

Scheme of Exam for Recruitment of TGTs 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 marks):

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

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

- (a) Understanding the Learner-(10 questions)
 - (b) Understanding Teaching Learning -(15 questions)
 - (c) Creating Conducive Learning Environment
 - (d) School Organization and Leadership
 - (e) Perspectives in Education
- } (15 questions)

Part III - Subject-specific Syllabus (120 marks)

- No Interview

Note: Minimum 40% marks would qualify for empanelment.

Syllabus of Exam for Recruitment of Trained Graduate Teacher through LDE:

Part I - General awareness & Reasoning

(20 marks):

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

Part-II 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:
 - i. Designing classroom instructions,
 - ii. Planning student activities and,
 - iii. Creating learning spaces in school.
- Planning and Organization of Teaching-Learning
 - i. Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, Principles of curriculum organization
 - ii. Competency based Education, Experiential learning, etc.
 - iii. Instructional Plans: -Year Plan, Unit Plan, Lesson Plan
 - iv. Instructional material and resources
 - v. Information and Communication Technology(ICT) for teaching-learning
 - vi. Evaluation: Purpose, types and limitations. Continuous and Comprehensive Evaluation, Characteristics of a good tool.
 - vii. 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 III - Subject-specific Syllabus (120 marks): Refer Annexure

Note: Minimum 40% marks would qualify for empanelment.