

Level-III

Part-I Syllabus for Child Development and Pedagogy	
A)	<p>Concept of development and its relationship with learning, Principles of the development of children, Influence of Heredity & Environment.</p> <p>Socialization processes: Social world & children (Teacher, Parents, Peers).</p> <p>Piaget, Kohlberg and Vygotsky: 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 & 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 & 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>Concept of Inclusive education and understanding children with special needs: 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>Learning and Pedagogy : 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 & Emotions.</p> <p>Motivation and learning.</p> <p>Factors contributing to learning - personal & environmental.</p> <p>Bandura's Social Learning: Constructs and Critical Perspective.</p>

<u>Part-II Syllabus for Language</u>	
A)	<p>Language-I (Hindi)</p> <p>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).</p> <p>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 and disorders, Language Skills,</p> <p>Evaluating language comprehension and proficiency: speaking, listening, reading and writing.</p> <p>Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.</p>
B)	<p>Language – II (English)</p> <p>Language Comprehension Questions: Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability.</p> <p>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 and disorders, Language Skills.</p> <p>Evaluating language comprehension and proficiency: speaking, listening, reading and writing.</p> <p>Teaching - learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.</p>

<u>Part-III Syllabus for General Studies</u>	
A)	Haryana related history, current affairs, literature, Geography, Civics, Environment, Culture, art, traditions, and welfare schemes of Haryana Government.
B)	<p>General Intelligence & Reasoning:</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>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.</p>
C)	<p>Quantitative Aptitude:</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 & 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.</p>

Types of Vectors, Addition of Vectors, Multiplication of a vector by a Scalar, Components of a Vector, Vector joining Two Points, Section Formula, Scalar (or dot) Product of Two Vectors, Projection of a Vector on a line, Vector (or cross) product of Two Vectors, Direction Cosines and Direction Ratios of a Line, Equation of a Line in Space, Angle between two Lines, Shortest Distance between Two Lines.
Subject related Pedagogy.

Psychology

- A) Understanding Mind and Behaviour; Popular Notions about the Discipline of Psychology; Evolution of Psychology; Development of Psychology in India; Branches of Psychology; Psychology and Other Disciplines; Psychology in Everyday Life.
Methods of Enquiry in Psychology, Goals of Psychological Enquiry; Steps in Conducting Scientific Research; Alternative Paradigms of Research; Nature of Psychological Data; Some Important Methods in Psychology; Observational Method, Experimental Method, Correlational Research, Survey Research, Psychological Testing, Case Study, Analysis of Data: Quantitative Method, Qualitative Method, Limitations of Psychological Enquiry; Ethical Issues.
Sensory, Attentional and Perceptual Processes, Knowing the world; Nature and varieties of Stimulus; Sense Modalities; Functional limitation of sense organs; Attentional Processes; Selective Attention, Sustained Attention; Perceptual Processes; Processing Approaches in Perception; The Perceiver; Principles of Perceptual Organisation; Perception of Space, Depth and Distance: Monocular Cues and Binocular Cues, Perceptual Constancies; Illusions; Socio-Cultural Influences on Perception.
Learning, Nature of Learning; Paradigms of Learning; Classical Conditioning; Determinants of Classical Conditioning; Operant/Instrumental Conditioning, Determinants of Operant Conditioning; Key Learning Processes; Observational Learning; Cognitive Learning; Verbal Learning; Skill Learning; Factors Facilitating Learning; Learning Disabilities.
Human Memory, Nature of memory; Information Processing Approach: The Stage Model; Memory Systems: Sensory, Short-term and Long-term Memories; Levels of Processing; Types of Long-term Memory: Declarative and Procedural, Episodic and Semantic, Nature and Causes of Forgetting: Forgetting due to Trace Decay, Interference and Retrieval Failure, Enhancing Memory: Mnemonics using Images and Organisation.
- B) Human Development, Meaning of Development; Life-Span Perspective on Development; Factors Influencing Development; Context of Development; Overview of Developmental Stages; Prenatal Stage, Infancy, Childhood, Challenges of Adolescence, Adulthood and Old Age.
Thinking; Nature of Thinking; Building Blocks of Thought; The Processes of Thinking; Problem Solving; Reasoning; Decision making; Nature and Process of Creative Thinking; Nature of Creative Thinking; Process of Creative Thinking; Thought and Language; Development of Language and Language Use.
Motivation and Emotion; Nature of Motivation; Types of Motives; Biological

	<p>Motives, Psychosocial Motives, Maslow's Hierarchy of Needs; Nature of Emotions; Expression of Emotions; Culture and Emotional Expression; Culture and Emotional Labelling; Managing Negative Emotions; Enhancing Positive Emotions.</p> <p>Self and Personality; Concept of self; Cognitive and behavioural aspect of self; Self-esteem, self-efficacy, self-regulation; culture and self; Concept of personality; Major approaches to the study of personality: Type approaches, Trait approaches, Psychodynamic approaches, Behavioural approaches, Cultural approaches, Humanistic approaches; Assessment of personality: Self-report, Projective technique, Behavioural analysis.</p> <p>Stress; Effects of stress on psychological functioning and health: Stress and health, General adaptation syndrome, Stress and immune system, Life style; Coping with stress: Stress management technique, Prompting positive health and well-being: Life skills, Positive health.</p>
C)	<p>Individual Differences in Human functioning; Intelligence; Theories of Intelligence: one factor theory, two factor theory, theory of primary mental abilities, structure of intellect model, theory of multiple intelligences, Triarchic theory of intelligence, Planning, attention -arousal and simultaneous successive model of intelligence; Individual Differences in Intelligence: Variations of intelligence; Culture and Intelligence; Emotional Intelligence; Special abilities: Aptitude: Nature and measurement; Creativity.</p> <p>Concepts of abnormality and psychological disorder; Historical background; Classification of psychological disorder; Factors underlying abnormal behaviour; Major psychological disorder: Anxiety disorder- generalised anxiety disorder, panic disorder, phobia, OCD, PTSD, Somatoform disorder- pain disorder, somatisation disorder, conversion disorder, hypochondriasis, Dissociative disorder- Dissociative amnesia, dissociative fugue, dissociative identity, depersonalisation, Mood disorder, Schizophrenic disorder, Behavioural and developmental disorder, Substance use disorder.</p> <p>Therapeutic Approaches; Nature and the process of psychotherapy: Therapeutic relationship; Types of therapies: behavioural therapy, cognitive therapy, Cognitive behaviour therapy, humanistic existential therapy, alternative therapy; Rehabilitation of mentally ill.</p> <p>Attitude and social cognition; Social behaviour; Nature and components of attitudes; Attitude formation and Change; attitude formation, attitude change, attitude behaviour relationship Prejudice and discrimination; strategies for handling prejudice.</p> <p>Social Influence and Group Processes; Nature and Formation of Group; Type of Groups; Influence of group on individual behaviour: Social learning, Group polarisation. Subject related Pedagogy.</p>