

Scheme of Exam for Direct Recruitment of Trained Graduate Teachers:

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)

4. General Awareness & Current Affairs (10 ques.)

5. Reasoning Ability (5 ques.)

6. Computer Literacy (5 ques.)

Part-III: Perspectives on Education and Leadership (40 questions)

(f) Understanding the Learner-(10 questions)

(g) Understanding Teaching Learning -(15 questions)

(h) Creating Conducive Learning Environment

(i) School Organization and Leadership

(j) Perspectives in Education

} (15 questions)

Part IV - Subject-specific Syllabus (100 marks)

Professional Proficiency Test:

The Professional Competency Test is of 60 marks (including 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 Trained Graduate Teachers:

Part I - Proficiency in Languages (20 marks):

(a) General English(10 questions)

Reading comprehension, word power, Grammar & usage

(b) General Hindi(10 questions)

पठन कौशल, शब्द सामर्थ्य, व्याकरण एवं प्रयुक्ति

Part II – General awareness, Reasoning & Proficiency in Computers (20 marks):

(j) General Awareness& Current Affairs (10 questions)

(k) Reasoning Ability (5 questions)

(l) Computer Literacy(5 questions)

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

(c) 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.

(d) Understanding Teaching Learning (15 questions)

- Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:
 - vii. The role of teacher
 - viii. The role of learner
 - ix. Nature of teacher-student relationship
 - x. Choice of teaching methods
 - xi. Classroom environment
 - xii. Understanding of discipline, power etc.
- Factors affecting learning and their implications for:
 - iv. Designing classroom instructions,
 - v. Planning student activities and,
 - vi. Creating learning spaces in school.
- Planning and Organization of Teaching-Learning
 - viii. Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, Principles of curriculum organization
 - ix. Competency based Education, Experiential learning, etc.
 - x. Instructional Plans: -Year Plan, Unit Plan, Lesson Plan
 - xi. Instructional material and resources
 - xii. Information and Communication Technology(ICT) for teaching-learning
 - xiii. Evaluation: Purpose, types and limitations. Continuous and Comprehensive Evaluation,Characteristics of a good tool.
 - xiv. 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 IV – Subject-specific Syllabus (100 marks): Refer Annexure

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 Test (Demo Teaching and Interview) will be 70:30. Final merit list will be based on the performance of the candidates in Written Test, Professional Competency Test taken together.

Syllabus for the post of TGT – Social Science

Subject specific syllabus includes the concepts of NCERT/CBSE syllabus and Text Books (Classes VI to X), however, the questions will be testing the depth of understanding and application of these concepts at the level of Graduation.

Events and Processes:

I. The French Revolution:

- French Society During the Late Eighteenth Century
- The Outbreak of the Revolution
- France Abolishes Monarchy and Becomes a Republic
- Did Women have a Revolution?
- The Abolition of Slavery
- The Revolution and Everyday Life

II. Socialism in Europe and the Russian Revolution:

- The Age of Social Change
- The Russian Revolution
- The February Revolution in Petrograd
- What Changed after October?
- The Global Influence of the Russian Revolution and the USSR

III. Nazism and the Rise of Hitler:

- Birth of the Weimar Republic
- Hitler's Rise to Power
- The Nazi World view
- Youth in Nazi Germany
- Ordinary People and the Crimes Against Humanity

Livelihoods, Economies and Societies:

IV. Forest Society and Colonialism:

- Why Deforestation?
- The Rise of Commercial Forestry
- Rebellion in the Forest
- Forest Transformations in Java

V. Pastoralists in the Modern World:

- Pastoral Nomads and their Movements
- Colonial Rule and Pastoral Life
- Pastoralism in Africa

Contemporary India – I

1. India

- Location
- Size
- India and the World
- India's Neighbours

2. Physical Features of India:

- Major Physiographic Divisions–Himalayan Mountains, Northern Plains, Peninsular Plateau, Indian Desert, Coastal Plains, Islands

3. Drainage:

- Concept
- Drainage Systems in India
- The Himalayan Rivers-Ganga and Brahmaputra River System
- The Peninsular Rivers- Narmada Basin, Tapti Basin, Godavari Basin, Mahanadi Basin, Krishna Basin, Kaveri Basin
- Lakes
- Role of Rivers in the Economy
- River Pollution

4. Climate:

- Concept
- Climatic Controls
- Factors influencing India's climate –Latitude, Altitude, Pressure and Winds
- The Seasons–Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating / Post Monsoons
- Distribution of Rainfall
- Monsoon as a unifying bond

5. Natural Vegetation and Wild Life:

- Types of Vegetation–Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests
- Wild Life

6. Population:

- Population Size and Distribution–India's Population Size and Distribution by Numbers, India's Population Distribution by Density
- Population Growth and Processes of Population Change–Population Growth, Processes of Population Change/Growth

Democratic Politics – I

1. What is Democracy? Why Democracy?

- What is Democracy?
- Features of Democracy
- Why Democracy?
- Broader Meanings of Democracy

2. Constitutional Design:

- Democratic Constitution in South Africa
- Why do we need a Constitution?
- Making of the Indian Constitution
- Guiding Values of the Indian Constitution

3. Electoral Politics:

- Why Elections?
- What is our System of Elections?
- What makes elections in India democratic?

