

BOARD OF SCHOOL EDUCATION HARYANA, BHIWANI

(HARYANA TEACHER ELIGIBILITY TEST-2024)

“INFORMATION BULLETIN”

GUIDELINES/INSTRUCTIONS–“SCHEME OF EXAMINATION”

APPLY ON-LINE BY ACCESSING BOARD’S WEBSITE

www.haryanetet.in

| Fees structure for HTET-2024 | | | |
|--|---------------------------|-----------------------|-------------------------|
| Category | For One Level only | For Two Levels | For Three Levels |
| SC and PH Candidates of Haryana Domicile | Rs. 500/- | Rs. 900/- | Rs. 1200/- |
| For All Candidates except SC and PH of Haryana Domicile | Rs. 1000/- | Rs. 1800/- | Rs. 2400/- |
| All Candidates Non-Haryana Domicile (Including SC & PH) | Rs. 1000/- | Rs. 1800/- | Rs. 2400/- |

IMPORTANT DATES FOR SUBMISSION OF APPLICATION ONLINE

ONLINE APPLICATION SYSTEM TO START: - 04-11-2024
LAST DATE FOR SUBMISSION ONLINE APPLICATION: - 14-11-2024
CORRECTION IN PARTICULARS: - 15-11-2024 to 17-11-2024

IMPORTANT –

- i) Candidates are advised to go through the “Guidelines/Instructions” of this Information Bulletin carefully before applying for HTET-2024.
- ii) They also are to read carefully and follow the instructions for remittance of fee, “How to submit Online Application”.
- iii) A candidate should apply through single Registration for One Level or Multiple Levels.
- iv) Candidates may make correction in their Particulars/Photo/Signature/Thumb Impression, Level, Caste Category, Physical Challenged & Home State within the given specified time only.
- v) Downloading of Admit Card/Hall Ticket: ----- onwards.

NOTE:–ADMIT CARDS WILL NOT BE SENT BY POST.

IMPORTANT CONTACT NOs. 01664-241611 (FAX), 01664-254305, 8938001176 & 8958001178

E-mail: (Htethelpdesk@gmail.com, secretary@bseh.org.in)

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1. INTRODUCTION

To ensure that persons recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at Elementary, Secondary and Senior Secondary levels, one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools recognized by the Department of School Education, Haryana and affiliated by the Board of School Education, Haryana is that he/she should have passed the “Haryana Teacher Eligibility Test”. “HTET” being conducted by this Board in accordance with these Guidelines and such other rules/regulations/instructions/policies laid down by the National Council for Teacher Education/Department of School Education, Haryana.

2. SHORT TITLE

These Guidelines/Instructions–“Scheme of Examination” will be called as “Haryana Teacher Eligibility Test 2024 Guidelines/Instructions.

3. DEFINITIONS

- i) **“Government”** means “Government of Haryana”.
- ii) **“Board”** means “Board of School Education Haryana, Bhiwani”.
- iii) **“Chairperson”** means Chairperson of Board of School Education Haryana, Bhiwani.
- iv) **“Secretary”** means Secretary of Board of School Education Haryana, Bhiwani.
- v) **“School”** means any recognized school imparting education of Elementary, Secondary and Sr. Secondary level and includes:-
 - a) a school established, owned or controlled by the appropriate Government or a local authority;
 - b) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;
 - c) a school belonging to specified category; and
 - d) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority.
- vi) **“HTET”** means “Haryana Teacher Eligibility Test”.
- vii) **“Qualifying Examination”** means “Examination on the result of which the candidate becomes eligible to apply for Haryana Teacher Eligibility Test”.
- viii) **“Guidelines/Instructions”** means “Scheme of Examination” for the conduct of “HTET-2024” specified by the Board under the directive of Department of School Education, Govt. of Haryana.”
- ix) **“Scheduled Castes”** means “Scheduled Castes as specified and laid down by the Government of Haryana”.
- x) **“ST”** means Scheduled Tribes as specified and laid down by the Government of Haryana.
- xi) **“Differently Abled Candidates”** means “Differently Abled as specified and laid down by the Government of Haryana.”
- xii) **“Examining body”** means “Board of School Education Haryana, Bhiwani” for the conduct of “Haryana Teacher Eligibility Test” on behalf of Government of Haryana.

4. APPLICABILITY OF HTET

In accordance with the provisions made in the Service Rules of various categories of teaching staff in the State of Haryana, RTE Act, 2009 and guidelines framed by the NCTE, HTET shall apply to –

- a) Schools of the State Government/Local authority referred to in the Service Rules and also Sub-clause (i) of clause (n) of Section 2 of the RTE Act, 2009; and

- b) Schools referred to in Sub clause (ii) of clause (n) of the RTE Act-2011 in Haryana.

Provided a School referred to in Sub-clause (iv) of clause (n) of Section 2 of the RTE Act-2009 may, for the purpose of Elementary levels, exercise the option of considering either this HTET or the TET conducted by the Central Government.

5. ELIGIBILITY

All individuals who possess minimum educational qualifications etc. as delineated in the service rules relating to the teachers of all the three levels (available on the website of the School Education Department, Haryana (www.schooleducationharyana.gov.in) and also in these guidelines are eligible for the test (HTET) which will be conducted for the following three levels :-

- i) Who intends to be a teacher for classes I to V (PRT-Primary Teacher) and fulfills the minimum qualification.
- ii) Who intends to be a teacher for classes VI to VIII (TGT-Trained Graduate Teacher) and fulfills the minimum qualification.
- iii) Who intends to be a PGT (Post Graduate Teacher) and fulfills the minimum qualification.

However, a person who intends to be a teacher for levels (i) and (ii) mentioned here above (i.e. Teacher for classes I to V and VI to VIII) and fulfills minimum qualifications for both levels will have to apply Online for both separately. Similarly, if a person who also intends to be a lecturer and fulfills minimum qualifications, he/she will also have to apply Online separately. Candidates are advised to follow the instructions as given on the website for submitting “Online Application” for more than one levels.

IMPORTANT NOTE:

After qualifying “HTET” the candidates will acquire the eligibility in respect of having qualified “HTET”. However, such HTET qualified candidates will need to satisfy all eligibility requirements as per Service Rules in order to become qualified for getting recruited as teacher of respective level in any of the school specified under clause 3 (iii) as per the qualifying condition laid down by prospective employers.

5.1 Minimum Educational Qualifications

(A) Level-I-For becoming Teacher for Classes I-V: Primary Teacher (PRT)

- i) Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 2 year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure) Regulations, 2007 notified on 31 August, 2009.

OR

Senior Secondary (or its equivalent) with at least 45% marks and passed or appearing in final year of 2 year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations, 2002.

OR

Senior Secondary (or its equivalent) with at least 50% marks and passed OR appearing in final year of 4 year Bachelor of Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and passed OR appearing in final year of 2 year Diploma in Education (Special Education).

OR

Graduation and passed or appearing in final year of two year Diploma in Elementary Education (by whatever name known).

- ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation / Post Graduation with Hindi as one of the subjects.

NOTE:

- i) In view of Supreme Court Judgement dated 18.08.2011 in Civil Appeal No. 7084 of 2011 (arising out of SLP (C) No. 27965/2010) titled as P.V. Indiresan Vs. Union of India and others and cited in 2012 (1) RSJ 64 and LR's opinion in the matter, 5% relaxation means to the extent of 5% of the minimum qualifying marks in graduation/senior secondary, as the case may be, as prescribed in the relevant Service Rules. This is further clarified as under:-
If the minimum qualifying marks are 50% for general category, then the qualifying marks for SC/BC/Differently abled candidates, as the case may be, shall be 47.5% i.e. 50 less 5% of 50. Similarly, if the minimum qualifying marks are 45%, then the qualifying marks for SC/BC/Differently abled candidates shall be 42.75% marks i.e. 45 less 5% of 45.
- ii) A diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered.
However, in case of Diploma in Education (Special Education), a course recognized by the Rehabilitation Council of India (RCI), New Delhi only shall be considered.

(B) Level-2-For becoming Teacher for Classes VI-VIII: Trained Graduate Teacher (TGT)

1) TGT Social Studies

- i) Bachelor's degree from a recognized university with at least 50% marks in Social Science as elective or Honours subject and as a Social Science teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El. Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Social Science as elective or Honours subject and Social Science as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed.(Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Social Science subject;

OR

Four years integrated BA.B.Ed. with at least 50% marks in Social Science subject;

- ii) In Bachelor degree any two subjects out of the following with at least 50% marks in aggregate individually during all three years of course:-
(1) History (2) Political Science (3) Economics
(4) Geography (5) Sociology (6) Psychology

Note: In the case of Hons. Degree, in any of the above mentioned subjects, the candidate must have studied other two subjects in the first and second year of course.

- iii) Hindi or Sanskrit as one of the subjects in Matric or Hindi as one of the subjects in

Higher Education.

