Level-III

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

	Part-II Syllabus for Language
A)	**Language-I (Hindi)** **Language Comprehension Questions:** **Reading unseen passages** - 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). **Pedagogy of Language Development Questions:** 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 anddisorders, Language Skills, **Evaluating language comprehension and proficiency:** speaking, listening, reading and writing. **Teaching-** learning materials: Textbook, multi-media materials, multilingual resource of theclassroom, Remedial Teaching.
B)	**Language – II (English)** **Language Comprehension Questions:** Two unseen prose passages (discursive or literary or narrative or scientific) with question oncomprehension, grammar and verbal ability. **Pedagogy of Language Development:** 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 anddisorders, Language Skills. **Evaluating language comprehension and proficiency:** speaking, listening, reading and writing. **Teaching** - learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.

Part-III Syllabus for General Studies	
A)	Haryana related history, current affairs, literature, Geography, Civics, Environment, Culture, art,traditions, and welfare schemes of Haryana Government.
B)	**General Intelligence &Reasoning:** 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. **The topics are**: 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 & de-coding, Numerical Operations, symbolic Operations, Trends, Space Orientation, Space Visualization, Venn Diagrams, Drawing inferences, Punched hole/ pattern- folding& un-folding, Figural Pattern-folding and completion, Indexing, Address matching, Date & city matching, Classification of centre codes/roll numbers, Small & Capital letters/numbers coding, decoding and classification, Embedded Figures, Critical thinking, Emotional Intelligence, Social Intelligence.
C)	**QuantitativeAptitude:** 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 & Proportion, Square roots, Averages, Interest, Profit and Loss, Discount, Partnership Business, Mixture and Allegation, Time and distance, Time & Work, Basic algebraic identities of School Algebra & 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 & Pie chart.

Physics	
A)	**MECHANICS:** Units and Measurement, Motion in a Straight line, Motion in a Plane, Laws of Motion, Force and friction, work ,energy and power System of Particles and Rotational motion, Gravitation, Mechanical Properties of Solids, Mechanical Properties of Fluids, Thermal Properties of Matter, Thermodynamics, Kinetic Theory of gases, Sound, Oscillations and Waves.
B)	**ELECTROMAGNETISM:** Electric Charges and Fields, Electrostatic Potential and Capacitance, Current Electricity, Moving Charges and Magnetism, magnetic effect of electric current,Magnetism and Matter, Electromagnetic Induction, Alternating Current, Electromagnetic Waves.
C)	**LIGHT:** Ray Optics and Optical Instruments, Wave Optics, Human eye. **MODERN PHYSICS:** Dual Nature of Radiation and Matter, Atoms, Nuclei, Semiconductor Electronics: Materials, Devices and Simple Circuits. **Subject related Pedagogy**.

Physical Education	
A)	**Physical Education:** History of Physical Education in India Pre and Post Independence Era. **Biological Basis of physical Education**: Growth and development, heredity and environment types of body, classification of personality (Kretcmer's and Sheldon's classification). Dimensions of Personality. **Sociological Foundation of Physical Education:** Sports and socialisation, role of institutions towards participation in games and sports (family, society and school). Physical Education in Ancient Greece, Rome, Germany, Denmark, Sweden and Russia. **Health & Hygiene:** Guiding principles of health and health education. Balanced Diet and Nutrition, Health related fitness, Obesity and its management, First-Aid. **Communicable Diseases:** Their causes and preventations. School Health programme and personal Hygiene, Sports injuries and their preventions , Postural deformities: their causes and preventations , Sports Medicine, Physiotherapy and Rehabilitation,. Physical Education and Sports for (CWSN) children with special needs-Divyang, Physical fitness, Wellness. **Anatomy and Physiology:** Meaning and definition of anatomy and physiology anatomy and physiology of - respiratory system, blood circulatory system, skelton system, muscular system, endocrine system and Exocrine System digestive system, nervous system (Neuro transmission). **Excretory system:** Its organs structure and functions.