

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:

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

	<ul style="list-style-type: none"> • Concept of Syllabus and Curriculum, Overt and Hidden Curriculum • Preparation of School Time-table • Foundational Literacy and Numeracy, Early Childhood Care and Education • Competency Based Lesson Planning. • Competency Based Assessment • Instructional Material and Resources • Digital Technology in Teaching Learning • Classroom Observation, Feedback and Follow-up, Reflections and Dialogues as a means of constructivist teaching
D	Creating Conducive Learning Environment
	<ul style="list-style-type: none"> • Inclusive Education: 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 & Well Being. 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. • Right of Person with Disability Act-2016 as amended from time to time.
E	School Organization and Leadership
	<ul style="list-style-type: none"> • 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 neighboring schools and Higher Education Institutes – forming learning communities, • School Accreditation.
F	Perspectives in Education
	<ul style="list-style-type: none"> • Role of school in achieving aims of education. • Educational Policies of Govt of India • National Education Policy-2020 • National Curriculum Framework Foundational Stage-2022 • National Curriculum Framework School Education-2023 • NIPUN Bharat Mission • 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

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">▪ Concept of growth, maturation and development, principles and debates of development,▪ Development tasks and challenges with special reference to the foundational, preparatory, middle and secondary school children▪ Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.▪ Role of Primary and Secondary Socialization agencies. Steps to ensure Home school continuity.▪ Mental Health and Well Being.
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I	Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for: <ul style="list-style-type: none">• The role of Principal• Role of Vice-Principal and HM• The role of teacher

II	<ul style="list-style-type: none"> • The role of learner • Nature of teacher-student relationship • Innovative Pedagogical Practices • Productive Classroom environment • Understanding of discipline, power etc. <p>Factors affecting learning and their implications for:</p> <ul style="list-style-type: none"> • Designing classroom instructions, • Planning student activities and, • Creating learning spaces in school
C	<p style="text-align: center;">Planning and Organization of Teaching-Learning</p> <ul style="list-style-type: none"> • Concept of Syllabus and Curriculum, Overt and Hidden Curriculum • Preparation of School Time-table • Foundational Literacy and Numeracy, Early Childhood Care and Education • Competency Based Lesson Planning. • Competency Based Assessment • Instructional Material and Resources • Digital Technology in Teaching Learning • Classroom Observation, Feedback and Follow-up, Reflections and Dialogues as a means of constructivist teaching
D	<p style="text-align: center;">Creating Conducive Learning Environment</p> <ul style="list-style-type: none"> • Inclusive Education: 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 & Well Being. 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. • Right of Person with Disability Act-2016 as amended from time to time.
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