

**Level-III**

<b>Part-I Syllabus for Child Development and Pedagogy</b>	
A)	<p>Concept of development and its relationship with learning, Principles of the development of children, Influence of Heredity &amp; Environment.</p> <p><b>Socialization processes:</b> Social world &amp; children (Teacher, Parents, Peers).</p> <p><b>Piaget, Kohlberg and Vygotsky:</b> constructs and critical perspectives.</p> <p>Freud's Psychosexual Development Theory, Erikson's Theory of Psychosocial Development.</p> <p>Concepts of child-centered and progressive education, Critical perspective of the construct of Intelligence, Multi-Dimensional Intelligence, Language &amp; Thought, Gender as a social construct; gender roles, gender-bias and educational practice, Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.</p> <p>Distinction between Assessment for learning and assessment of learning; School-Based Assessment. Continuous &amp; Comprehensive Evaluation: perspective and practice.</p> <p>Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.</p>
B)	<p><b>Concept of Inclusive education and understanding children with special needs:</b> Addressing learners from diverse backgrounds including disadvantaged and deprived.</p> <p>Addressing the needs of children with learning difficulties, „impairment“ etc.</p> <p>Addressing the Talented, Creative, Specially abled Learners.</p> <p><b>Learning and Pedagogy :</b> How children think and learn; how and why children “fail” to achieve success in school performance.</p> <p>Basic processes of teaching and learning; children's strategies of learning; learning as a social activity; social context of learning.</p> <p>Child as a problem solver and a “scientific investigator”</p> <p>Alternative conceptions of learning in children, understanding children's “errors” as significant steps in the learning process.</p> <p>Cognition &amp; Emotions.</p> <p>Motivation and learning.</p> <p>Factors contributing to learning - personal &amp; environmental.</p> <p>Bandura's Social Learning: Constructs and Critical Perspective.</p>

<b><u>Part-II Syllabus for Language</u></b>	
A)	<p><b>Language-I (Hindi)</b></p> <p><b>Language Comprehension Questions:</b>  <b>Reading unseen passages</b> - two passages one prose or drama and one poem with questions on comprehension, inference, grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive).</p> <p><b>Pedagogy of Language Development Questions:</b>  Learning and acquisition, Principles of language Teaching, Role of listening and speaking; function of language and how children use it as a tool, Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form, Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders, Language Skills,</p> <p><b>Evaluating language comprehension and proficiency:</b> speaking, listening, reading and writing.</p> <p><b>Teaching-</b> learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.</p>
B)	<p><b>Language – II (English)</b></p> <p><b>Language Comprehension Questions:</b>  Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability.</p> <p><b>Pedagogy of Language Development:</b>  Learning and acquisition, Principles of language Teaching, Role of listening and speaking; function of language and how children use it as a tool, Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form; Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders, Language Skills.</p> <p><b>Evaluating language comprehension and proficiency:</b> speaking, listening, reading and writing.</p> <p><b>Teaching</b> - learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.</p>

<b><u>Part-III Syllabus for General Studies</u></b>	
A)	Haryana related history, current affairs, literature, Geography, Civics, Environment, Culture, art, traditions, and welfare schemes of Haryana Government.
B)	<p><b>General Intelligence &amp; Reasoning:</b></p> <p>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.</p> <p><b>The topics are:</b> 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 &amp; de-coding, Numerical Operations, symbolic Operations, Trends, Space Orientation, Space Visualization, Venn Diagrams, Drawing inferences, Punched hole/ pattern- folding &amp; un-folding, Figural Pattern-folding and completion, Indexing, Address matching, Date &amp; city matching, Classification of centre codes/roll numbers, Small &amp; Capital letters/numbers coding, decoding and classification, Embedded Figures, Critical thinking, Emotional Intelligence, Social Intelligence.</p>
C)	<p><b>Quantitative Aptitude:</b></p> <p>The questions will be designed to test the ability of appropriate use of numbers and number sense of the candidate. The scope of the test will be computation of whole numbers, decimals, fractions and relationships between numbers, Percentage, Ratio &amp; Proportion, Square roots, Averages, Interest, Profit and Loss, Discount, Partnership Business, Mixture and Allegation, Time and distance, Time &amp; Work, Basic algebraic identities of School Algebra &amp; Elementary surds, Graphs of Linear Equations, Triangle and its various kinds of centers, Congruence and similarity of triangles, Circle and its chords, tangents, angles subtended by chords of a circle, common tangents to two or more circles, Triangle, Quadrilaterals, Regular Polygons, Circle, Right Prism, Right Circular Cone, Right Circular Cylinder, Sphere, Hemispheres, Rectangular Parallelepiped, Regular Right Pyramid with triangular or square base, Trigonometric ratio, Degree and Radian Measures, Standard Identities, Complementary angles, Heights and Distances, Histogram, Frequency polygon, Bar diagram &amp; Pie chart.</p>

