

SYLLABUS

PART - I

Part I - Proficiency in Languages (20 marks):

(a) General English(10 questions)

- Reading comprehension, word power, Grammar & usage

(b) General Hindi(10 questions)

- पठन कौशल, शब्द सामर्थ्य, व्याकरण एवं प्रयुक्ति

Part II

General awareness, Reasoning & Proficiency in Computers (20 marks):

(i) General Awareness& Current Affairs (10 questions)

(ii) Reasoning Ability (5 questions)

(iii) Computer Literacy(5 questions)

Part III

Perspectives on Education and Leadership (40 marks):

(a) Understanding the Learner (10 questions)

- Concept of growth, maturation and development, principles and debates of development, development tasks and challenges
- Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.
- Understanding Adolescence: Needs, challenges and implications for designing institutional support.
- Role of Primary and Secondary Socialization agencies. Ensuring Home school continuity.

(b) Understanding Teaching Learning (15 questions)

- Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:
 - i. The role of teacher
 - ii. The role of learner
 - iii. Nature of teacher-student relationship
 - iv. Choice of teaching methods
 - v. Classroom environment
 - vi. Understanding of discipline, power etc.

• Factors affecting learning and their implications for:

vii. Designing classroom instructions,

viii. Planning student activities and,

ix. Creating learning spaces in school.

• Planning and Organization of Teaching-Learning

x. Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, curriculum organization

xi. Competency based Education, Experiential learning, etc.

xii. Instructional Plans: -Year Plan, Unit Plan, Lesson Plan

xiii. Instructional material and resources

xiv. Information and Communication Technology(ICT) for teaching-learning

xv. Evaluation: Purpose, types and limitations. Continuous and Evaluation, Characteristics of a good tool.

xvi. Assessment of learning, for learning and as learning: Meaning, considerations in planning each.

• Enhancing Teaching Learning processes: Classroom Observation and Feedback, Reflections and Dialogues as a means of constructivist teaching

c.) Creating Conducive Learning Environment (06 questions)

- The concepts of Diversity, disability and Inclusion, implications of disability as social construct, types of disabilities-their identification and interventions
- Concept of School Mental Health, addressing the curative, preventive and promotive dimensions of mental health for all students and staff. Provisioning for guidance and counselling.
- Developing School and community as a learning resource.

(d) School Organization and Leadership (U5 questions)

- Leader as reflective practitioner, team builder, initiator, coach and mentor.
- Perspectives on School Leadership: instructional, distributed and transformative
- Vision building, goal setting and creating a School development Plan
- Using School Processes and forums for strengthening teaching learning-Annual Calendar, timetabling, parent teacher forums, school assembly, teacher development forums, using
- achievement data for improving teaching –learning, School Self Assessment and Improvement
- Creating partnerships with community , industry and other neighbouring schools and Higher Education Institutes – forming learning communities

(e) Perspectives in Education(03 questions)

- Role of school in achieving aims of education.
- NEP-2020: Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education.
- Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment, Right of Children to free and Compulsory Education Act, 2009,
- Historically studying the National Policies in education with special reference to school education;
- School Curriculum Principles: Perspective, Learning and Knowledge, Curricular Areas, School Stages, Pedagogy and Assessment

Part IV

Subject-specific Syllabus (100 marks): Refer Annexure

Professional Competency Test :

- The Professional Competency Test is of 60 marks (Demo Teaching -30 marks and Interview - 30 Marks)
- Note: The weightage of Written Test & Professional Competency Test (Demo Teaching and Interview)
- will be 70:30. Final merit list will be based on the performance of the candidates in Written Test, Professional Competency Test taken together.