Scheme of Exam for Direct Recruitment of PRTs:

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 without any time limit for each part individually.

Section name -Nature of Questions

Part I - Proficiency in Languages (20 marks):
A. General English-10 questions

B. General Hindi-10 questions

Part II – General awareness, Reasoning & Proficiency in Computers (20 marks)
7. General Awareness & Current Affairs (10 ques.)
8. Reasoning Ability (5 ques.)
9. Computer Literacy (5 ques.)

Part-III: Perspectives on Education and Leadership (60 questions)
(k) Understanding the Learner-(15 questions)
(l) Understanding Teaching Learning -(15 questions)
(m)Creating Conducive Learning Environment - (10 questions)
(n) School Organization and Leadership - (10 questions)
(o) Perspectives in Education (10 questions)

Part IV - Subject-specific Syllabus (80 marks)

Professional Competency Test:
The Professional Competency Test is of 60 marks
(Demo Teaching -30 marks and Interview – 30 Marks).

Note:
The weightage of Written Test & Professional Competency (Demo Teaching:15 and Interview: 15 will be 70:30 Final merit list will be based on the performance of the candidate in Written Test & Professional Competency Test taken together.

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)**

Note:

The interview is of 60 marks (including Demo teaching and interview). The weightage of Written Test, Professional Competency and Interview will be in the ratio of 70:30. Final merit list will·be based on the performance of the candidates in Written Test, Professional Competency and Interview.

Subject specific syllabus for PRTs

Direct Recruitment (2022)

Subject specific syllabus includes the concepts of NCERT/CBSE syllabus and Text Books (Classes I - V) as indicated under respective subject headings.

However, the questions will be testing the depth of understanding and application of these concepts at the level of Senior Secondary (upto class XII)

English:

Grammar: Nouns, pronouns, adjectives, adverbs, is, am, are, has, have, tense forms (Simple present and present continuous, simple past and past continuous), expressing future (will and be going to), articles, this, that, these, those (as determiners and empty subjects), question words, an, or, but, punctuation marks (full stop, comma, question mark and inverted commas), possessive adjectives, prepositions

हिन्दी

व्याकरणः संज्ञा, विशेषण और वचन की पहचान और व्यावहारिक प्रयोग, गणित के पाठ्यक्रम पाठ्यक्रम के अनुरूप हिन्दी में संख्याएँ, सनयुक्ताक्षरों की पहचान, पर्याय और विलोम (स्तरानुकूल), सर्वनाम और लिंग की पहचान, विशेषण का संज्ञा के साथ सुसंगत प्रयोग, वचन वचन का प्रयोग, क्रिया, काल और कारक चिन्हों की पहचान, शब्दों के संदर्भ में लिंग का प्रयोग प्रयोग

Mathematics:

Geometry: SHAPES & SPATIAL UNDERSTANDING, SOLIDS AROUND us,
Numbers: DEVELOPING A SENSE OF NUMBERNESS, COUNTING AND OPERATIONS OF NUMBERS, ADDITION AND SUBTRACTION, MULTIPLICATION, DIVISION, MENTAL ARITHMETIC, FRACTIONAL NUMBERS, Money, Measurement, Length, weight, Capacity (Volume), Time, Data Handling, Patterns.

Environmental Science (EVS):

FAMILY AND FRIENDS, FOOD, SHELTER, WATER, TRAVEL, THINGS WE MAKE AND DO