

KGBV- Recruitment of Special Officers -2013
SYLLABUS

1. General Knowledge & Current Affairs:

2. Reasoning Ability & Quantitative Aptitude:

- i. **Reasoning ability:** Verbal and non-verbal reasoning.
- ii. **Quantitative Aptitude:** Area, Average, Banker's Discount, Calendar Numbers, Partnerships, Percentage, permutations and Combinations, Profit and loss, Time and Distance, Time and Work, Probability, Decimal Fractions, Simplification, Graphs and Charts, Data interpretation, Verbal ability, Analogy, odd-man out series.

3. General English:

Essay Writing, Parts of Speech, Tenses, Types of sentences, Articles and Prepositions, Degree of Comparison, Direct and Indirect Speech, Voice-Active and Passive voice, Use of Phrase, Vocabulary.

4. Sarva Siksha Abhiyan Programme & RTE Act:

- i) **Sarva Siksha Abhiyan Programme:** Objectives, Interventions, Educational and Quality Indicators, inputs for quality improvement, Girls Education, Inclusive Education, Community participation, Education of SCs STs and Minorities, Capacity building of Teachers, Special training to Out of School Children, Strategies for the enrolment of street children, migrant children, Orphans etc., Funds sharing among Central and State Governments, implementing mechanism at various levels, major achievements since inception, present educational status, Management information system, Monitoring system at field level.
- ii) **RTE Act:** Sailable features, Constitutional amendment, various provisions, role of Stake holders, State Rules for implementation, Grievance Redressal mechanism, Role of NGOs, protection of child rights, involvement of Local Authorities.

5. Child development & Learning:

- i) **Child development:** 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,

Kohiberg, Chomsky, Carl Rogers, individual difference-Infra & Inter individual difference in the areas of Attitude, Aptitude, Interest, Habits, Intelligence and their Assessment, Development of Personality-Concept, Factors and Assessment of Personality, Adjustment, Behavioural problems, Pro-social behavior and Mental Health, Methods and approaches of child development-Observation, interview, Case study, Experimental, Cross sectional and Longitudinal, Developmental tasks and Hazard.

ii) Learning Process: concept, Nature of Learning-Input-Process Outcome, Factors of learning-Personal and Environmental approaches to learning and their applicability-behaviourism (Skinner, Pavlov, and Thorndike, Constructivism(Piaget, Vygotsky, Gestalt Kohler, Koffka) and observational(Bandura), Dimensions of Learning – Cognitive, Affective and performance, Motivation and sustenance-its role in learning, Children With Special Needs(CWSN), Inclusive Education, Guidance & Counseling-its influence on Learning, Punishment and its Legal implications, Self learning and learning to learn skills, memory & forgetting, Transfer of learning.

6. Curriculum & Teaching Methodology:

- 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 and Lesson Plan.
- iv. **Instructional material and resource:** Text books, Work books, supplementary and communication technology.
- v. **Evaluation:** Types, Tools, Characteristics of a good test, Continuous and Comprehensive Evaluation, analysis and interpretation of scholastic achievement test.
- vi. **National Curriculum Framework, 2005:**Perspective, Learning and knowledge, Curricular areas, School Stages and Assessment, School and Classroom Environment and Systemic Reforms.

7. Educational Planning and Administration:

- i) Educational Planning, Micro Planning, Institutional Planning, School Development Plan, Utilization of Local Resources in School Development, 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 requirement for a good school, organizational climate, evaluation, job satisfaction of the staff.

- ii) **Educational administration:** Educational Administration at State, District and Sub district levels, Role of various institutions- UNICEF, NCERT, NUEPA, NCTE, SCERT, SIET, DIET, Schemes – OBB, DPEP, SSA, RMSA, MDM.
- iii) **Teacher Empowerment:** Meaning, Interventions of empowerment, Professional code of conduct for teachers, Teachers motivation, Professional development of Teachers and Teacher Organization, National/State level organizations for Teacher Education, Maintenance of Records and Registers in Schools, Role of MRCs, CRCs (School Complex) in providing on job support to teachers.

PATTERN OF QUESTION PAPER

| S. No | Content | Essay Type | | Objective Type | | Grand Total |
|-------|---|------------------|-------------|------------------|-------------|-------------|
| | | No.of Qs (marks) | Total Marks | No.of Qs (marks) | Total Marks | |
| 1 | General Knowledge & Current Affairs | - | - | 20 (1/2) | 10 | 10 |
| 2 | Reasoning ability & Quantitative aptitude | - | - | 20 (1/2) | 10 | 10 |
| 3 | General English | 1 | 6 | 20 (1/2) | 10 | 16 |
| 4 | Sarva Siksha Abhiyan Programme & RTE Act | 1 | 6 | 20 (1/2) | 10 | 16 |
| 5 | Child Development & Learning | 1 | 6 | 20 (1/2) | 10 | 16 |
| 6 | Curriculum & Teaching Methodology | 1 | 6 | 20 (1/2) | 10 | 16 |
| 7 | Educational Planning and Administration | 1 | 6 | 20 (1/2) | 10 | 16 |
| | TOTAL | 5 | 30 | 140 (1/2) | 70 | 100 |

Note:

1. Nos.Shown inside and outside of brackets indicate marks for each question and No.of questions respectively.
2. Internal choice will be given in respect of essay type questions.

Allocation of Time:

Total Time – 3 hours

Essay Type – 1 hour

Objective Type – 2 hours