

**Scheme & Syllabus of Examination for the post of Principal, Vice-Principal, PGT(Hindi/English/Physics/Chemistry/Maths/Biology/History/Economics/Geography), TGT(Hindi/English/Science/Social Studies/Maths) & Head Master through Limited Department Examination for Tier I**

**Tier –I Subject Knowledge Examination ( Combination of Pen-paper and OMR Based )**

Component of the Test	No. of questions		Total Marks		Duration of the Test
	Objective	Descriptive	Objective	Descriptive	
Detailed syllabus given below	60	10	60	40	2 ½ hours

**TIER I : Detailed syllabus for the post of Principal**

**I Prospective on Education and Leadership:**

<b>A</b>	<b>Understanding the Learner</b>
	<ul style="list-style-type: none"> <li>▪ Concept of growth, maturation and development, principles and debates of development,</li> <li>▪ Development tasks and challenges with special reference to the foundational, preparatory, middle and secondary school children</li> <li>▪ Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.</li> <li>▪ Role of Primary and Secondary Socialization agencies. Steps to ensure Home school continuity.</li> <li>▪ Mental Health and Well Being.</li> </ul>
<b>B</b>	<b>Understanding Teaching Learning</b>
I	<p>Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:</p> <ul style="list-style-type: none"> <li>• The role of Principal</li> <li>• Role of Vice-Principal and HM</li> <li>• The role of teacher</li> <li>• The role of learner</li> <li>• Nature of teacher-student relationship</li> <li>• Innovative Pedagogical Practices</li> <li>• Productive Classroom environment</li> <li>• Understanding of discipline, power etc.</li> </ul>
II	<p>Factors affecting learning and their implications for:</p> <ul style="list-style-type: none"> <li>• Designing classroom instructions,</li> <li>• Planning student activities and,</li> <li>• Creating learning spaces in school</li> </ul>
<b>C</b>	<b>Planning and Organization of Teaching-Learning</b>

	<ul style="list-style-type: none"> <li>• Concept of Syllabus and Curriculum, Overt and Hidden Curriculum</li> <li>• Preparation of School Time-table</li> <li>• Foundational Literacy and Numeracy, Early Childhood Care and Education</li> <li>• Competency Based Lesson Planning.</li> <li>• Competency Based Assessment</li> <li>• Instructional Material and Resources</li> <li>• Digital Technology in Teaching Learning</li> <li>• Classroom Observation, Feedback and Follow-up, Reflections and Dialogues as a means of constructivist teaching</li> </ul>
<b>D</b>	<b>Creating Conducive Learning Environment</b>
	<ul style="list-style-type: none"> <li>• Inclusive Education: The concepts of Diversity, disability and Inclusion, implications of disability as social construct, types of disabilities-their identification and interventions</li> <li>• Concept of School Mental Health &amp; Well Being. Addressing the curative, preventive and promotive dimensions of mental health for all students and staff. Provisioning for guidance and counselling.</li> <li>• Developing School and community as a learning resource.</li> <li>• Right of Person with Disability Act-2016 as amended from time to time.</li> </ul>
<b>E</b>	<b>School Organization and Leadership</b>
	<ul style="list-style-type: none"> <li>• Leader as reflective practitioner, team builder, initiator, coach and mentor.</li> <li>• Perspectives on School Leadership: instructional, distributed and transformative</li> <li>• Vision building, goal setting and creating a School development Plan</li> <li>• 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</li> <li>• Creating partnerships with community, industry and other neighboring schools and Higher Education Institutes – forming learning communities,</li> <li>• School Accreditation.</li> </ul>
<b>F</b>	<b>Perspectives in Education</b>
	<ul style="list-style-type: none"> <li>• Role of school in achieving aims of education.</li> <li>• Educational Policies of Govt of India</li> <li>• National Education Policy-2020</li> <li>• National Curriculum Framework Foundational Stage-2022</li> <li>• National Curriculum Framework School Education-2023</li> <li>• NIPUN Bharat Mission</li> <li>• Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment,</li> <li>• Right of Children to free and Compulsory Education Act, 2009,</li> <li>• Historically studying the National Policies in education with special reference to school education;</li> <li>• School Curriculum Principles: Perspective, Learning and Knowledge, Curricular Areas, School Stages – Pedagogy &amp; Assessment</li> </ul>

## **II Management, Supervision and Leadership**

Management: its nature and scope; The Management Processes; Planning, Organization, Staffing, Directing and Controlling; The Role of a Manager in an Organization. Leadership: The Tasks of a Leader, Leadership Styles; Leadership Theories; A successful Leader versus an effective Leader. Human Resource Development: Concept of HRD; Goals of HRD; Performance Appraisal — Potential appraisal and development — Feedback and Performance Counseling — Career Planning — Training and Development — Rewards — Employee Welfare. Motivation, Morale and Incentives: Theories of Motivation; How Managers Motivate; Concept of Morale; Factors determining morale; Role of Incentives in Building up Morale. Communication: Steps in the Communication Process; Communication Channels; Oral versus Written Communication; Verbal versus non-verbal Communication; upward, downward and lateral Communication; Barriers to Communication, Role of Information Technology. Class Observation and School Supervision. Ethics in School Management. Emotional Intelligence.

## **III Administration and Finance**

- Office Procedure & Office Management
- CCS (CCA) Rules 1965
- CCS (Conduct) Rules 1964
- Fundamental & Supplementary Rules
- TA Rules
- Leave Travel Concession Rule.
- Principles of School Budget
- Medical Attendance Rules & CGHS
- Right to Information Act 2005
- Contract Labour (Abolition and Regulation) Act, 1970
- Income Tax & GST
- POSH & POCSO Acts
- MoE, NCPCR and NDMA guidelines for school safety and security
- Constitutional Provisions for PwD, EWS, SC/ST and other disadvantaged groups
- General Financial Rules – 2017
- CCS(Pension) Rules 2021, NPS
- Human Rights

## **TIER I : Detailed syllabus for the post of Vice- Principal**

### **I Prospective on Education and Leadership:**

A	Understanding the Learner
	<ul style="list-style-type: none"><li>▪ Concept of growth, maturation and development, principles and debates of development,</li><li>▪ Development tasks and challenges with special reference to the foundational, preparatory, middle and secondary school children</li><li>▪ Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.</li><li>▪ Role of Primary and Secondary Socialization agencies. Steps to ensure Home school continuity.</li><li>▪ Mental Health and Well Being.</li></ul>
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II	<ul style="list-style-type: none"> <li>• The role of learner</li> <li>• Nature of teacher-student relationship</li> <li>• Innovative Pedagogical Practices</li> <li>• Productive Classroom environment</li> <li>• Understanding of discipline, power etc.</li> </ul> <p>Factors affecting learning and their implications for:</p> <ul style="list-style-type: none"> <li>• Designing classroom instructions,</li> <li>• Planning student activities and,</li> <li>• Creating learning spaces in school</li> </ul>
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