

Scheme of Exam for Direct Recruitment of Vice Principals:

There will be two papers. The 1st and 2nd papers will be of 150 marks each (150 objective type multiple choice questions in each paper) carrying 01 mark for each question. The duration of written test will be 150 minutes for each papers without any time limit for each part individually.

Paper-I

Section name -Nature of Questions

Part I - Proficiency in Languages (30 marks):

A. General English-(15 questions)

B. General Hindi-(15 questions)

Part-II: Perspectives on Education and Leadership (120 questions)

(l) Understanding the Learner-(15 questions)

(m) Understanding Teaching Learning-(30 questions)

(n) Creating Conducive Learning Environment - (15 questions)

(o) School Organization and Leadership - (30 questions)

(p) Perspectives in Education (30 questions)

Paper-II

Part I – General awareness, Reasoning & Proficiency in Computers (70 marks)

4. General Awareness& Current Affairs – (20 Questions)

5. Reasoning Ability – (30 Questions)

6. Computer Literacy – (20 Questions)

Part-II: Administration and Finance - (80 questions)

The interview is of 60 marks (30+30).

- The candidate would be expected to present his/her vision for overall school improvement through a School Development Plan (could be based on the previous school served) (30 marks)
- Question–Answer/Interview round (30 marks)

The weightage of Written Test and Interview will be **80:20**. Final merit list will be based on the performance of the candidate in Written Test and Interview taken together.

Syllabus of Exam for Direct Recruitment of Vice Principals:

Paper-I

Part I - Proficiency in Languages (30 marks)

(a) General English

Reading comprehension, word power, Grammar & usage with emphasis on communicative and administrative usage

(b) General Hindi

पठन कौशल, शब्द सामर्थ्य, व्याकरण एवं प्रयुक्ति

Part II - Perspectives on Education and Leadership (120 marks)

(a) Understanding the Learner (15 marks)

- Concept of growth, maturation and development, principles and debates of development
- Development tasks and challenges with special reference to the primary and middle school children
- Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.
- Role of Primary and Secondary Socialization agencies. Steps to ensure Home school continuity.

(b) Understanding Teaching Learning (30 marks)

- Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:
 - i. The role of Principal
 - i. The role of teacher
 - i. The role of learner
 - i. Nature of teacher-student relationship
 - i. Choice of teaching methods
 - i. Classroom environment
 - i. Understanding of discipline, power etc.
- Factors affecting learning and their implications for:
 - i. Designing classroom instructions,
 - i. Planning student activities and,
 - i. Creating learning spaces in school.
- Planning and Organization of Teaching-Learning
 - i. Concept of Syllabus and Curriculum, Overt and Hidden Curriculum
 - i. Preparation of School Time-table
 - i. Foundational Literacy and Numeracy, Early Childhood Care and Education
 - i. Competency based Education, Experiential learning, etc.
 - i. Instructional Plans: -Year Plan, Unit Plan, Lesson Plan
 - i. Instructional material and resources
 - i. Information and Communication Technology(ICT) for teaching-learning
 - i. 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 (15 marks)

- 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 (30 marks) — — —

- 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 (30 marks)

- Role of school in achieving aims of 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 – 1968, 1986, Program of Action 1992, and 2020 with special reference to school education;
- National Curriculum Frameworks: Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, vision for school education proposed Systemic Reforms

Paper-II

Part I – General awareness, Reasoning & Proficiency in Computers (70 marks)

- (d) General Awareness & Current Affairs
- (e) Reasoning Ability
- (f) Computer Literacy

Part-II - School Administration & Finance (80 marks)

- Office Management
- CCS (CCA) Rules
- CCS (Conduct) Rules
- Fundamental & Supplementary Rules
- TA Rules
- Leave Travel Concession Rules

•	Medical Attendance Rules
•	Income Tax & GST
•	POSH & POCSO Acts
•	MoE, NCPCR and NIDM guidelines for school
safety and security	
•	Constitutional Provisions for PWD, EWS,
SC/ST and other disadvantaged groups	
•	GFR – 2017
•	Pension, NPS

The interview is of 60 marks (30+30).

- The Vice Principals would be expected to share a vision for School and present the School Development Plan for overall school improvement (this could be based on the previous school served) (Presentation of SDP - 30 marks)
- Question – Answer/Interview round (30 marks)

The weightage of Written Test and Interview will be in the ratio of 80:20. Final merit list will be based on the performance of the candidates in Written Test and Interview taken together.