



## Screening Test for the Recruitment of Skill Assistant Professors advertised via Adv. No. HVSU/18/Estt./004

A written test for post of Skill Assistant Professor will be conducted **on 23<sup>rd</sup> and 24<sup>th</sup> Feb, 2019**. Detailed schedule of Test will be available on Admit Card. The test shall consist 100 multiple choice questions without any negative marking. Duration of the test will be 90 minutes. The test will comprise of two parts: **A- Domain Knowledge and B- Teaching Skills**. Both parts shall be consisting of 50 MCQs of equal weightage.

**Part A:** The **domain knowledge** component shall be specific to each of the subjects as advertised. See Table A

**Part B:** to assess the **teaching skills:** teaching competence, teaching aptitude, Teaching - learning capabilities. Part B will be common for all. Syllabus of Part B is as mentioned in Table B

Admit Card for the test may be downloaded from **www.hvsu.ac.in** from 15th Feb, 2019 onwards. No separate communication shall be made in this regard.

**Syllabus for the Part A of the test will be the prescribed syllabus of National Eligibly Test (NET)/ Graduate Aptitude Test in Engineering (GATE) as per following details:**

**Table A**

Sr. No	Post	Syllabus as per
1	Skill Assistant Professor (Mechanical/Mechatronics Engg.)	GATE - Mechanical Engineering 2018
2	Skill Assistant Professor (Electrical Engg.)	GATE- Electrical Engineering 2018
3	Skill Assistant Professor (Computer Science Engg/IT)	GATE - Computer Science and Information Technology 2018
4	Skill Assistant Professor (Electronics/ Robotics Engg.)	GATE- Electronics and Communications Engineering 2018
5	Skill Assistant Professor (Management)	NET - Management 2018
6	Skill Assistant Professor (Mathematics)	NET – Mathematical Science 2018
7	Skill Assistant Professor (English)	NET- English 2018
8	Skill Assistant Professor (Physics)	NET – Physical Science 2018

**Table B: Syllabus of Part B**

<b>1</b>	<b>Introduction:</b> Frameworks of skill based learning/teaching; Role of a trainer in skilling environment, pedagogy/andragogy curriculum development and effective delivery; workshops, entrepreneurship and placement, soft skills classroom and seminar management. The aptitude of the candidate to steer industry engagement, using various educational tools, case study methods, skill assessment method, developing curricula for various levels, exposure of online tools, teaching & training and research exposure.
<b>2</b>	<b>Model of Learning:</b> The six views of learning to promote skilling (The Behaviourist View, The Cognitive View, The Developmental; View, The Humanist View, The Cybernetic View, The Constructivist View).
<b>3</b>	<b>Knowledge Skill:</b> A Classification Schema for Skilled Performance (Dimension 1: The Domains of Performance, Dimension 2: The Reproductive/Productive Scale, Distinction between Factual knowledge and conceptual knowledge, The Structuring of Knowledge in the Mind)
<b>4</b>	<b>Quantitative statistics:</b> Data gathering, Hypothesis testing, Result Presentation and application tools of Basic Statistical Analysis and variance (Measures of Central Tendency, Measures of Variability, Correlation)
<b>5</b>	<b>Instruction Design/Lesson Planning:</b> Broad Levels of decision Making with instruction designing on skilling (Course level, Lesson level, Instructional event level, Learning step level), The Control of Instructing, Prescriptive and Student Controlled systems, IT Enabled Intelligent Systems like LMS etc. Organising Course Materials: - Lecture notes, View graphs, Free run videos, Web based lecture notes, Interactive CBT, MOOCs.
<b>6</b>	<b>Knowledge and Skill:</b> Knowledge management, Comparison of Expositive & Experiential strategies, teaching methodologies for the teaching of knowledge & skills, ICT based teaching-learning process, selecting strategies for delivering and implementation of chosen strategy, Identifying critical skills and research temperament.
<b>7</b>	<b>Evaluation Design:</b> Methods of Evaluation, Computer aided evaluation, Courseware organisation cis a vis evaluation and course/quality audit. Measuring Quality and Productivity in Educational Organisation, Accreditation, Costing of Educational Services, perspective Quality Circle and participatory Quality Improvement, Total Quality Management – basic principles.