

RMSA- Recruitment to Model Schools
Category of Post: Principal
Syllabus

Part – I: Essay Type (Marks: 25)

CONTEMPORARY SOCIAL, ECONOMIC AND CULTURAL ISSUES, FINANCIAL MANAGEMENT

Part – II: Objective Type (Marks: 60)

1. GENERAL AWARENESS (Marks: 12)

2. CHILD DEVELOPMENT AND PEDAGOGY (Marks: 12)

(i) Development of Child

Development, Growth & Maturation – Concept & Nature, Principles of development, Factors influencing Development – Biological, Psychological, Sociological, Dimensions of Development and their interrelationships – Physical & Motor, Cognitive, Emotional, Social, Moral, Language relating to Infancy, early Childhood, late Childhood, Adolescence, Understanding Development – Piaget, Kohlberg, Chomsky, Carl Rogers, Individual differences – Intra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Intelligence and their Assessment, Development of Personality – Concept, Factors and Assessment of Personality, Adjustment, Behavioural problems, Pro-social behaviour and Mental Health, Methods and Approaches of Child Development – Observation, Interview, Case study, Experimental, Cross sectional and Longitudinal, Developmental tasks and Hazards.

(ii) Understanding Learning

Concept, Nature of Learning – input – process – outcome, Factors of Learning – Personal and Environmental, Approaches to Learning and their applicability–Behaviourism (Skinner, Pavlov, Thorndike), Constructivism (Piaget, Vygotsky), Gestalt(Kohler, Koffka) and Observational (Bandura), Dimensions of Learning – Cognitive, Affective and Performance, Motivation and Sustenance –its role in learning, Memory & Forgetting, Transfer of Learning.

(iii) Pedagogical Concerns

Teaching and its relationship with learning and learner, Learners in Contexts: Situating learner in the socio-political and cultural context, Children from diverse contexts–Children With Special Needs (CWSN), Inclusive Education, Understanding of pedagogic methods – Enquiry based learning, Project based learning, Survey, Observation and Activity based learning, Individual and Group learning: Issues and concerns with respect to organizing learning in class room like Study habits, Self learning and Learning to learn skills, Organizing learning in heterogeneous class room groups – Socio-economic background, Abilities and Interest, Paradigms of organizing Learning-Teacher centric, Subject centric and Learner centric, Teaching as Planned activity – Elements of Planning, Phases of Teaching – Pre active, Interactive and Post active, General and Subject related skills, competencies required in teaching and attributes of good facilitator, Learning resources – Self, Home, School, Community, Technology, Class room Management: Role of student, teacher, Leadership style of teacher, Creation of non-threatening learning environment, Managing behaviour problems, Guidance & Counselling, Punishment and its legal implications,

Rights of a child, Time Management, Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation: Perspective & Practice Understanding teaching & learning in the context of NCF, 2005 & Right To Education Act, 2009.

3. PERSPECTIVES IN EDUCATION AND SCHOOL ORGANIZATION (Marks: 24)

- (i) History of Education :** Pre-Vedic and Post-Vedic period, Medieval Education, Recommendations of various committees during British period with special reference to Woods Despatch (1854), Hunter Commission (1882), Hartog Committee (1929), Sargent Committee (1944), Recommendations of various committees during post independent period with special reference to Mudaliar Commission (1952-53), Kothari Commission(1964-66), Ishwarbhai Patel committee (1977), NPE-1986, POA-1992
- (ii) Teacher Empowerment:** Meaning, interventions for empowerment, Professional code of conduct for teachers, Teacher motivation, Professional development of Teachers and Teacher organizations, National / State Level Organizations for Teacher Education, Maintenance of Records and Registers in Schools.
- (iii) Educational Concerns in Contemporary India:** Environmental Education, Meaning and scope of Environmental Education, Concept of sustainable development, Role of Teacher, School and NGOs in development and protection of environment, Democracy and Education, Equality, Equity, Quality in Education, Equality of Educational opportunities, Economics of Education, Meaning and scope, Education as Human Capital, Education and Human Resource Development, Literacy – Saakshar Bharat Mission, Population Education, Significance of Population Education, Population situation, policies and programmes in India, Approaches to Population Education and role of school and teacher, Themes of population Education, Family life Education, Sustainable development, Adolescence Education, Health Education, Gender – Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills, Inclusive Education, Conceptual Clarification and Definition, Prevalence, Myths & Facts, Characteristics, Classification & Types, Importance of Early Identification and assessment, Planning Inclusive Education, Classroom Management in Inclusive Education, Evaluation, Documentation and Record Maintenance, Psycho-Social management, Awareness & Sensitization Strategies, Liberalization, Privatization and Globalization, Value Education, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Mid-day-meals, Rashtriya Madhyamika Siksha Abhiyan(RMSA), KGBVs and SUCCESS Schools.
- (iv) Acts / Rights:** Right of Children to Free and Compulsory Education Act, 2009 and Child Rights.
- (v) National Curriculum Framework, 2005:** Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and Classroom Environment and Systemic Reforms.
- (vi) School Organization:** Institutional Planning, Principal as a Leader, Teacher Quality, Linkages and Interface with other institutions and vice versa, Student Quality, Organization of Teaching, Co-curricular Activities, Office Management, Resources required for a good school, Organizational Climate, Evaluation, Job satisfaction of the Staff.

4. TEACHING METHODOLOGY (Marks: 12)

(i) Curriculum: Meaning, Principles, types of curriculum organization, approaches.

(ii) Approaches and Methods of Teaching: Lecture Method and Modified form of the Lecture Method, Project Method, Heuristic Method, Scientific Method, Laboratory Method, Inductive Method, Deductive Method, Problem solving Method, Analytical Method, Synthetic Method, Programmed Instruction, Team Teaching, Remedial Teaching.

(iii) Planning: Instructional Plan-Year Plan, Unit Plan, Lesson Plan.

(iv) Instructional material and resources: Text Books, Work books, Supplementary material, AV aids, Laboratories, Library, Clubs-Museums-Community, Information and Communication Technology.

(v) Evaluation: Types, tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, Analysis and Interpretation of Scholastic Achievement Test.