2) TGT Science

- i) Bachelor's degree from a recognized university with at least 50% marks in Science as elective or Honours subject and as a Science teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Science as elective or Honours subject and Science as a teaching subject in Bachelor of Education (B.Ed.)/ B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Science subject;

OR

Four years integrated BA.B.Ed. with at least 50% marks in Science subject;

- ii) In case of B.Sc., a combination of at least three subjects out of the following:-
(1) Physics (2) Chemistry (3) Botany (4) Zoology (5) Mathematics

Note: In the case of Hons. Degree, in any of the above mentioned subjects, the candidate must have studied other two subjects in the first and second year of course and must pass paper in theory and practical in concerned subjects;

- iii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

3) TGT Mathematics

- i) Bachelor's degree from a recognized university with at least 50% marks in Mathematics as elective or Honour subject and as a Mathematics teaching subject in BTC/ JBT / D.Ed. (Diploma in Education) /Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Mathematics as elective or Honours subject and Mathematics as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Mathematics subject;

OR

Four years integrated BA./B.Sc./B.Com, B.Ed. with at least 50% marks in Mathematics subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

4) TGT English

- i) Bachelor's Degree from a recognized university with at least 50% marks in English as compulsory or elective or Core or Honours subject and English as a teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's Degree from a recognized university with at least 50% marks in English as compulsory or elective or Core or Honours subject and English as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four Years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in English Subject;

OR

Four years Integrated BA.B.Ed. with at least 50% marks in English subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Higher Education.

5) TGT Hindi

- i) Bachelor's degree from a recognized university with at least 50% marks in Hindi as compulsory or elective or Core or Honours subject and Hindi as a teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Hindi as compulsory or elective or Core or Honours subject and Hindi as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Hindi subject;

OR

Four years integrated BA.B.Ed. with at least 50% marks in Hindi subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

6) TGT Sanskrit

- i) Bachelor's degree from a recognized university with at least 50% marks in Sanskrit as elective or Honours subject and as a Sanskrit teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Sanskrit as elective or Honours subject and Sanskrit as a teaching subject in Bachelor of Education (B.Ed.)/ B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least

50% marks in Sanskrit subject;

OR

Shastri with at least 50% marks from a recognized University and Shiksha Shastri/Language Teacher Courses (L.T.C) Original Training (O.T.) in Sanskrit Conducted by the Haryana Government or an equivalent qualification recognized by Haryana Education Department.

OR

Four years integrated BA.B.Ed. with at least 50% marks in Sanskrit subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

7) TGT Punjabi

- i) Bachelor's degree from a recognized university with at least 50% marks in Punjabi as elective or Honours subject and as a Punjabi teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Punjabi as elective or Honours subject and Punjabi as a teaching subject in Bachelor of Education (B.Ed.)/ B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Punjabi subject;

OR

Four years integrated BA.B.Ed. with at least 50% marks in Punjabi subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

8) TGT Urdu

- i) Bachelor's degree from a recognized university with at least 50% marks in Urdu as elective or Honours subject and as a Urdu teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Urdu as elective or Honours subject and Urdu as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Urdu subject;

OR

Four years integrated BA.B.Ed. with at least 50% marks in Urdu subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

9) TGT Physical Education

- i) Graduate with Bachelor of Physical Education (B.P.Ed.) or Diploma in Physical Education (D.P.Ed.) or its equivalent from a recognized University;
- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

10) TGT Home Science

- i) Bachelor's Degree from a recognized university with at least 50% marks in Home Science as elective or Honours subject and as a Home Science teaching subject in BTC/JBT/D.Ed.(Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's Degree from a recognized university with at least 50% marks in Home Science as elective or Honours subject and Home Science as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed.(Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Home Science subject;

OR

Four years integrated B.A./B.Ed. with at least 50% marks in Home Science subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

11) TGT Art

- i) B.F.A./B.A. from a recognized university with at least 50% marks in Art as elective or Honours subject and as a Art teaching subject in BTC/JBT/D.Ed.(Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

B.F.A./B.A. from a recognized university with at least 50% marks in Art as elective or Honours subject and Art as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed.(Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Art subject;

OR

Four years integrated B.F.A./B.A./B.Ed. with at least 50% marks in Art subject;

- ii) Hindi or Sanskrit as one of the subject in Matric or Hindi as one of the subject in Higher Education.

12) TGT Music

- i) B.A. from a recognized university with at least 50% marks in Music as elective or Honours subject and as a Music teaching subject in BTC/JBT/D.Ed. (Diploma in Education)/Diploma in Elementary Education (D.El.Ed.);

OR

Bachelor's degree from a recognized university with at least 50% marks in Music

as elective or Honours subject and Music as a teaching subject in Bachelor of Education (B.Ed.)/B.Ed. (Special Education) in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations issued from time to time in this regard;

OR

Four years Bachelor in Elementary Education (B.El.Ed.) with at least 50% marks in Music subject;

OR

Four years integrated B.A./B.Ed. with at least 50% marks in Music subject;

- ii) Hindi or Sanskrit as one of the subjects in Matric or Hindi as one of the subjects in Higher Education.

NOTE:

- i) In view of Supreme Court Judgement dated 18.08.2011 in Civil Appeal No. 7084 of 2011 (arising out of SLP (C) No. 27965/2010) titled as P.V. Indiresan Vs. Union of India and others and cited in 2012 (1) RSJ 64 and LR's opinion in the matter, 5% relaxation means to the extent of 5% of the minimum qualifying marks in graduation/senior secondary, as the case may be, as prescribed in the relevant Service Rules. This is further clarified as under:-
If the minimum qualifying marks are 50% for general category, then the qualifying marks for SC/BC/Differently abled candidates, as the case may be, shall be 47.5% i.e. 50 less 5% of 50. Similarly, if the minimum qualifying marks are 45%, then the qualifying marks for SC/BC/Differently abled candidates shall be 42.75% marks i.e. 45 less 5% of 45.
- ii) A diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of Diploma in Education (Special Education) and B.Ed. (Special Education), a course recognized by the Rehabilitation Council of India (RCI), New Delhi only shall be considered.

(C) Level –3 : Post Graduate Teacher (PGT)

(1) English, (2) Hindi, (3) Geography, (4) Home Science, (5) Sociology, (6) Psychology, (7) Punjabi, (8) Urdu, (9) History;

- (i) Post Graduate Degree in the concerned subject with at least 50% marks from a recognized university and B.Ed. from recognized university; **AND**
(ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
(iii) Consistent good academic record.

(10) PGT Political Science

- (i) M.A. Political Science or M.A. Public Administration with at least 50% marks from a recognized university and B.Ed. from a recognized university. **AND**
(ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
(iii) Consistent good academic record.

(11) PGT Sanskrit

- (i) M.A. Sanskrit/Acharya with at least 50% marks from a recognized university and B.Ed./Shiksha Shastri/Language Teachers Course (L.T.C.)/Oriental Training(O.T.) in Sanskrit from a recognized university or Conducted by Haryana

Education Department or an equivalent qualification recognized by Haryana Education Department; **AND**

- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(12) PGT Biology

- (i) M.Sc. Zoology/Botany/Bio-Sciences/Bio-Chemistry/Genetics/Micro-Biology/Plant Physiology/Bio-technology/Life Sciences/Molecular Bio/Clinical Bio-Chemistry/Agricultural Bio-Technology/Bio-Informatics/Medical Bio-Technology/Environmental Sciences/Environmental Bio-Technology/Food Technology/Forensic Sciences/Microbial Bio-Technology/Genomics with at least 50% marks from a recognized university and B.Ed. from recognized university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(13) PGT Physics

- (i) M.Sc. Physics/Applied Physics/Nuclear Physics/Electronics Science/Electronics with at least 50% marks and B.Ed. from recognized university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(14) PGT Chemistry

- (i) M.Sc. Chemistry or Bio-Chemistry with at least 50% marks from a recognized university and B.Ed. from recognized university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(15) PGT Mathematics

- (i) M.A./M.Sc. Mathematics/Applied Mathematics with Mathematics as one of the subject at Graduation level with at least 50% marks from a recognized university and B.Ed. from recognized university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(16) PGT Commerce

- (i) M.Com. with accounting/Cost accounting/Financial accounting as a major subject of study with at least 50% marks and B.Ed. from recognized university. Holders of degree of M.Com. in Applied/Business Economics shall not be eligible; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(17) PGT Economics

- (i) M.A. Economics/Applied Economics/Business Economics with at least 50% marks and B.Ed. from recognized university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(18) PGT Music

- (i) M.A. Music with at least 50% marks and B.Ed from recognised university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(19) PGT Fine Arts

- (i) M.A. Fine Arts with at least 50% marks and B.Ed from recognised university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(20) PGT Computer Science

- (i) M.Sc. Computer Science (Regular two years course)/MCA (Regular three years course)/B.E./B.Tech. Computer Science/Computer Engg./IT (Regular course) with 55% aggregate marks from a recognized university; **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

(21) PGT Physical Education

- (i) M.A. Physical Education or M.P.Ed. with at least 50% marks, and Bachelor of Physical Education (B.P.Ed.) or Diploma in Physical Education (D.P.Ed.) or its equivalent from a recognized University. **AND**
- (ii) Matric with Hindi/Sanskrit or Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects; **AND**
- (iii) Consistent good academic record.

NOTE:

- i) In view of Supreme Court Judgement dated 18.08.2011 in Civil Appeal No. 7084 of 2011 (arising out of SLP (C) No. 27965/2010) titled as P.V. Indiresan Vs. Union of India and others and cited in 2012 (1) RSJ 64 and LR's opinion in the matter, 5% relaxation means to the extent of 5% of the minimum qualifying marks in graduation/senior secondary, as the case may be, as prescribed in the relevant Service Rules. This is further clarified as under:
If the minimum qualifying marks are 50% for general category, then the qualifying marks for SC/BC/Differently abled candidates, as the case may be, shall be 47.5% i.e. 50 less 5% of 50. Similarly, if the minimum qualifying marks are 45%, then the qualifying marks for SC/BC/Differently abled candidates shall be 42.75% marks i.e. 45 less 5% of 45.
- ii) A degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of B.Ed. (Special

Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered.

