

**Scheme of Examination for the post of Secondary Graduate Teacher in  
Kalakshetra Foundation, Chennai**

<b>Part I</b>	<b>Proficiency in language</b>	<b>20 marks</b>
A	General English	10
B	General Tamil	10
<b>Part II</b>	<b>General Awareness, Reasoning &amp; Proficiency in Computers</b>	<b>20 marks</b>
	General Awareness & Current Affairs	10
	Reasoning Ability	5
	Computer Literacy	5
<b>Part III</b>	<b>Perspectives on Education &amp; Leadership</b>	<b>60 marks</b>
	Understanding the Learner	15
	Understanding Teaching Learning Environment	15
	Creating Conducive Learning Environment	10
	School Organisation and Leadership	10
	Perspectives in Education	10
<b>Part IV</b>	<b>Subject-specific Syllabus</b>	<b>80 marks</b>

The interview is of 60 marks (including Demo teaching and interview). The weightage of Written Test, Professional Competency and Interview will be in the ratio of 70 : 30. Final merit list will be based on the performance of the candidates in Written Test, Professional Competency and interview.

**Syllabus of Examination for Direct Recruitment of SGT in Kalakshetra Foundation,  
Chennai**

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**Part I - Proficiency in Language (20 marks)**

- (a) General English: Reading comprehension, word power, Grammar and Usage
- (b) General Tamil:

**Part II - General Awareness, Reasoning and Proficiency in Computers (20 marks)**

- (a) General Awareness and Current Affairs
- (b) Reasoning Ability
- (c) Computer Literacy

**Part III - Perspectives on Education and Leadership (60 marks)**

- a) Understanding the Learner
  - i) Concept of growth, maturation and development, principles and debates of development, development tasks and challenges
  - ii) Domains of development: physical, cognitive, socio-emotional, moral, etc deviations in development and its implications
  - iii) Understanding adolescence: needs, challenges and implications for designing institutional support
  - iv) Role of primary and secondary socialization agencies ensuring home school continuity
- b) Understanding Teaching Learning
  - i) Theoretical perspectives on learning -- behaviourism, cognitivism and constructivism with special reference to their implications for
  - ii) The role of teacher
  - iii) The role of learner
  - iv) Nature of teacher-student relationship
  - v) Choice of teaching methods
  - vi) Classroom environment
  - vii) Understanding of discipline, power, etc
  - viii) Factors affecting learning and their implications for
  - ix) Designing classroom instructions
  - x) Planning student activities and
  - xi) Creating learning spaces in school
  - xii) Planning and organisation of Teaching-Learning
  - xiii) Concept of syllabus and curriculum, overt and hidden curriculum
  - xiv) Foundational literacy and numeracy, Early childhood care and education
  - xv) Competency based education, experiential learning, etc
  - xvi) Instructional Plans -- Year plan, Unit plan, Lesson plan

- xvii) Instructional material and resources
- xviii) Information and Communication Technology (ICT) for teaching-learning
- xix) Assessment of learning, for learning and as learning: meaning, purpose and consideration in planning each
- xx) Enhancing Teaching Learning processes: classroom observation and feedback, reflections and dialogues as a means of constructivist teaching
- c) Creating Conducive Learning Environment
  - i) The concepts of Diversity, disability and Inclusion, implications of disability as social construct, types of disabilities -- their identification and interventions
  - ii) Concepts of School mental health, addressing the curative, preventive and promotive dimensions of mental health for all students and staff. Provisioning for guidance and counselling.
  - iii) Developing school and community as a learning resource
- d) School Organisation and Leadership
  - i) Leader as reflective practitioner, team builder, initiator, coach and mentor
  - ii) Perspectives on school leadership: instructional, distributed and transformative
  - iii) Vision building, goal setting and creating a school development plan
  - iv) 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
  - v) Creating partnerships with community, industry and other neighboring schools and Higher Education institutes -- forming learning communities
- e) Perspectives in Education
  - i) Role of school in achieving aims of education
  - ii) NEP 2020 - Early Childhood Care and Education: The foundation of learning; Foundational literacy and numeracy; Curriculum and Pedagogy in Schools; Holistic and integrated learning; Equitable and inclusive Education; Learning for All; Competency based learning and education
  - iii) 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
  - iv) Historically studying the National policies in education with special reference to school education
  - v) School curriculum principles: perspective, learning and knowledge, curricular areas, school stages - pedagogy and assessment

#### **Part IV - Subject-specific syllabus (80 marks)**

##### **English:**

Grammar: Nouns, pronouns, adjectives, adverbs, is, am, are, has, have, tense forms (simple present and present continuous, simple past and past continuous), expressing future (w ll and be going to), articles, this, that, these, those (as determiners and empty subjects), question words, an, or, but, punctuation marks (full stop, comma, question mark and inverted commas), possessive adjectives, prepositions

## Tamil

இலக்கணம்: பெயர்ச்சொற்கள், பிரதிபெயர்கள், உரிச்சொற்கள், வினையுரிச்சொற்கள், எளிய நிகழ்காலம் மற்றும் நிகழ்கால தொடர்ச்சி, எளிய கடந்த காலம் மற்றும் கடந்த காலம் தொடர்ச்சி, எதிர்காலத்தை வெளிப்படுத்துதல் (விருப்பம் மற்றும் போகிறது), கட்டுரைகள், இது, அது, இவை, அவை (நிர்ணயிப்பவர்கள் மற்றும் வெற்று பாடங்களாக), கேள்வி வார்த்தைகள். நிமித்தகற்குகள், உடைமை உரிச்சொற்கள், முன்மொழிவுகள்

(Or)

## Hindi

व्याकरण: संज्ञा, विशेषण और वचन की पहचान और व्यावहारिक प्रयोग, गणित के पाठ्यक्रम पाठ्यक्रम के अनुरूप हिन्दी में संख्याएँ, सनयुक्ताक्षरों की पहचान, पर्याय और विलोम (स्तरानुकूल), सर्वनाम और लिंग की पहचान, विशेषण का संज्ञा के साथ सुसंगत प्रयोग, वचन का प्रयोग, क्रिया, काल और कारक चिन्हों की पहचान, शब्दों के संदर्भ में लिंग का प्रयोग प्रयोग

## Mathematics:

**Geometry:** Shapes & Spatial Understanding, Solids around us

**Numbers:** Developing a sense of numberness, counting and operations of numbers, addition and subtraction, multiplication, division, mental arithmetic, fractional numbers, Money, Measurement, Length, weight, capacity (volume), Time, Data handling, Patterns

## Environmental Science (EVS)

Family and friends, Food, Shelter, Water, Travel, Things we make and do

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