

ANNEXURE-XVIII

PRIMARY TEACHER / PRIMARY RAILWAY TEACHER

Sl No.	Topics	No. of Questions
a.	<p>Understanding the Learner:</p> <ul style="list-style-type: none"> • 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. 	18 to 20
b.	<p>Understanding Teaching Learning:</p> <ul style="list-style-type: none"> • Theoretical perspectives on Learning – Behaviorism, Cognitivism and Constructivism with special reference to their implications for: <ul style="list-style-type: none"> ▪ The role of the teacher ▪ The role of the learner ▪ Nature of teacher-student relationship ▪ Choice of teaching methods ▪ Classroom environment ▪ Understanding of discipline, power, etc • Factors affecting learning and their implications for: <ul style="list-style-type: none"> ▪ 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. 	18 to 20
c.	<p>Creating a Conducive Learning Environment:</p> <ul style="list-style-type: none"> • The concepts of diversity, disability and Inclusion, implications of disability as a social construct, types of disabilities-their identification and interventions • The concept of school mental health addressing the curative, preventive, and promotive dimensions of mental health for all students and staff, Provisioning for guidance and counseling. • Developing School and Community as a learning resource. 	4 to 6
d.	<p>School Organization and Leadership:</p> <ul style="list-style-type: none"> • Leader as a 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., 	4 to 6
e.	<p>Perspectives in Education:</p> <ul style="list-style-type: none"> • 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 the rights of children to a 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. 	2 to 3
TOTAL		50