- iii) In case of direct recruitment 'Good Academic Record' means the candidate having 50% marks after taking average of any three examination from 10th/12th/Graduation/Post-Graduation as the case may be. However, the candidate must have at least 50% marks in Post-Graduation except PGT Computer Science and in case of PGT Computer Science, the candidate must have at least 55% marks in Post-Graduation/Graduation as the case may be.

6. **SCHEME/STRUCTURE AND CONTENT OF TEST:**

All questions in HTET will be multiple choice questions. Each carrying one mark, with four alternatives out of which one answer will be correct. There shall be no negative marking. Detailed scheme and structure for all three levels is as given here under:

6.1-Level - I - For becoming Teacher for Classes I-V: Primary Teacher

There shall be only one paper. All questions will be Multiple Choice Questions (MCQs) each carrying one mark with four alternatives out of which one answer will be correct.

Scheme/Structure for Primary Teacher (PRT):

No. of MCQs–150; Duration of examination: Two-and-a-half hours.

| | | |
|---|---------|----------|
| (i) Child Development and Pedagogy | 30 MCQs | 30 Marks |
| (ii) Languages | 30 MCQs | 30 Marks |
| (Hindi 15 MCQs & English 15 MCQs) | | |
| (iii) General Studies | 30 MCQs | 30 Marks |
| (Quantitative Aptitude 10 MCQs, Reasoning Ability 10 MCQs and Haryana G.K. and Awareness 10 MCQs) | | |
| (iv) Mathematics | 30 MCQs | 30 Marks |
| (v) Environmental Studies | 30 MCQs | 30 Marks |

Total

150 Marks

NATURE AND STANDARD OF QUESTIONS:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning relevant to the age group of 6-11 years. They will focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The test items for Languages (Hindi & English) will focus on the proficiencies related to the medium of instruction.
- The test items for Quantitative Aptitude, Reasoning Ability and Haryana G.K. and Awareness Language will focus on the elements of Mental and Reasoning ability and General Knowledge regarding Haryana State.
- The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. In all these subject areas, the test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I-V by the Education Department, Govt. of Haryana.*

5. The questions in the tests for Level-I will be based on the topics of the prescribed syllabus for classes I-V, but their difficulty standard, as well as linkages, could be up to the secondary stage.

| | | |
|---------------------------------|--|---------------------------|
| <u>QUALIFYING MARKS:</u> | For all Categories except Scheduled Castes and Differently Abled/Physically Challenged : | 60% (90 Marks) |
| | For Scheduled Castes and Differently Abled/Physically Challenged of Haryana Domicile : | 55% (82 Marks) |
| | For Scheduled Castes and Differently Abled/Physically Challenged of Other State | 60% (90 Marks) |
| <u>NEGATIVE MARKING:</u> | There shall be no negative marking. | |

6.2 Level-II-For becoming Teacher for Classes VI-VIII: Trained Graduate Teacher (TGT)

There shall be only one paper. All questions will be Multiple Choice Questions (MCQs) each carrying one mark with four alternatives out of which one answer will be correct.

Scheme/Structure for Trained Graduate Teacher (TGT):

No. of MCQs – 150; Duration of examination: Two-and-a-half hours.

| | | |
|--|---------|----------|
| (i) Child Development and Pedagogy | 30 MCQs | 30 Marks |
| (ii) Languages (Hindi 15 MCQs & English 15 MCQs) | 30 MCQs | 30 Marks |
| (iii) General Studies (Quantitative Aptitude 10 MCQs, Reasoning Ability 10 MCQs and Haryana G.K. and Awareness 10 MCQs) | 30 MCQs | 30 Marks |
| (iv) Subject Specific as opted | 60 MCQs | 60 Marks |

Total

150 Marks

NATURE AND STANDARD OF QUESTIONS:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group of 11-16 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The test items for Languages (Hindi & English) will focus on the proficiencies related to the medium of instruction relevant to the age group of 11-16 years.
- The test items for Quantitative Aptitude, Reasoning Ability and Haryana G.K. and Awareness Language will focus on the elements of Mental and Reasoning ability and General Knowledge regarding Haryana State.
- The test items in subject specific will focus on the concepts, problem solving abilities and pedagogical understanding of these subjects. The test items shall be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI-X by the Board of School Education Haryana.*

5. The questions in the tests for Level-2 will be based on the topics of the prescribed syllabus of the Board of School Education Haryana for classes VI-X but their difficulty standard as well as linkages could be upto the senior secondary stage.

| | | |
|---------------------------------|--|---------------------------|
| <u>QUALIFYING MARKS:</u> | For all Categories except Scheduled Castes and Differently Abled/Physically Challenged : | 60% (90 Marks) |
| | For Scheduled Castes and Differently Abled/Physically Challenged : | 55% (82 Marks) |
| | For Scheduled Castes and Differently Abled/Physically Challenged of Other State | 60% (90 Marks) |
| <u>NEGATIVE MARKING:</u> | There shall be no negative marking. | |

6.3 Level-3-Post Graduate Teacher (PGT)

There shall be only one paper in this category. All questions will be Multiple Choice Questions (MCQs) each carrying one mark with four alternatives out of which one answer will be correct.

Scheme/Structure for Post Graduate Teacher (PGT):

No. of MCQs – 150; Duration of examination: Two-and-a-half hours.

- | | | |
|--|---------|----------|
| (i) Child Development and Pedagogy | 30 MCQs | 30 Marks |
| (ii) Languages (Hindi 15 MCQs & English 15 MCQs) | 30 MCQs | 30 Marks |
| (iii) General Studies (Quantitative Aptitude 10 MCQs, Reasoning Ability 10 MCQs and Haryana G.K. and Awareness 10 MCQs) | 30 MCQs | 30 Marks |
| (iv) Subject Specific as opted | 60 MCQs | 60 Marks |

Total

150 Marks

NATURE AND STANDARD OF QUESTIONS:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group of 14-17 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The test items for Languages (Hindi & English) will focus on the proficiencies related to the medium of instruction relevant to the age group of 14-17 years.
- The test items for Quantitative Aptitude, Reasoning Ability and Haryana G.K. and Awareness Language will focus on the elements of Mental and Reasoning ability and General Knowledge regarding Haryana State.
- The test items in subject specific will focus on the concepts, problem solving abilities and pedagogical understanding of these subjects. The test items shall be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes IX-XII by the Board of School Education Haryana.*

5. The questions in the test will be based on the topics of the prescribed syllabus of the Board of School Education Haryana for classes IX-XII but their difficulty standard as well as linkages could be up to the Post-Graduate level.

| | | |
|---------------------------------|--|---------------------------|
| <u>QUALIFYING MARKS:</u> | For all Categories except Scheduled Castes and Differently Abled/Physically Challenged : | 60% (90 Marks) |
| | For Scheduled Castes and Differently Abled/Physically Challenged : | 55% (82 Marks) |
| | For Scheduled Castes and Differently Abled/Physically Challenged of Other State | 60% (90 Marks) |
| <u>NEGATIVE MARKING:</u> | There shall be no negative marking. | |

IMPORTANT NOTE (For all Levels):

1. Contents of Syllabus for Level-I, II & III- Please see Annexure-I.
2. Sample of question papers - Please see Annexure-II.
3. Candidates studying in final year of the qualifying professional degree whichever is required for eligibility as per the rules are also eligible to apply for the test. Their candidature by the appointing authority, however, shall be considered only when they have acquired the minimum qualification.
4. The condition of having qualified "Secondary/Matric" with Hindi/Sanskrit OR Sr. Secondary/Graduation/Post Graduation with Hindi as one of the Subjects will be applicable at the time of applying for the post of Teacher and not for appearing in the HTET.

7. SCHEDULE OF EXAMINATION

| Sr. No. | Date of Test | Category | Timing | Duration |
|---------|--------------|-------------|--------------------|-------------|
| 1. | | Level-1,2&3 | As per admit card. | 150 minutes |

8. LANGUAGE OF QUESTION PAPERS

All questions except those concerning language subjects, will be bilingual i.e. Hindi and English.

9. FREQUENCY OF CONDUCT OF HTET, NUMBER OF AVAILABLE ATTEMPTS TO APPEAR AND VALIDITY PERIOD OF HTET CERTIFICATE:

- i) The Validity Period of HTET qualifying certificate for appointment will be life time from the issuance date of certificate for all levels.
- ii) If the result of HTET is revised on the part of the Board, the certificate is issued from 'Not Qualified to Qualified' then validity of the certificate will be considered from the issuance date of certificate. In case of result revised from 'Qualified to Qualified' then the validity of certificate of HTET will be considered from the date of declaration of main result.
- iii) There is no restriction on the number of attempts a person can take for acquiring HTET certificate.
- iv) Candidates who have already qualified HTET will have the option to appear in the fresh HTET to improve their score, if they so desire.

- v) If the result of HTET is declared late or revised on the part of candidate then validity of the certificate will be considered from the date of declaration of main result.

10. IMPROVEMENT IN HTET SCORE

Candidates who have qualified HTET can improve their performance in it.

11. EXAMINATION CENTRE

The Board of School Education Haryana reserves the right to create examination centre anywhere in the State of Haryana as well as outside Haryana. However, efforts will be made by the Board to allocate examination centre within Home District.

