



GOVERNMENT OF INDIA
MINISTRY OF RAILWAYS
RAILWAY RECRUITMENT BOARDS



DETAILED CENTRALISED NOTICE
CEN: 07/2024



RECRUITMENT OF VARIOUS MINISTERIAL & ISOLATED CATEGORIES.



BEWARE OF TOUTS, BROKERS AND JOB RACKETEERS

ALL POST GRADUATE TEACHERS (PGTs)/TRAINED GRADUATE TEACHERS (TGTs)

| Sl No. | Topics | No. of Questions |
|--------|--|------------------|
| 1. | Education | 22 to 28 |
| | Philosophy of Education – various schools of Philosophy; Education according to Indian thinkers and Western thinkers. | |
| | Sociology and Education in the Indian Context - Sociological basis of education, Aspiration of Indian Society, Role & functions of home, school community, religion, media and state as agents of socialization. Education as an agent of social change, social adjustment and socio-economic development. | |
| | Education, Culture and Human Values - Meaning and classification of values. Nature of moral and ethical values; Value oriented Education. Value crisis and role of education in resolving value crisis. Meaning and characteristics of culture and its relationship with education. Indian cultural Heritage and education. Cultural pluralism, cultural lag, cultural conflict, ambivalence and tolerance. | |
| | Democracy and Education - Concepts of equality, freedom, democracy, authority and discipline. Human rights education with reference to child's rights. | |
| | Education and Integration - Role of teacher and Educational Institutions | |
| 2. | Psychology of Learner & Teaching | 13 to 18 |
| | Meaning, scope & Importance of educational psychology. Relationship of Education and Psychology; Process of Growth and Development; Intelligence: Its theories and measurement. Learning and Motivation; Psychology and education of exceptional children-creative, gifted, backward, learning disabled and mentally retarded. Evaluation | |
| 3. | Curriculum and Instruction - (8 to 12 Questions): | 8 to 12 |
| | Curriculum Development, Transaction, | |
| | Instructional Methods - Teacher–Controlled Instruction (TCI); Learner–Controlled Instructions (LCI); Group–Controlled Instruction (GCI); | |
| | Skills and Competencies; Means of Instruction Delivery. | |
| | Total | 50 |

ASSISTANT TEACHER

| Sl No. | Topics | No. of Questions |
|--------------|---|------------------|
| 1. | Educational Psychology | 25 to 29 |
| | Intelligence: Nature, Meaning & Measurement; Learning; Growth and development of Child; Personality Development and Adjustment; Individual Differences among Children | |
| 2. | Education Technology & Teaching-Learning Process; Communication Skills | 18 to 22 |
| | Teaching –learning materials: textbook, multi-media materials, multilingual resource of the classroom; Remedial Teaching. | |
| 3. | Computer and its Applications | 2 to 4 |
| Total | | 50 |



MUSIC TEACHER

| Sl No. | Topics | No. of Questions |
|---------------|---|-------------------------|
| 1. | Appreciation of music, Bada Khayal and Chota Khayal, Brief History of Bharatnatya Shatra and Sangeet Ratnakar, Classification of music. | 8 to 12 |
| 2. | Concept of ragas and talas in Indian music, classification of ragas, concept singing, different gharanas and their histories, evolution of notation system, forms of light music. | 8 to 12 |
| 3. | History of Indian music arts, importance of music festivals/ seminars/ conferences. | 7 to 11 |
| 4. | Laws of acoustics; musical sound wave motion, frequency pitch, volume | 7 to 11 |
| 5. | Music and Literature, Place of music in fine arts, Role of music in multi-media, Taal study, Vocal and Instrumental music | 7 to 11 |
| 6. | Computer and its Applications | 2 to 4 |
| Total | | 50 |



PRIMARY TEACHER / PRIMARY RAILWAY TEACHER

| Sl No. | Topics | No. of Questions |
|--------|---|------------------|
| a. | Understanding the Learner: <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. | Understanding Teaching Learning: <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. | Creating a Conducive Learning Environment: <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. | School Organization and Leadership: <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. | Perspectives in Education: <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 |