<b>English</b>	
A)	<p><b>Reading Comprehension:</b> One/two unseen passage (prose/poem) to assess the candidate's competence in the language; the necessary skills to derive meaning, analyse and information gathered through reading.</p> <p><b>Language:</b> Pedagogy of English)- Aims and objectives of teaching English at school level, methods and approaches of teaching English language, ICT of/for/in Education.</p>
B)	<p><b>Grammar and Usage-</b> This will include questions based on verb patterns, tenses, analysis of sentences, transformation of sentences, voices, narration, articles, determiners, auxiliaries(Primary, Modal) idiomatic expressions, phrasal verbs and parts of speech in detail(Noun, pronoun, verb, adjective, adverb, conjunction, interjection, preposition).</p> <p><b>Basic Phonetics-</b> Word formation, vowel and consonant sounds, simple transcription, stress and intonation.</p>
C)	<p><b>Literature:</b> Text based questions must be selected from the prescribed syllabus of the Board of School Education Haryana for classes IX to XII, Difficulty level of the questions may be raised to PG Level.</p>

<b>Hindi</b>	
A)	<p><b>हिन्दी भाषा एवं साहित्य:—</b> हिन्दी भाषा का उद्भव और विकास, हिन्दी और उसकी बोलियों का सामान्य परिचय, हिन्दी साहित्य के इतिहास लेखन की पद्धतियाँ, इतिहास लेखक, काल-विभाजन एवं नामकरण, हिन्दी साहित्य का आरंभ एवं विभिन्न कालखंडों का प्रवृत्तिगत इतिहास, मुख्य काव्यधाराएं, प्रतिनिधि कवि एवं रचनाएं और विशेषताएं, हिन्दी गद्य का उद्भव और विकास एवं गद्य की विभिन्न विधाएं।</p>
B)	<p><b>पाठ्यक्रम में संकलित रचनाओं की जानकारी:—</b> क्षितिज, कृतिका, आरोह एवं वितान पुस्तकों में संकलित काव्य एवं गद्य रचनाओं पर आधारित प्रश्न, क्षितिज, कृतिका, आरोह एवं वितान पुस्तकों में संकलित कविताओं के काव्य-सौंदर्य(भाव एवं कला पक्ष) पर आधारित प्रश्न, क्षितिज, कृतिका, आरोह एवं वितान पुस्तकों में संकलित गद्य रचनाओं, रचनाकारों, विषय-वस्तु, विचार, संवेदना और भाषा पर आधारित प्रश्न, पाठ्यक्रम में संकलित गद्य विधाओं का परिचय, प्रमुख व्यक्तित्व एवं उनके कौशल के परिचयात्मक ज्ञान पर आधारित प्रश्न, कहानी का नाट्य रूपांतरण, रेडियो नाटक और हिन्दी पत्रकारिता के विविध आयाम पर आधारित प्रश्न, पाठ्यक्रम में आए पर्यायवाची, विलोम, अनेकार्थक एवं वाक्यांश के लिए एक शब्द पर आधारित प्रश्न।</p>
C)	<p><b>काव्यशास्त्र एवं व्याकरण:—</b> शब्दशक्तियों के भेद एवं उदाहरण पर आधारित प्रश्न, काव्य हेतु, काव्य-गुण, काव्य-दोष एवं काव्य रीतियाँ, श्लेष, यमक, दीपक, अनुप्रास(भेद सहित), भ्रांतिमान, विरोधाभास, उत्प्रेक्षा, संदेह एवं मानवीकरण अंलकारों पर आधारित प्रश्न, दोहा, रोला, सोरठा, चौपाई, मालिनी, वसन्ततिलका, गीतिका, हरिगीतिका, कवित्त, सवैया एवं वंशस्थ छंदों पर आधारित प्रश्न, रस का स्वरूप, रस के अवयव एवं रस-निष्पत्ति पर आधारित प्रश्न, काव्य रीति के स्वरूप एवं विवेचन पर आधारित प्रश्न, वर्ण-विचार एवं वार्तनिक अशुद्धियों की पहचान पर आधारित प्रश्न, संधि, समास, उपसर्ग, प्रत्यय पर आधारित प्रश्न, विकारी शब्द-संज्ञा, सर्वनाम, विशेषण एवं क्रिया पर आधारित प्रश्न, अविकारी शब्द-क्रियाविशेषण, संबंधसूचक, समुच्चय बोधक एवं विस्मयादिबोधक पर आधारित प्रश्न, पद-विचार संबन्धी प्रयोग एवं शुद्ध वाक्यों की पहचान पर आधारित प्रश्न, मुहावरे एवं लोकोक्तियों पर आधारित प्रश्न, औपचारिक एवं अनौपचारिक पत्रों पर आधारित प्रश्न।</p>