12. APPLICATION PROCEDURE (ONLINE):

Application form → upload images → fee payment → confirmation page

- (a) Please read the INFORMATION BULLETIN of HTET-2024 carefully before start filling the online application form.
- (b) Candidates can apply for HTET-2024 'ONLINE' through HTET website- <http://haryanatet.in> w. e. f 04-11-24 to 14-11-2024
- (c) Submitting Identification Proof & NUMBER is mandatory while applying for Online application.
- (d) The application for HTET-2024 has been made completely online with the facility to upload latest coloured photograph & signature (**with white background and at least 60% visibility**) and thumb impression of the applicant. The particulars will be filled online and the scanned images of latest coloured photograph, thumb impression and signature (in JPG format only) will be uploaded at the time of filling the application form. The candidates are advised to keep the scanned images of latest coloured photograph, thumb impression and signature ready in JPG format before applying online.
- (e) Candidate should enter his/her particulars i.e. Name, Father's Name, Mother's Name and Date of Birth as per Class 10th /secondary certificate.
- (f) Candidates can apply 'ONLINE' through HTET website <http://haryanatet.in>. The candidate should supply all details while filling the Online Form and upload their scanned images of latest coloured photograph & signature (**with white background and at least 60% visibility**) and thumb impression. After successful submission of data (Online) and requisite fee (through gateway payment) candidates are required to take printout of Confirmation Page for record and keep it for their reference. The Confirmation Page is not required to be sent to Board office.
- (g) *In case confirmation page not generated, the candidate should approach to the Assistant Secretary (Special Exam Cell) of Board immediately giving proof of the payment of fee for considering his/her candidature for HTET-2024.
- (h) The candidates shall be permitted to make online correction in their particulars i.e. Name, Father's name, Mother's name, Date of Birth, Identification Proof & Number and Subject Opted (Level-2 & 3) from 15-11-2024 to 17-11-2024 and afterwards no request will be entertained.
- (i) Candidates may make correction in their Particulars/Photo/Signature/Thumb Impression, Level, Caste category, Physical challenged & Home State within the given specified time only.
- (j) No change will be accepted through offline mode i.e. through fax/application or by E-mail etc. No correspondence in this regard will be entertained. Please

not that no request for any change in particulars will be accepted under any circumstances after the specified date for online correction is over.

- (k) If a candidate finds submitting more than one Application/ Registration for same level, his/her candidature shall be liable to be cancelled and the candidate may also be debarred for future examination (s). No communication will be made in this regard.
- (l) Furnishing of false, wrong, incorrect or inaccurate information may lead to cancellation of the Test result, forfeiture of the certificate and even prosecution in appropriate cases.
- (m) The candidate should mention their own Mobile Number and E-Mail Id while submitting their online application as the HTET alerts will be sent to the candidates on their registered Mobile Number and E-mail Id.
- (n) The scanned image of latest photograph is required to upload to avoid the inconvenience at centre, as this photograph will be matched with the actual candidate appearing in the examination.
 - Size–Thumb impression - 10KB to 30 KB.
 - Size - Signature - 10 KB to 20 KB.
 - Size - Photo - 20KB to 50 KB.
 (Image Dimension of photograph should be 3.5 cm (width) x 4.5 cm (height) only.)
- (o) For latest updates, please visit HTET official website regularly.

13. **MODE OF EXAMINATION**

The Examination will be conducted in Conventional Type (Pen-Paper Based).

14. **ADMIT CARD (ONLINE)**

ADMIT CARDS WILL NOT BE SENT BY POST. The candidates may download admit card only from HTET official website i.e. w.e.f. -----

-- onwards and appear for the examination at the given Centre. In case of any discrepancy noticed in admit card regarding particulars of candidate, photograph, thumb impression and signature or any other information different/vary from confirmation page, he/she may immediately contact special exam cell of board between 09:00 AM to 05:00 PM on dated ----- to ----- along with adequate proofs i.e. confirmation page, 10th/Secondary class certificate, two copies of coloured photograph, fee deposit proof etc. for necessary corrections.

- a) The candidates are advised to read the instructions on the admit card carefully and follow them during the conduct of the examination.
- b) No candidate will be permitted to appear from the centre other than the one allotted to him/her. No request for change of centre will be entertained under any circumstances. If any candidate unlawfully appears from a centre other than the one allotted, his/her candidature will be rejected outright and result will be quashed without entering into any correspondence with him/her in this regard whatsoever.
- c) Such eligible candidate who does not find his/her admit card on the website may contact personally in special exam cell of Board's office, Room No. 28 at Bhiwani for this purpose after ----- during office hours i.e. 09:00 AM to 05:00 PM along with adequate proofs i.e. confirmation page, 10th class certificate, two copies of coloured photograph, fee deposit proof etc. for necessary corrections.

- d) No candidate will be admitted to the examination centre unless he/she produces the valid Admit Card having his/her latest coloured photograph, signature etc. printed on it.

15. IMPORTANT FOR DIFFERENTLY ABLED INCLUDING BLINDCANDIDATES

In accordance with the Government of India, Ministry of Social Justice and Empowerment, Department of Disability guidelines vide OM F. No. 16-110/2003-DD.III dated 26.02.2013 and subsequent Govt. of Haryana Memo No.5203-18/HE-3/CPD/SJE/2013 dated 05.04.2013, the following instructions are applicable regarding differently abled candidates during the conduct of HTET Examination:

1. The differently abled candidates, including blind Candidates, who are unable to write with their own hands, may be given compensatory time of 50 minutes in each paper of HTET-2024 Examination for differently abled candidates who are making use of scribe/amanuensis. All the candidates with disability, including blind Candidates, who are unable to write with their own hands, not availing the facility of scribe may also be allowed compensatory time of 50 minutes.
2. The facility of scribe/amanuensis may be allowed to any person who has disability of 40% in visual impaired category or more or unable to write with their own hands, if so desired by the person.
3. The candidate may be permitted for opting of his own scribe/amanuensis or may be provided by the Board Office on his/her request. Such candidates are advised to Contact Board Office during the hours i.e-09:00 AM to 05:00 PM for amanuensis minimum Seven days before the examination 09:00 AM to 4:30 PM.
4. The educational qualification for the scribe/amanuensis will not be higher than Sr. Sec.
5. Proper seating arrangement preferably at ground floor should be made prior to the commencement of Examination to avoid confusion.
6. The time of giving the question paper, should be marked accurately and timely supply of question paper meant for visually impaired candidates, should be ensured.
7. There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency.
8. Alternate questions shall be provided in lieu of vision based questions for blind candidates.

16. IMPORTANT POINTS TO REMEMBER:

- (i) Do not resort to guessing or cheating/copying.
- (ii) Admit cards having Roll No., scanned photograph of the candidate and the name of examination centre will have to be downloaded by the candidates from the website of the Board ().
- (iii) The examination centre will not be changed under any circumstances. If any candidate unlawfully appears from a centre other than the one allotted, his/her candidature will be rejected outright and result will be quashed without making correspondence with him/her in this regard whatsoever.
- (iv) Fee once remitted shall not be refunded under any circumstances.
- (v) Candidature may be cancelled if more than one application is submitted for the same level.

- (vi) In case any candidate is found to have furnished false/wrong information with regard to qualification, category, home district, etc. or is found to have withheld/concealed information in his/her application form, his/her candidature for admission will be cancelled and legal proceedings may also be initiated against him/her.

17. PHOTOGRAPH AND THUMB IMPRESSION

- (i) The latest coloured photograph & signature with 60% visibility and white background should be uploaded.



- (ii) Candidates shall affix their thumb impression on OMR Answer Sheet at Examination Centre.
- (iii) The thumb impression to be affixed by the candidate must be clear. The thumb impressions should be properly inked i.e. they should not be either over inked or dried in nature.
- (iv) Please note that scanned photograph and signatures as printed on the admit card/Attendance Sheet will also be printed on the certificate.

18. UNFAIRMEANS AND MALPRACTICES

1. The Board of School Education Haryana will take serious note of any sort of Unfairmeans cases including cases of impersonation. Apart from cancellation of current examination and disqualifying such candidates, legal proceedings may be initiated against all those involved in malpractices as per “Unfairmeans Regulations” of the Board.
2. Candidates are not allowed to carry any textual material, Calculators, Document, Pen, Slide Rules, Log Tables, and Electronic Watches with facilities of calculator, printed or written material, bits of papers, mobile phone, pager or any other device, except the Admit Card, Copy of Confirmation Page and Blue/Black Ball Point pen inside the Examination Room/Hall. If any candidate is found in possession of any of the above item or any type of other incriminating material, his/her candidature will be treated as cancelled for the current examination and he/she may also be debarred for future examination(s) as per “Unfairmeans Regulations” of the Board.
3. Candidates shall maintain perfect silence and attend to their Question Paper only. Any conversation or gesticulation or disturbance in the Examination Room/Hall shall be deemed as misbehavior. If a candidate is found indulged in such malpractices, his/her candidature shall be cancelled and he/she will be liable to be debarred for taking examination either permanently or for a specified period according to the nature of offence as provided in the “Unfairmeans Regulations” of the Board.

19. GENERAL INFORMATION

- (i) If a candidate is found to have applied from different districts, his/her application form will be outrightly rejected and he/she will not be allowed to appear in the test.
- (ii) In case a candidate is found to have concealed any material facts/given wrong information, his/her application form will be rejected.

- (iii) The candidates shall have to abide by the rules and regulations of the Board and terms & conditions in the Information Bulletin regarding this test.
- (iv) There is no provision for Re-evaluation/Re-checking of the OMR answer-sheets. Therefore, no request in this regard shall be entertained.

