SYLLABUS FOR THE WRITTEN TEST FOR THE POST OF ASSISTANT PROFESSOR AND ASSISTANT DIRECTOR ON DIRECT RECRUITMENT BASIS SCHEDULED TO BE HELD ON 18.08.2013.

DURATION OF THE TEST – 2 HRS.

The subjects of the test will be as under:

a) General Awareness and Reasoning:
Questions in this component will be aimed at testing the candidates’ general awareness of the environment around him and its application to society. Questions will also be designed to test knowledge of current events and of such matters of every day observations and experience in their scientific aspect as may be expected of any educated person. The test will also include questions relating to India and its neighbouring countries especially pertaining History, Culture, Geography, Economic Scene, General Policy & Scientific Research. Questions will be also aimed to assess the knowledge about Primary, Secondary and Higher Education system of India, Continuous and Comprehensive Evaluation (CCE), Vocationalization of Education, Mentoring and Monitoring, Assessment and Accreditation, Training, Financing of Education Systems, Initiatives of CBSE, Role of PPP Model in Education Sector etc. It would include questions of both verbal and non-verbal type. This component may include questions on analogies, similarities and differences, space visualization, spatial orientation, problem solving, analysis, judgment, decision making, visual memory, discrimination, observation, relationship concepts, arithmetical reasoning and figural classification, arithmetic number series, non-verbal series, coding and decoding, statement conclusion, syllogistic reasoning etc. The topics are, Semantic Analogy, Symbolic/Number Analogy, Figural Analogy, Semantic Classification, Symbolic/Number Classification, Figural Classification, Semantic Series, Number Series, Figural Series, Problem Solving, Word Building, Coding & de-coding, Numerical Operations, symbolic Operations, Trends, Space Orientation, Space Visualization, Venn Diagrams, Drawing inferences, Punched hole/pattern –folding & un-folding, Figural Pattern – folding and completion, Indexing, Address matching, Date & city matching, Classification of center codes/roll numbers, Small & Capital letters/numbers coding, decoding and classification, Embedded Figures, Critical thinking, Emotional Intelligence, Social Intelligence, Other sub-topics.

b) Education and Learning Processes:
This component may include questions on concept of education, personality of great educators and innovative practices in education, Meaning and significations of communication process in teaching learning situation, Factors affecting communication. Traditional and Modern means of Communication (projective, Non-projective and Mass Media), Meaning, scope and relevance of instructional technology, overview of software and hardware, Individualized instruction; Programmed learning, Principles and types, Group instruction, Class teaching, Types of lessons, Small group teaching; tutorial, seminar, Brain Storming, Meaning scope and significance of evaluation, examination system and need for continuous evaluation, steps of evaluation, Construction of teacher made achievement test, Criterion referenced, Norm referenced test, their uses and Illustrations, Use of Standardized tests by teachers, Use of tests and Evaluation results, Fundamental and functioning of the Computer, Multimedia: Concepts and uses in education, Internet, E-mail and World Wide
Web: concept and use in education, Computer Assisted Instruction (C.A.I.), Nature and concept of learning, Factors influencing learning: learner, teacher, Motivation in learning, concepts, types and techniques of enhancing learner’s motivation, Theories of learning - Trial and Error, Classical and Operant Conditioning and Insight, classroom implications of each theory. Transfer of learning: concept, factors influencing transfer of learning, theories, maximizing transfer in classroom teaching, Concept of adjustment, Self-concept and Mental Health, Characteristics of Integrated personality and mentally healthy individual, Identifying the learner with behavior problems, Personality: Definition, nature, type and trait theories of personality, assessment of personality, Meaning of Guidance and Counseling, Need and significance of Guidance and counseling, Types of Guidance: Personal, Educational and Vocational, Types of Counseling-Directive and Non-Directive. Guiding Educationally, Socially and culturally disadvantaged groups of learners. Curriculum and syllabus definition and scope, Factors affecting curriculum, Elements of curriculum and principles of curriculum construction, Types of curriculum and characteristics of curriculum integration, correlation, sequence, grade, placement, Selection of objectives, curriculum experience and of content, Curriculum units, resource units and teaching units, Curriculum guides and teachers’ handbooks and modules, Curriculum evaluation, Textbooks - different types, Preparation of textbooks, Printing and other features of text books, Evaluation of text books and selection of text books, The School – its functions and relationship with the society, its site, design of the, building, sanitary requirements and the environment, laboratory apparatus, library, museum and the hostel. Concept Objectives and basic principles of Special Education, Concept of Impairment, Disability, Handicap, Concept of Inclusion, Barrier-free Society, Social Differentiation among women in educational context by caste, tribe, religion and region etc.

c) Research Aptitude:
The main objective is to assess the research capabilities of the candidates. Therefore, the test is aimed at assessing the general/research aptitude as well as their awareness. They are expected to possess and exhibit cognitive abilities. Cognitive abilities include comprehension, analysis, evaluation, understanding the structure of arguments and deductive and inductive reasoning. The candidates are also expected to have a general awareness and knowledge of sources of information. This component may include questions on elementary concepts: meaning and purpose of evaluation in education, various types of tests, their relative merits and demerits, general method of test development. Educational objectives and their classification, constructing different types of objective based test items, characteristics of different type of test items, Tryout, item analysis and improvement of test items, estimating reliability and validity of test, different methods, administration and scoring of tests, Elementary statistical concepts, mean, median and variance and their utility in testing; standard scores and their application in test score interpretation, the concept of correlation and its uses, Various approaches to test-interpretation, norm referenced and criterion referenced test, their construction and uses, Measurement of general mental ability and special aptitudes, assessing personality traits and affective outcomes.