

Syllabus of Exam for Direct Recruitment of Trained Graduate Teachers: (Maths/Science/WET)

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):

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

(k) Reasoning Ability (5 questions)

(l) Computer Literacy(5 questions)

Part III -Perspectives on Education and Leadership (40 marks):

(c) 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.

(d) Understanding Teaching Learning (15 questions)

- Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:
 - vii. The role of teacher
 - viii. The role of learner
 - ix. Nature of teacher-student relationship
 - x. Choice of teaching methods
 - xi. Classroom environment
 - xii. Understanding of discipline, power etc.
- Factors affecting learning and their implications for:
 - iv. Designing classroom instructions,
 - v. Planning student activities and,
 - vi. Creating learning spaces in school.
- Planning and Organization of Teaching-Learning
 - viii. Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, Principles of curriculum organization
 - ix. Competency based Education, Experiential learning, etc.
 - x. Instructional Plans: -Year Plan, Unit Plan, Lesson Plan
 - xi. Instructional material and resources
 - xii. Information and Communication Technology(ICT) for teaching-learning
 - xiii. Evaluation: Purpose, types and limitations. Continuous and Comprehensive Evaluation,Characteristics of a good tool.
 - xiv. Assessment of learning, for learning and as learning: Meaning, purpose and 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(06 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, time-tabling, 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

Syllabus of Exam for Direct Recruitment of PRTs:

Part I - Proficiency in Languages (20 marks)

(a) General English

Reading comprehension, word power, Grammar & usage

(b) General Hindi

पठन कौशल, शब्द सामर्थ्य, व्याकरण एवं प्रयुक्ति

Part II – General awareness, Reasoning & Proficiency in Computers (20 marks)

(m) General Awareness & Current Affairs

(n) Reasoning Ability

(o) Computer Literacy

Part III - Perspectives on Education and Leadership (60 marks)

(a) Understanding the Learner

- 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

- Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:
 - The role of teacher
 - The role of learner
 - Nature of teacher-student relationship
 - Choice of teaching methods
 - Classroom environment
 - Understanding of discipline, power etc.
- Factors affecting learning and their implications for:
 - Designing classroom instructions,
 - Planning student activities and,
 - Creating learning spaces in school.
- Planning and Organization of Teaching-Learning
- Concept of Syllabus and Curriculum, Overt and Hidden Curriculum
- Foundational Literacy and Numeracy, Early Childhood Care and Education
- Competency based Education, Experiential learning, etc.
- Instructional Plans: -Year Plan, Unit Plan, Lesson Plan
- Instructional material and resources
- Information and Communication Technology(ICT) for teaching-learning
- Assessment of learning, for learning and as learning: Meaning, purpose and 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

- 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

- 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, time-tabling, 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

- Role of school in achieving aims of education.
- NEP-2020: Early Childhood Care and Education: The Foundation of Learning ; Foundational Literacy and Numeracy; 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 & Assessment.
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Part IV - Subject-specific Syllabus – Refer annexure

(80 marks)