20. AWARD OF CERTIFICATE

1. Those candidates who are declared qualified shall be awarded a Certificate by the Board of School Education Haryana, Bhiwani. Separate Certificate shall be awarded to such candidate who appear and qualify for more than one level. However, the statement of marks of all the candidates appearing in "HTET" shall be made available on the website of the Board.
2. The result will be declared after comparison of IRIS data base (Biometric profile verification) as decided/informed by Board. Such candidate(s) will be given only three chances thereafter, if any candidate remains absent in the prescribed three chances and reports for Biometric Verification after not present in three given chances, then Biometric Verification will be done by charging a fee of Rs. 10000/- (Rupees Ten Thousand Only) from the candidate. This period will be valid for one year from the date of declaration of result. After the stipulated period, the result of the candidate will automatically be considered cancelled.

IMPORTANT NOTE:

- (i) It is made clear that if a candidate has been allowed to appear in the Haryana Teachers Eligibility Test (HTET), it does not imply that the candidate's eligibility has been verified. Appearing in the test and qualifying the same does not vest any right with the candidate for appointment. The eligibility shall be, finally, verified by the appointing authorities.
- (ii) Also note that appearing and passing of HTET will not automatically make qualified persons eligible for recruitment.
- (iii) Even after appearing in the examination if at any stage it comes to the notice of the Board that the candidate was not eligible to appear in the HTET examination OR the candidate has used any sort of unfair means in the examination, the candidature and result of such candidate will be cancelled/quashed by the Secretary of the Board. Apart from cancellation of candidature and quashing of result, such candidates may be disqualified for future examination as per "Unfairmeans Regulations" of the Board. Legal proceedings may also be initiated against such candidate depending upon the gravity of offence.

21. INSTRUCTION REGARDING TEST

- (i) The candidates should be present at the Examination centre, as allotted in the admission card, at least **two hours** before the commencement of examination. No candidate would be allowed to enter the examination centre thereafter.
- (ii) The candidates should not bring any other paper except valid Admit Card and Confirmation Page.
- (iii) **Thumb Impression will be marked on Computer Generated Application Form (Confirmation Page) by the candidate in presence of Invigilator/Supervisor of concerned Examination Centre and have to be provided to concerned Centre Superintendent. If the same will not be provided by the candidate, he/she would not be allowed to appear in Examination.**

- (iv) **The candidate must paste same photo and also put same signature which were uploaded while Application on the Computer Generated Application Form (Confirmation Page) & Admit card.**
- (v) Candidates found using or attempting to use any unfair means shall stand disqualified, besides other punitive measures.
- (vi) No candidate shall be permitted to leave the examination centre earlier than the time fixed for the examination.
- (vii) Use of calculating devices is not allowed.
- (viii) Candidates must put their signatures twice on the attendance sheet in the presence of the Invigilator in the Examination Hall.

22. INSTRUCTIONS REGARDING TEST BOOKLET

- (i) Every Test Booklet has a serial number mentioned on the front page which the candidate must carefully write at the appropriate place on the **OMR** answer-sheets.
- (ii) The candidate must put his/her signature on the front page of the Test Booklet at the appropriate place.
- (iii) In case the candidate finds any defect in the Test Booklet, he/she should request the invigilator to change the same before writing any particulars.
- (iv) **OMR** answer-sheets must be returned to the invigilator before leaving the examination hall.

23. INSTRUCTIONS REGARDING ANSWER SHEET (OMR SHEET)

- (i) The candidate must read the instructions given on the **OMR** answer-sheets carefully. A sample of the **OMR** answer-sheet is annexed (Annexure - III).
- (ii) Use only **Black ball point pen** strictly as per directions mentioned on the **OMR** answer-sheet.
- (iii) In case the candidate finds any defect in the **OMR** answer-sheet, he/she should request the Invigilator to change the same.
- (iv) Do not fold the **OMR** answer-sheet or make any stray marks or do any rough work on it.
- (v) The candidate should fill in his/her Roll No. and Test Booklet No. printed on the front page of the Test Booklet in the proper blocks and darken the ovals (circles) with black ball point pen only on the **OMR** answer-sheet.
- (vi) The candidate must put his/her signature with **Black ball point pen** and append his/her **Left Hand Thumb Impression** at the appropriate place on the **OMR** answer-sheet.
- (vii) Calculator/Mobile Phones and any other electronic items will not be allowed inside the Examination Centre. Even possession and not necessarily use shall be treated as use of unfair means and action shall be taken as per "Unfair means Regulations" of the Board. Criminal Proceedings may also be initiated.
- (viii) Answers to the questions are to be given by darkening the relevant oval (circle) completely with **Black ball point pen only**.

24. SPECIAL PROVISION(S)

- (i) In order to maintain high standards of secrecy, the Secretary shall have the authority to determine the method of assigning Roll Numbers/Registration number to the candidates, allotment of examination centres, appointment of invigilation staff, inspection of examination centres, remuneration for those involved in the process of conduct of examination, setting of Question-Papers and their printing

including certificates, processing/declaration/revision of result, quantum of penalty for unsatisfactory work, etc. The decision of the Secretary shall be subject to the approval of the Chairperson of the Board.

- (ii) Notwithstanding anything contained in any other regulations/rules made there under or/and in any resolutions /orders /directions of the Board or any officer, the entire process and activities involved in the process of setting of question papers, their printing, inviting offers from confidential printers, making payments, appointments of paper setters and subject experts, reports of analysis of question papers etc. shall be kept top secret and no one shall be allowed to have access on the record related to it.

25. OBJECTION REGARDING QUESTIONS AND ANSWER KEYS

“After Examination the answer keys of level-1, 2 and 3 will be uploaded on the Board’s website www.bseh.org.in. There is a provision for the candidates to file an objection on the Questions and Answer Keys through the link available on the Board’s website. A fee of Rs. 1000/- per question will be required to be submitted. The fee once paid is non-refundable. If any mistake is noticed by the Subject Expert(s) in the Answer Key. The refund of fee for particular question will be processed within three months from the date of declaration of the result. The refund will be processed through the Accounts Branch of this office. Answer Keys will be finalized as per final report of the Subject Expert(s). Board’s decision on the objections will be final. After the declaration of result, the final answer key will be uploaded on the website of the Board for the information of the candidates and no further communication will be entertained.

No Objection will be entertained through offline mode i.e. through fax/application or by email etc. No correspondence in this regard will be entertained. No Objection will be accepted under any circumstances after the specified date for online objection is over.”

26. MAINTENANCE OF RECORD

The record of “HTET -2024” including OMR Answer sheets will be preserved up to four months from the date of declaration of result.

27. INTERPRETATION

If any question of interpretation on any provision of these Guidelines/Instructions or any other point specifically not covered by these Guidelines/Instructions, the Chairperson will be competent to take a final decision.

28. JURISDICTION

All legal disputes with regard to the “Haryana Teacher Eligibility Test-2024) at the level of Sessions Court shall be subject to the jurisdiction of Courts at Bhiwani (Haryana) only.

NOTE

1. Candidates are advised to study the “Scheme of Examination” containing guidelines/instructions (Information Bulletin uploaded on the website of the Board–() carefully before submission of online Application. Detailed scheme of examination may also be downloaded by the candidates from the website.

2. **The Information Bulletin-“Scheme of Examination–Guidelines/Instructions” is subject to alteration/modification without prior notice. Candidates are advised to keep a watch on website of the Board www.bseh.org.in to know the changes, etc. if any.**
3. **Candidates can contact for any information at the following address & phone Number:**

Board of School Education Haryana, Bhiwani – 127021

**CONTACT NO. 01664-241611 (FAX) 01664-254305 8938001176 &
8958001178**

E-mail : (Htethelpdesk@gmail.com, secretary@bseh.org.in)

CONTENT OF SYLLABUS
For Level-I, Level-II and Level-III

Level-I

| 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>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 level 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:</p> <p>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, Speciallyabled 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 (i) | <p>Language-I (Hindi)</p> <p>Language Comprehension Questions:</p> <p>Reading unseen passage - one passage from prose/drama/poem with questions on comprehension, inference, grammar and verbal ability (Passage may be literary, scientific, narrative or discursive).</p> |
| (ii) | <p>Pedagogy of Language Development:</p> <p>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> |
| (iii) | <p>Teaching-learning materials:</p> <p>Textbook, multi-media materials, multilingual resource of the classroom.</p> |

