

APPENDIX-I

CONTENT OF SYLLABUS

For Level-I, Level-II and Level-III

Level-I

<u>Part-I Syllabus for Child Development and Pedagogy</u>	
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>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.</p> <p>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 :</p> <p>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>

Part-II Syllabus for Language

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>

Part-IV Subject Specific Syllabus	
A)	<p>Mathematics Content: Geometry, Shapes & Spatial Understanding, Solids around Us, Numbers, Addition and Subtraction, Multiplication, Division, Measurement, Weight, Time, Volume, Data Handling, Patterns, Money.</p> <p>Pedagogical issues: Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning, Place of Mathematics in Curriculum, Language of Mathematics, Community Mathematics, Evaluation through formal and informal methods, Problems of Teaching, Error analysis and related aspects of learning and teaching, Diagnostic and Remedial Teaching.</p>
B)	<p>Environmental Studies Content: Family and Friends: Relationships , Work and Play, Animals , Plants. Food, Shelter , Water, Travel, Things We Make and Do.</p> <p>Pedagogical Issues: Concept and scope of EVS, Significance of EVS, integrated EVS, Environmental Studies & Environmental Education, Learning Principles, Scope & relation to Science & Social Science, Approaches of presenting concepts, Activities, Experimentation/Practical Work, Discussion, CCE, Teaching material/Aids, Problems.</p>

Note: Difficulty level of questions for HTET level-I (PRT) will be up to the standard of Secondary level.

Topics: For level-I (PRT) questions will be based on the topics of the prescribed syllabus of class 1st to 5th by the Education Department Government of Haryana.

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