

TSPSC Child Development Project Officers (CDPO) Recruitment

Scheme of Examination

The selection process for CDP contains two stages. They are:

- 1. Written Test**
- 2. Interview**

There are two papers in the written exam. They are:

Paper -1	GENERAL STUDIES AND GENERAL ABILITIES	150 Questions	150 Marks
Paper -2	Concerned Subject (Common to all) (Degree Level)	150 Questions	300 Marks
Interview			50 Marks
Total			500 Marks

Syllabus for each paper of the written test is as follow:

Paper I: 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: Concern Subject (Common to all) (Degree Level)

I. Social Structure:

Man and Society – Society – Characteristics and functions of Society – Community: meaning and types of communities – characteristics of rural and urban communities - Social processes - Concept of Socialization. Social control - Rural Social Stratification – Caste System – Scheduled Castes, Scheduled Tribes and other Backward Classes in Rural society – their conditions and problems – welfare measures for S.C., S.T. and O.B.C. - Agrarian Social Structure – culture and civilization.

II. Basic Social Institutions:

Basic Social Institutions in Rural Society – Family: Nature of Family organization, change in role and status of women and factors affecting functions of family, approaches to the study of family; Family life cycle and development tasks; Family life education. – Marriage: Changing patterns of marriage and its consequences - marital disharmony and counseling. Kinship, Religion, Economy, Polity and Education – Status of Women in Indian Society – Specific Problems of Women in Rural Society – Social legislations / Laws related to women.

III. Human Life Span Development:

Growth and development - concepts, major issues, principles, Developmental stages, Developmental tasks during life span, Factors for growth and development; Pregnancy-Care, complications, critical periods in development, Types of birth, complications during delivery; Post natal care of mother and child; Care of new born - Importance of breastfeeding, weaning; Characteristics of new born, Characteristics and care of premature baby; Development in Infancy - physical, motor, socio-emotional, cognitive, language development, Importance of infant stimulation - Definition, Importance, Materials, things to consider;

Stimulating materials for different senses; Day Care centers- Practices to be followed, material required; Developmental delays during infancy; Early Childhood Period–Significance, Physical, motor, socio-emotional, cognitive and language development, Importance of play in development, Methods of child study, Disciplinary practices, Behaviour problems. Developmental indicators; Development during school age; Development during adolescence - Pubertal changes, Physical and identity development, Socio, emotional, identity and personality problems, Transitions and Interests; Vocational guidance during adolescence; Development during adulthood; Children with special needs- types of disabilities, management, organizations working for disabled, facilities for special children; Children with socio emotional disadvantages; Welfare programmes for children, adolescents and women.

IV. Human Nutrition and Food Science:

Importance of nutrition for well being; Nutrients-carbohydrate, protein, fat, energy, fat soluble vitamins-A,D,E,K, water soluble vitamins-B-complex and Vit.C, minerals-Ca, P, Fe, I, Zn, Na, F – Role, Functions, Sources, Requirements, Deficiency signs and symptoms and Health problems associated; Basic food groups - Composition and Nutritive value, selection, processing, Cooking methods, Changes during cooking, Prevention of losses of nutrients; Food Adulteration; Food hygiene and laws, Nutraceuticals in foods; Food fortification; Processed and convenience foods.

V. Family and Community Nutrition:

Functional food groups; Concept of Balanced diet; Principles of meal planning; Nutrient requirements and Dietary guidelines in -Pregnant, lactating women, Infants, Preschoolers, School Children, Adolescents and adults; Therapeutic modifications in Diet during -Fever, Gastro intestinal, liver, heart and kidney diseases, obesity and Diabetes; Assessment of Nutritional Status of Community-Direct methods - Anthropometry, Clinical, Biochemical and Dietary methods and Indirect methods. Malnutrition in India-types, prevalence, causes, prevention strategies, and treatment; Nutrition policies and programmes in operation in India; National and International agencies working to eradicate malnutrition, and their services.

VI. Early Childhood Development and Education:

Characteristics and Significance of ECDE; Motor, Language, Cognitive, Socioemotional and Moral development -Concept /Meaning, principles,

importance, classification and influencing factors; Early Childhood Education - Concept, Types, Need and History of ECE; ECE centers- Need, for ECE centers, Objectives of ECE Programme, Basic requirements; Curriculum Planning for early childhood period-Types, Steps, Factors, Characteristics of Curriculum Planning; Different types of ECE centers; Qualities of an ECE teacher; Records and reports maintained in ECE center; Parental participation in ECE programme.

VII. Health, Hygiene and Sanitation:

Health-Definition, importance; Health indicators- Mortality, Morbidity, and other secondary data - definitions, incidence; Immunization-Importance, vaccines and their utility, immunization schedule for children and others; Water- importance, sources, safety, water treatment/ purification methods, water borne diseases; Personal hygieneimportance, methods, health problems due to poor hygiene; Environmental Sanitationsafe methods of disposal of waste, common communicable diseases air, water, soil, and vector borne diseases; Food Poisoning and Food Allergy; Primary prevention and treatment of communicable diseases: Health facilities available; First Aid at home level.

VIII. Policies and Programmes related to Rural Development, Women and Children:

Rural development: concept, need, meaning, and objectives, functions of extension education for rural development; Panchayati Raj institutions – concept, structure and functions.

Rural Development Programmes – Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Swarna Jayanti Gram Swarajgar Yojana (SGSY), National Rural Livelihoods Mission (NRLM), National Social Assistance Programme, Rashtriya Mahila Kosh (RMK), Swachh Bharat Mission, Sansad Adarsh Gram Yojana, Pradhan Mantri Jan Dhan Yojana, Pradhan Mantri Jeevan Jyoti Bhima Yojana, Pradhan Mantri Suraksha Bhima Yojana. Programmes for women welfare and development – Rajiv Gandhi Scheme for Empowerment of Adolescent Girls, (RGSEAG); Janani Suraksha Yojana, Beti Bachao Beti Padhao, Dhanalaxmi, Indira Gandhi Matritva Sahayog Yojana, Support to Training and Employment Programme for women (STEP), Swadhar, Ujjwala.

Policies related to women and children: National Policy for women – National Mission for Empowerment of Women – National Commission for

women – National Policy for children – Protection of Children from Sexual offences Act, 2012 – National Policy for children – National Commission for Protection of child Rights (NCPCR) – Health and Family welfare – Major Initiatives under National Rural Health Mission (NRHM) – National Health Programmes related to women and children -

Integrated child Development Services (ICDS) scheme: programme components and its administration – Five year plans and development services for women and children.

IX. Social problems:

Poverty, Unemployment, Migration, Alcoholism, Caste conflicts, Dowry, child marriage.

X. Social work Intervention and communication:

Social work intervention in the areas of women's welfare and child development; working with individuals, group, families and communities. Communication - process, elements, models, and barriers; Conventional and new media communication technologies - Classification, types, advantages and limitations; Criteria for selection of audio visual aids and factors affecting their selection.