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| B) | Language–II(English) |
| (i) | Language Comprehension Questions: Oneunseenprosepassage(discursiveorliteraryornarrativeorscientific)withquestiononcomprehension,grammarandverbalability. |
| (ii) | PedagogyofLanguageDevelopment: Learning and acquisition,) PrinciplesoflanguageTeaching, Roleoflisteningandspeaking;functionoflanguageandhowchildrenuseitasatool, Criticalperspectiveontheroleofgrammarinlearningalanguageforcommunicatingideasverballyandinwrittenform; Challengesofteachinglanguageinadiverseclassroom;language difficulties,errorsanddisorders, Language Skills. |
| (iii) | Teaching-learning materials:) Textbook,multi-media materials,multilingualresourceoftheclassroom. |

| Part-III Syllabus for General Studies | |
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| A) | Haryana related history, current affairs, literature, Geography, Civics, Environment, Culture, Art,Traditions,andWelfare SchemesofHaryana Government. |
| B) | GeneralIntelligence &Reasoning:) Itwouldincludequestionsofbothverbalandnon-verbaltype.Thiscomponentmayincludequestionsonanalogies,similaritiesanddifferences,spacevisualization,spatialorientation,problemsolving,analysis, judgment, decision making, visual memory, discrimination, observation, relationship concepts,arithmetical reasoning and figural classification, arithmetic number series, non-verbal series, coding anddecoding,statementconclusion,syllogisticreasoningetc. The topicsare: SemanticAnalogy,Symbolic/Number Analogy,Figural Analogy, SemanticClassification,Symbolic/NumberClassification,Figural Classification, Semantic Series, Number Series, Figural Series, Problem Solving, Word Building,Coding&Decoding,NumericalOperations,SymbolicOperations,Trends,SpaceOrientation,SpaceVisualization, Venn Diagrams, Drawing inferences, Punched hole/ Pattern- folding&un-folding, FiguralPattern-folding and completion, Indexing, Address matching, Date & city matching, Classification ofcentre codes/rollnumbers,Small&Capitalletters/numberscoding,decodingandclassification,EmbeddedFigures, Criticalthinking, Emotional Intelligence, Social Intelligence. |
| C) | Quantitative Aptitude:) Thequestionswillbedesignedtotesttheabilityofappropriateuseofnumbersandnumbersenseof the candidate. The scope of the test will be computation of whole numbers, decimals, fractions andrelationships between numbers, Percentage. Ratio & Proportion, Square roots, Averages, Interest, Profitand Loss, Discount, Partnership Business, Mixture and Allegation, Time and distance, Time & Work, Basicalgebraic identities of School Algebra & Elementary surds, Graphs of Linear Equations, Triangle and itsvarious kinds of centers, Congruence and similarity of triangles, Circle and its chords, Tangents, Anglessubtended 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,DegreeandRadianMeasures,StandardIdentities,Complementaryangles,HeightsandDistances,Histogram,Frequency polygon, Bar diagram&Pie chart. |

| Part-IV Subject Specific Syllabus | |
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| 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.

Level-II

| Part-I Syllabus for Child Development and Pedagogy | |
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| 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>Concept 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. Formulating appropriate questions for assessing readiness level 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:</p> <p>Addressing learners from diverse backgrounds including disadvantaged and deprived. Addressing the needs of children with learning difficulties, "impairment" etc. Addressing the Talented, Creative, Speciallyabled Learners.</p> <p>Learning and Pedagogy : How children think and learn; how and why children "fail" to achieve success in school performance. Basic processes of teaching and learning; children's strategies of learning; learning as a social activity; 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</p> |

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| | <p>steps in the learning process. Cognition & Emotions. Motivation and learning. Factors contributing to learning - personal & environmental.</p> |
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| Part-II Syllabus for Language | |
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| A) | Language-I (Hindi) |
| (i) | Language Comprehension Questions: Reading unseen passage - one passage from prose/drama/poem with questions on comprehension, inference, grammar and verbal ability (Passage may be literary, scientific, narrative or discursive). |
| (ii) | 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. |
| (iii) | Teaching-learning materials: |
|) | Textbook, multi-media materials, multilingual resource of the classroom. |
| B) | Language-II (English) |
| (i) | Language Comprehension Questions: One unseen prose passage (discursive or literary or narrative or scientific) with questions on comprehension, grammar and verbal ability. |
| (ii) | 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. |
| (iii) | Teaching-learning materials: |
|) | Textbook, multi-media materials, multilingual resource of the classroom. |

| Part-III Syllabus for General Studies | |
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| 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 & Decoding, Numerical Operations, Symbolic Operations, Trends, Space Orientation, Space Visuali |

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| | zation, 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) | <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

| Science | |
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| A) | <p>Sorting Material and Group: Object around us, properties of materials, appearance, hardness, soluble or insoluble, transparency, object float or sink in water.</p> <p>Separation of substances: Separation of substance, mixture and their types, methods of separation, filtration, threshing, evaporation, sedimentation and decantation, sieving, winnowing.</p> <p>Acids, Bases and Salts: Acids and bases, natural indicators around us, neutralisation, neutralisation in everyday life.</p> <p>Physical and Chemical Change: Physical and chemical changes, physical changes, chemical changes, rusting of iron, crystallisation.</p> <p>Coal and Petroleum: Coal, petroleum, natural gas, some natural resources are limited.</p> <p>Combustion and Flame: Combustion, how do we control fire, types of combustion, flame, structure of flame, what is a fuel, fuel efficiency.</p> <p>Matter in our Surrounding: Physical nature of matter, characteristics of particles of matter, states of matter, can matter change its state, evaporation.</p> <p>Is Matter Around us Pure: What is a mixture, solution, separating the components of a mixture, physical and chemical change, types of pure substance.</p> <p>Atoms and Molecule: Atom and molecule, laws of chemical combination, atom, molecule, mole concept, molecular mass, chemical formula.</p> <p>Structure of Atom: Charged particle in matter, Structure of atom, electron distributed in different orbits, valency, atomic number and mass number.</p> <p>Chemical equation and Reaction: Chemical reactions, chemical equations, types of chemical reaction, effect of oxidation reaction in everyday life.</p> <p>Metal and Non- Metals: Physical properties of metals and non metals, chemical properties, metal react with water, air and acids, reactivity series, metal and non metal react, properties of ionic compound, occurrence of metal, extraction, refining, corrosion and its prevention.</p> <p>Carbon and its Compound: Carbon and its compounds, bonding in carbon covalent</p> |

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| | <p>bond, chemical properties of carbon compound, Important carbon compound- ethanol and ethanoic acid, soaps and detergents. Subject related Pedagogy.</p> |
| B) | <p>Fundamental unit of life: Cell and its Structural Organisation and functions, Cell division.</p> <p>The world of the living: Forms and functions of plants and animals.</p> <p>Plant and animal tissues.</p> <p>Diversity in living organisms: Classification of plants and animals with their characters.</p> <p>Various life processes of animals and plants: Nutrition, Respiration, Transportation, Excretion (Including various systems of human beings).</p> <p>Body movements: Movement in animals, Human body and its movement, Control and coordination in plants and animals.</p> <p>Reproduction in organisms: Modes of reproduction (Asexual and sexual reproduction) Reproductive health (Adolescence and puberty) Heredity and evolution.</p> <p>Disease: Types, causes, agents, treatment and prevention.</p> <p>Weather, Climate and adaptation of organisms to different climate and habitat, Ecosystem, Pollution, Biogeochemical cycles, Ozone layer, Animal husbandry, Soil, Water, Forest & Wild life, Environmental awareness, Conservation of plants and animals, Natural resources and their management.</p> <p>Food: Its resources, components and functions, Improvement in food resources, Crop production and its management, Improvement in crop yields and management, Crop Protection management.</p> <p>Microorganisms. Subject related Pedagogy.</p> |
| C) | <p>Motion & Measurement: Types of motion and non-uniform motion , speed, velocity and accelartion, Distance time graph, Velocity time graph, Equation of motion, Uniform circular motion, Measurement of distance and time.</p> <p>Force and laws of motion: Types of forces, Balance and unbalanced forces, First law of motion, second law of motion, third law of motion, Friction, Factors effecting friction, Friction is necessary evil, wheels reducing friction, Fluid friction.</p> <p>Gravitation: Universal law of gravitation, Importance of universal law of gravitation, free fall, To calculate value of g, Motion of objects under the influence of gravitational force of earth, Mass and weight, weight of object on moon, Thrust and Pressure, Atmospheric Pressure, Pressure in fluids, Buoyancy, why objects float or sink when placed on the surface of water Archimidis' Principle.</p> <p>Work, Energy & Power: Scientific concept of work, work done by constant force, Type of Energy, Kinetic energy, Potential energy, Law of conservation of energy, Rate of doing work,</p> <p>Sound: Production of sound, propagation of sound, characteristics of sound waves, speed of sound in different media, echo, reverberation, uses of multiple reflection of sound, range of hearing audible and inaudible sounds, noise and music, noise pollution, application of ultrasound.</p> <p>Light: transparent, opaque and translucent objects, A pinhole camera, sunlight-white or coloured , what is Braille system, reflection of light; spherical, representation of images formed by spherical mirror using ray diagrams: image formation by concave mirror, image formation by convex mirror, mirror formula and Magnification; Refraction of light: Refraction through a rectangular glass slab, the refractive index, refraction by spherical lenses, image formation by lenses, sign convention for spherical lenses, lens formula and magnification, power of lens.</p> <p>The human eye: power of accommodation; defects of vision and their correction; Myopia, Hypermetropia, presbyopia, Refraction of light through a prism; Dispersion of</p> |

