinations as recommended by the Experts' Committee constituted by the Commission.

NORMALIZATION FORMULA

$$\hat{M}_{ij} = \frac{\bar{M}_t^g - M_q^g}{\bar{M}_{ti} - M_{iq}} (M_{ij} - M_{iq}) + M_q^{gm}$$

Where:

\hat{M}_{ij} = Normalized marks of j^{th} candidate in the i^{th} shift.

\bar{M}_t^g = is the average marks of the top 0.1% of the candidates considering all shifts (number of candidates will be rounded-up).

M_q^g = is the sum of mean and standard deviation marks of the candidates in the examination considering all shifts.

\bar{M}_{ti} = is the average marks of the top 0.1% of the candidates in the i^{th} shift (number of candidates will be rounded-up).

M_{iq} = is the sum of mean marks and standard deviation of the i^{th} shift.

M_{ij} = is the actual marks obtained by the j^{th} candidate in i^{th} shift.

M_q^{gm} = is the sum of mean marks of candidates in the shift having maximum mean and standard deviation of marks of candidates in the examination considering all shifts.

- N.B.** 1. Calculation of normalized marks will be done up to 5 decimal places.
2. Normalized marks of the candidate may vary from the original/absolute marks obtained.
3. Normalized marks of the candidate only shall be taken for General Ranking List (GRL) preparation.