4. Working of Institutions:

- How is the major policy decision taken?
- Parliament
- Political Executive
- The Judiciary

5. Democratic Rights:

- Life without Rights
- Rights in a Democracy
- Rights in the Indian Constitution
- Expanding scope of rights

Economics

1. The Story of Village Palampur:

- Overview
- Organization of Production
- Farming in Palampur
- Non-farm activities in Palampur

2. People as Resource:

- Overview
- Economic Activities by Men and Women
- Quality of Population
- Unemployment

3. Poverty as a Challenge:

- Overview
- Two typical cases of Poverty
- Poverty as seen by Social Scientists
- Poverty Estimates
- Vulnerable Groups
- Interstate Disparities
- Global Poverty Scenario
- Causes of Poverty
- Anti-Poverty measures
- The Challenges Ahead

4. Food Security in India:

- Overview
- What is Food Security?
- Why Food Security?
- Who are food insecure?
- Food Security in India
- What is Buffer Stock?

- What is the Public Distribution System?
- Current Status of Public Distribution System
- Role of Cooperatives in food security

India and the Contemporary World - II

Events and Processes:

1. The Rise of Nationalism in Europe:

- The French Revolution and the Idea of the Nation
- The Making of Nationalism in Europe
- The Age of Revolutions: 1830-1848
- The Making of Germany and Italy
- Visualizing the Nation
- Nationalism and Imperialism

2. Nationalism in India:

- The First World War, Khilafat and Non - Cooperation
- Differing Strands within the Movement
- Towards Civil Disobedience
- The Sense of Collective Belonging

Livelihoods, Economies and Societies:

3. The Making of a Global World:

- The Pre-modern world
- The Nineteenth Century (1815-1914)
- The Inter war Economy
- Rebuilding a World Economy: The Post-War Era

4. The Age of Industrialization:

- Before the Industrial Revolution
- Hand Labour and Steam Power
- Industrialization in the Colonies
- Factories Come Up
- The Peculiarities of Industrial Growth
- Market for Goods

Everyday Life, Culture and Politics:

5. Print Culture and the Modern World:

- The First Printed Books
- Print Comes to Europe
- The Print Revolution and its Impact
- The Reading Mania
- The Nineteenth Century
- India and the World of Print
- Religious Reform and Public Debates
- New Forms of Publication
- Print and Censorship

Contemporary India - II

1. Resources and Development:

- Concept
- Development of Resources
- Resource Planning - Resource Planning in India, Conservation of Resources
- Land Resources
- Land Utilization
- Land Use Pattern in India
- Land Degradation and Conservation Measures
- Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation

2. Forest and Wildlife

- Conservation of forest and wildlife in India
- Types and distribution of forests and wildlife resources
- Community and Conservation

3. Water Resources:

- Water Scarcity and The Need for Water Conservation and Management
- Multi-Purpose River Projects and Integrated Water Resources Management
- Rainwater Harvesting

4. Agriculture:

- Types of Farming - Primitive Subsistence, Intensive Subsistence,
- Commercial
- Cropping Pattern - Major Crops, Food Crops other than Grains, Non Food Crops, Technological and Institutional Reforms
- Food Security (excluding impact of globalization on agriculture)

5. Minerals and Energy Resources

- What is a mineral?
- Mode of occurrence of Minerals - Where are these minerals found?, Ferrous Minerals, Non-Ferrous Minerals, Non-Metallic Minerals, Rock Minerals
- Conservation of Minerals
- Energy Resources - Conventional Sources of Energy, Non-Conventional Sources of Energy
- Conservation of Energy Resources

6. Manufacturing Industries:

- Importance of Manufacturing - Industrial Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries (excluding Iron Steel Industry, Cement Industry), Industrial Pollution and Environmental Degradation, Control of Environmental Degradation

7. Life Lines of National Economy:

- Roadways
- Railways
- Pipelines
- Waterways
- Major Seaports

- Airways
- Communication
- International Trade
- Tourism as a Trade

Democratic Politics – II

1. Power Sharing:

- Belgium and Sri Lanka
- Majoritarianism in Sri Lanka
- Accommodation in Belgium
- Why power sharing is desirable?
- Forms of Power Sharing

2. Federalism:

- What is Federalism?
- What make India a Federal Country?
- How is Federalism practiced?
- Decentralization in India

3. Gender, Religion and Caste:

- Gender and Politics - Public/Private division, Women's political representation
- Religion, Communalism and Politics –Communalism, Secular State
- Caste and Politics - Caste inequalities, Caste in politics, Politics in caste

4. Political Parties:

- Why do we need Political Parties? –
- Meaning, Functions, Necessity
- How many parties should we have?
- National Parties
- State Parties
- Challenges to Political Parties
- How can Parties be reformed?

5. Outcomes of Democracy:

- How do we assess democracy's outcomes?
- Accountable, responsive and legitimate government
- Economic growth and development
- Reduction of inequality and poverty
- Accommodation of social diversity
- Dignity and freedom of the citizens

Understanding Economic Development

1. Development:

- What Development Promises – Different People, Different Goals
- Income and Other Goals
- National Development
- How to compare different countries or states?
- Income and other criteria
- Public Facilities
- Sustainability of Development

2. Sectors of the Indian Economy:

- Sectors of Economic Activities
- Comparing the three sectors
- Primary, Secondary and Tertiary Sectors in India
- Division of sectors as organized and unorganized
- Sectors in terms of ownership: Public and Private Sectors

3. Money and Credit:

- Money as a medium of exchange
- Modern forms of Money
- Loan activities of Banks
- Two different Credit situations
- Terms of Credit
- Formal Sector Credit in India
- Self Help Groups for the Poor

4. Globalization and the Indian Economy:

- Production across countries
- Inter linking production across countries
- Foreign Trade and integration of markets
- What is Globalization?
- Factors that have enabled Globalization
- World Trade Organization
- Impact of Globalization in India
- The Struggle for a fair Globalization

5. Consumer Right