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| | <p>white light by a glass prism; Atmospheric refraction: twinkling of stars, advance sunrise and delayed sunset; Scattering of light: tyndal effect, why is the colour of the clear sky blue.</p> <p>Electricity & circuits: Electric cell, An electric circuit, electric switch, electric current, electric potential, ohm's law, factors on which resistance of conductor depends, grouping of resistors; series and parallel, specific resistance, heating effect of electric circuit and current, Practical application of heating effect of electric current, electric power chemical effect of current, electroplating.</p> <p>Magnetic effects of electric current: Magnetic field and field lines; magnetic field due to a current carrying conductor: straight conductor, circular current loop, solenoid, Right hand thumb rule, flaming's left hand rule. fleming's right hand rule, force on a current-carrying conductor in a magnetic field; electromagnet, electric bell, domestic electric circuit, motor and A.C. generator. Subject related Pedagogy.</p> |
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| Physical Education | |
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| A) | <p>Physical Education: Meaning, Definition, Aim, Objective & Importance. History of Physical Education in India Pre and Post Independence Era.</p> <p>Biological Basis of Physical Education: Growth and development, Heredity and Environment, Types of body, Classification of personality (Kretcher's and Sheldon's classification). Dimensions of personality. Physical education in Ancient Greece, Rome, Germany, Denmark, Sweden and Russia. Health and Hygiene, Balanced diet and nutrition, Health related fitness, obesity and its management, First-Aid,</p> <p>Communicable diseases: Their causes, and preventions. School Health Programme and Personal Hygiene, Sports injuries and their preventions, Postural deformities their causes and preventions, Sports Medicine (Basic Idea), Physiotherapy and Rehabilitation, Physical fitness & Wellness.</p> <p>Anatomy and Physiology: Meaning and Definition of anatomy and physiology Anatomy & Physiology of Respiratory system, Blood Circulatory system, Skelton system, Muscular system, Endocrine system, Digestive system, Nervous system (Neuro transmission) Excretory system: Its organs structure and functions.</p> |
| B) | <p>Ergogenic Aids, Doping and anti doping, Factors influencing performance in sports.</p> <p>Kinesiology and Biomechanics: Meaning and definition of kinesiology and biomechanics, joints and their movements, levers, muscular analysis of motor movement, laws of motion, Principles of equilibrium, force, muscular analysis of various sports activities. Mechanical analysis of fundamental movements.</p> <p>Kinesiology and biomechanics: running, jumping throwing, pulling and pushing.</p> <p>Psychology and Sociology in sports: Meaning and definitions, Aim and objective of Psychology in sports.</p> <p>Learning: Learning process, Theories of learning, Laws of Learning, Transfer of learning.</p> <p>Motivation: Internal and external motivation, Psychological factors affecting sports performance.</p> <p>Leadrship: Meaning, definition & types, leadership qualities.</p> <p>Recreation: Theories and principles of recreation, Recreation programmes for various age groups/categories.</p> <p>Yoga Education: History of Yoga, Meaning and definition, Aim and objective of</p> |

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| | yoga, Ashtanga yoga, Meaning of Ashtanga yoga, Various parts of Ashtanga yoga, Surya namaskar and its benefits, Pranayama: Its types and benefits, Strudhi Kriyas: Neti, Dhoti, Basti, Importance of yoga in daily life, Yoga as preventive measure for lifestyle diseases. |
| C) | <p>Test Measurement and Evaluation: concept of test measurement and evaluation, measurement of athletics(track and field events) Major games and Minor games, Rules and Regulations of all games and sports, Sports and Games terminology, Sports current affairs, Sports/Games Federations, National and International games(Olympic Movement), Cups and Trophies, Stadiums, Tournaments and their Fixtures. Khelo India and Fit India Movement.</p> <p>Sports Management: Concept and principles of management, organisation and functions of sports Bodies, Intramural and extramural, management of infrastructure, equipments finance and persons, planning in sports,officiating,</p> <p>Sports training: concept of sports training, principles of sports training, Periodization, training methods, training programme for development of various motor qualities, technical and tactical preparation for sports, short term and long term training programmes, media and sports, computer applications in physical education and sports, National sports awards. .</p> <p>Subject related Pedagogy.</p> |

| English | |
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| A) | <p>Reading Comprehension: One/two unseen passage (prose/poem) to assess the candidate's ability to comprehend, analyse and interpret text.</p> <p>Language:(Pedagogy of English)- Aims and objectives of teaching English at secondary level, Methods and approaches of teaching English language, Teaching aids, Use of ICT in classroom.</p> |
| B) | <p>Grammar and Usage- 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 part of speech in detail(Noun, pronoun, verb, adjective, adverb, conjunction, interjection, preposition).</p> <p>Basic phonetics- Word formation, vowel and consonant sounds, simple transcription.</p> |
| C) | <p>Literature: Text based questions must be selected from the prescribed syllabus of the Board of School Education Haryana for classes VI to X, Difficulty level of the questions may be raised to UG Level.</p> |

| Hindi | |
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| A) | <p>fgUnhHkk"kk ,oalkfgR; dk bfrgkl%&Hkk"kk ds fofo/k :i ,oaloSa/kkfudfLFkfr] fgUnhHkk"kk dk bfrgkl] nsoukxjh fyfi dk bfrgkl] oSKkfudrk ,oafok's"krk,a] fgUnhlfgr; dk</p> |
| B) | <p>ek/;fed Lrjh; ,oaiB~;øeesaladfyrjpvksa dh tkudkjh%&clar Hkkx&1]2 ,oa 3 esaladfyr x ,oai jpvksaijvk/kkfjrç'u] ikB~;øeesaladfyrdforkvksa ds Hkko] Hkk"kk ,oa `kSyhi{k ijvk/kkfjrç'u] ikB~;øeesaladfyr x jpvksavkSj muds fofo/k i{kksa ds Kkuijvk/kkfjrç'u]</p> |

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| C) | dkO;'kkL= ,oaO;kdj.k%&dkO; xq.k ,oadkO; nks"kiyvk/kkfjrç'u] vyadj&miek] :id] mRçs{kk] oØksfDr] 'ys"k] vfr'k;ksfDr] vlaxfr ,oanz"Vkariyvk/kkfjrç'u] Nan &nksqk] jksyk] gfjxhfrdk] ekfyuh] dfoŸk] loS;k] oa'kLFkiyvk/kkfjrç'u] jl ,oajl ds vo:oiyvk/kkfjrç'u] o.kZfopkj& Loj ,oaO;atu ds çdkj] ç;Ru ,oaLFkku dh n`f"V ls] `kCnfopkj&rRle] rn~Hko] ns'kt oafons'kti yvk/kkfjrç'u] laf/kl lekll milyZ] çRi: |
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Urdu

Subject Specific: Urdu Questions: 60 MCQs Marks: 60

نوٹ: اردو زبان کے نصاب کو (TGT) HTET Level-2 کے لیے تین حصوں میں تقسیم کیا گیا ہے۔ پہلا حصہ شاعری کا ہے، دوسرا حصہ نثر کا اور تیسرا حصہ قواعد پر مبنی ہے۔

حصہ اول

موضوع: شاعری

| شمار نمبر | اسباق |
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| ☆ | نظم کی تعریف اور اس کی اہم اقسام کا مطالعہ۔ نثر کی تعریف اور اس کا فن۔ گیت کی تعریف اور اس کا فن، دوہے کی تعریف اور اس کا فن۔ نصاب میں شامل شعرا کی حیات و شخصیات اور تخلیقات کا مطالعہ۔ |
| 1. | ہمارا وطن (نظم) چکوست |
| 2. | درختوں سے محبت (نظم) مدحت اختر |
| 3. | بچے کی دعا (نظم) علامہ اقبال |
| 4. | ہریانہ کا کسان (نظم) ادارہ |
| 5. | ہر انسان برابر ہے (نظم) مظفر ضعی |
| 6. | ہسنت (نظم) فقیر لدھیانوی |
| 7. | قلم (نظم) ماخوذ |
| 8. | نیل گن میں تارے (نظم) شریف احمد شریف |
| 9. | اردو زبان ہماری (نظم) ماخوذ |
| 10. | مئی کا دیا (نظم) الطاف حسین حالی |
| 11. | عورتوں کا درجہ (نظم) الطاف حسین حالی |
| 12. | صبر کا پھل (نظم) مظفر ضعی |
| 13. | جانو (نظم) سکندر علی وجہ |
| 14. | ایک لڑکی کا گیت (نظم) اختر شیرانی |
| 15. | ایر بہار (نظم) تلوک چند محروم |
| 16. | الہیلا ہریانہ (نظم) بیگل اتسای |
| 17. | ہندو مسلمان (نظم) تلوک چند محروم |

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| 18. | ایک دیہاتی لڑکی کا گیت (گیت) اختر شیرانی |
| 19. | بہادر نو (نظم) سورج زمان مہر |
| 20. | ایک پودا اور گھاس (نظم) اسماعیل میرٹھی |
| 21. | دو ہے (کبیر) |
| 22. | بہار کے دن (نظم) اختر میرٹھی |
| 23. | حد (نظم) اسماعیل میرٹھی |
| 24. | نیکی اور بدی (نظم) نظیر اکبر آبادی |
| 25. | ہستی اپنی سہا ب کی سی ہے (غزل) میر تقی میر |
| 26. | کوئی امید نہیں آتی (غزل) مرزا غالب |
| 27. | پہاڑ اور گہری (نظم) اقبال |
| 29. | اے شریف انسانو! (نظم) سائر لدھیانوی |
| 30. | قدم بڑھاؤ دوستو! (نظم) اختر نواز |

حصہ دوم
موضوع: نثر

| شمار نمبر | اسباق |
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| ۶ | اردو ادب کی تاریخ، اردو زبان کی نشوونما سے متعلق اہم نظریات، مضمون کی تعریف اور اس کے اہم اجزاء، افسانہ مختصر افسانہ کہانی کی تعریف فن اور اجزائے ترکیبی، مکالمہ کی تعریف اور اس کا فن، ڈراما کی تعریف فن اور اجزائے ترکیبی، انٹرایک کی تعریف اور اس کا فن، آپ جتنا بخود دوست کی تعریف اور اس کا فن۔ انصاف میں شامل شکرگزاروں کی حیات و شخصیات اور تخلیقات کا مطالعہ۔ |
| 1. | چنگ (کہانی) ادارہ |
| 2. | بریلو کی گرام پنچایت (مضمون) ادارہ |
| 3. | مائی پائی پی (مضمون) ادارہ |
| 4. | اپنا کام خود کرو (کہانی) ادارہ |
| 5. | کوئین (مضمون) ادارہ |
| 6. | سادگی (شخصیت) ادارہ |
| 7. | کونر (مضمون) ادارہ |
| 8. | چاندنی بی (شخصیت) ادارہ |

