

Scheme of Exam for Recruitment of Post Graduate Teacher through LDCE:

The written test is of 180 marks (180 objective type multiple choice questions) carrying 01 mark for each question. The duration of written test will be 180 minutes.

Section Name -Nature of Questions

Part I - General awareness & Reasoning

(20 questions)

- (a) General Awareness & Current Affairs (10 questions)
- (b) Reasoning Ability (10 questions)

Part-II: Perspectives on Education and Leadership

(40 questions)

- (a) Understanding the Learner-(10 questions)
 - (b) Understanding Teaching Learning -(10 questions)
 - (c) Creating Conducive Learning Environment
 - (d) School Organization and Leadership
 - (e) Perspectives in Education
- } (20 questions)

Part III - Subject-specific Syllabus

(120 questions)

- **No Interview**

Note:

- Minimum 40% marks would qualify for empanelment.

Syllabus of Exam for Recruitment of Post Graduate Teacher through LDCE:

Part I - General awareness & Reasoning Ability (20 marks)

- (a) General Awareness & Current Affairs
- (b) Reasoning Ability

Part II -Perspectives on Education and Leadership (40 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, Principles of curriculum organization
- 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
- Evaluation: Purpose, types and limitations. Continuous and Comprehensive Evaluation, Characteristics of a good tool.
- 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: 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 III - Subject-specific Syllabus – Refer Annexure

(120 Marks)

Note: Minimum 40% marks would qualify for empanelment.