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| 9. | سوئے کا چوہا (کہانی) ادارہ |
| 10. | بیڈل سے ہوائی جہاز تک (مضمون) ادارہ |
| 11. | موتی پرست (کہانی) ادارہ |
| 12. | پہلوں کا شیدائی (شخصیت) ادارہ |
| 13. | چڑیا گھری سیر (ماہنامہ) ادارہ |
| 14. | ہریانہ کی قومی وراثت (مضمون) ادارہ |
| 15. | گجراتی ہریانہ کی شان (مضمون) ادارہ |
| 16. | کھڑکھن (کہانی) خولہ احمد عباس |
| 17. | لوک گیت (مضمون) ادارہ |
| 18. | ایم۔ ایس۔ سہاسمی (مضمون) ادارہ |
| 19. | کارہ (مضمون) ادارہ |
| 20. | وہ صبح بھی تو آئے گی (آپ بھتی) سلتی |
| 21. | مرج ۲۰۰۰ (انشائیہ) خولہ حسن نظامی |
| 22. | سید مشتاق علی (مضمون) ادارہ |
| 23. | کلیات (مضمون) ادارہ |
| 24. | میلی ایک آزادی کا سپہ سالار (مضمون) ادارہ |
| 25. | چوں چوں تکم (کہانی) شہینہ فرحت |
| 26. | دن سنا (مضمون) ادارہ |
| 27. | آؤ بیچ لگائیں (ماہول) ادارہ |
| 28. | میتات کا سماجی نظامی (مضمون) ادارہ |
| 29. | آزادہ نرفوج کاہاں باز سپاہی (مضمون) ادارہ |
| 30. | سالہ عابد حسین (شخصیت) ادارہ |
| 31. | بہادر شاہ کاہچی (مضمون) میرا قرظی و ہلوی |
| 32. | نادان دوست (کہانی) ششی پریم چند |
| 33. | چڑیا گھری سیر (مضمون) ادارہ |
| 34. | اسان کا پورا اسان (کہانی) ڈاکٹر ذاکر حسین |
| 35. | سند باد بہاری کا ایک ستر (عربی کہانی) زہرہ |

| | |
|-----|--|
| 36. | کہاوتوں کی کہانی (مضمون) فرقت کا گروہی |
| 37. | تجکا تھوڑی ہوا سے اڑھاتا ہے (کہانی) ژریر، محمد مجیب |
| 38. | مصنوعی ستارہ (مضمون) ادارہ |
| 39. | ملا نصر الدین (مضمون) احمد جمال پاشا |
| 40. | وقت (مضمون) اچیٹی نڈرا احمد |
| 41. | غیر نظر سے اکتھاس (Unseen Passage) |
| 42. | بے تکلفی (انشائیہ) آکھیپال کپور |
| 43. | زبانوں کا گھر بندوستان (مضمون) سید احسان حسین |
| 44. | خدا کے نام سے (ژریر، اکتھلی لوک کہانی) گرگور یوگورینوف آئے |
| 45. | ڈاکٹر نسیم راؤ امبیڈکر (مضمون) ادارہ |
| 46. | آدی کی کہانی (مضمون) محمد مجیب |
| 47. | انٹریٹ (مضمون) ادارہ |
| 48. | تبی روشنی (مکالمہ) ماخوذ |
| 49. | رضیہ سلطان (مضمون) ماخوذ |
| 50. | کاٹھک کا گھوڑا (کہانی) برتن سنگھ |
| 51. | کارٹوس (ڈراما) حبیب تنویر |

حصہ سوم

موضوع: قواعد

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|---|
| حروف چھتری، زمر، تھک، یر، تون، اسم، ضمیر، صفت اور فعل وغیرہ، محاورے، کہاوتیں، مذکر - مؤنث، واحد - جمع اور متضاد۔ علم، بیان اور علم بدلنے کی اہم اقسام، تشبیہ، استعارہ، کنایہ، مجاز، مرسل، صنعت، تضاد، حسن، تخیل، تخیل، عارفانہ، تلخیص، مبالغہ اور ایہام۔ |
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نوٹ: مندرجہ بالا اوصاف جماعت 6 سے 10 ویں تک کی این سی ای آر ٹی (NCERT) کی کتاب 'جان پہچان' (حصہ ایک سے پانچ) سے ماخوذ ہے۔
سوالوں سے اٹھیں اسباق پڑھنی ہوں گے۔

विषय: – संस्कृतम् लेवल – 2

प्रथमो भागः

➤ एषु पाठ्यपुस्तकेषु नियोजितान् पाठ्यविन्दान् आधारीकृत्य पठित-अपठित-गद्यांशाधारिताः बहुविकल्पात्मकाः प्रश्नाः प्रह्व्याः।

- | | | |
|-----------------------|-------------------------|-----------------------|
| 1. रुचिरा प्रथमो भागः | 2. रुचिरा द्वितीयो भागः | 3. रुचिरा तृतीयो भागः |
| 4. शेमुषी प्रथमो भागः | 5. शेमुषी द्वितीयो भागः | |

१) एतानि सूत्राणि आधारीकृत्य संज्ञा प्रकरणतः सामान्यप्रश्नाः।

इत्संज्ञा, प्रत्याहारसंज्ञा, उदात्त, अनुदात्त, स्वरित, संयोगसंज्ञा, सवर्णसंज्ञा, उच्चारणस्थानानि, पदसंज्ञा, प्रयत्नानि।

२) निम्नलिखित-सन्धिसूत्रानुसारं सन्धेः सन्धिविच्छेदस्य च सूत्राणि -

इको यणचि, अकः सवर्णे दीर्घः, आद्गुणः, वृद्धिरेचि, लोपः शाकल्यस्य, स्तोः श्चुना श्चुः, ष्टुना ष्टुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्ति, झपो होऽन्यतरस्याम्, उदः स्थास्तम्भोः पूर्वस्य, झरो झरि सवर्णे, छे च, शश्छोऽटि, मोऽनुस्वारः, अनुस्वारस्य ययि परसवर्णः, ङमो ह्रस्वादचि ङमुणित्यम्, एचोऽयवायावः, वान्तो यि प्रत्यये, अचोऽन्त्यादि टि, एत्येधत्पृद्सु, उपसर्गादिति धातौ, एङि पररूपम्, औमाङोश्च, एङः पदान्तादति, ईद्वदेद् द्विवचनं प्रगृह्यम्, विसर्जनीयस्य सः, ससञ्जयो रुः, अतो रोरप्लुतादप्लुते, हशि च, भो-भगो-अघो-अपूर्वस्य योऽसि, रोऽसुधि, रो रि, ढ्रलोपे पूर्वस्य दीर्घोऽणः।

३) समासाः - मध्यसिद्धान्तकौमुदी - अनुसारं सूत्रसहितम् -

केवलसमासः, अव्ययीभावसमासः, तत्पुरुषः, कर्मधारयः, द्विगुः, द्वन्द्वः, बहुव्रीहिः - एतेषां सामान्यपरिचयः, पदानां समासः, समासविग्रहश्चेति।

४) एतेषां प्रत्ययानां सामान्याभिज्ञानम् - पूर्वकृदन्त, उत्तरकृदन्त, तद्धित, स्त्रीतिङ्गश्च (मध्यसिद्धान्तकौमुदी-अनुसारं सूत्रसहितं प्रकृति-प्रत्यय-आधारिताः प्रश्नाः) :-

क्त, क्तवत्, शत्, शानच्, उ, यत्, तव्यत्, तव्य, अनीपर, केतिमर्, क्यप्, ण्यत्, ण्वुत्, तृच्, ल्यु, णिनि, क, ष्वुन्, वुन्, अण्, टक्, ट, खश्, खच्, ङ, क्त्वा, ल्यप्, क्लिप्, तुमुन्, घञ्, क्तिन्, वस्, घाकन्, ग्स्, क्न्, इत्र, हृन्, नद्, नन्, अच्, अप्, कि, अद्, युच्, णमुल्, मत्तुप्, तरप्, तमप्, इष्टन्, ष्य, ठक्, ठन्, ठञ्, टघण्, तल्, य, इवसच्, वसच्, छ, त्यप्, म, एण्य, मयट्, प्लञ्, ङट्, तीय, उरच्, र, ग्मिनि, तिकन्, ष्वि, डाच्, साति, विनि, टाप्, चाप्, ङीप्, ङीच्, ङीन्, ऊद्, ति।

द्वितीयो भागः

१) निम्नलिखिताव्ययपदसम्बन्धिसामान्यप्रश्नाः (सूत्रसहितम्) :-

अत्र, अधः, इतः, इत्थम्, इदानीम्, शनैः, उच्चैः, नीचैः, नमः, कथम्, कदापि, यद्यपि, यथा, तथा, खलु, धिक्, प्रातः, किम्, किमर्थम्, यतः, कुतः।

२) सामान्यप्रश्नाः :-

अ) प्रादयोपसर्गसम्बन्धिसामान्यप्रश्नाः।

उपसर्गः क्रियायोगे।

ब) विशेष्यः विशेषणञ्च।

स) विलोमपदं पर्यायपदञ्च।

४) कारकप्रकरणम् - सिद्धान्तकौमुदी-अनुसारं (सूत्रसहितम्) सामान्यपरिचयात्मकः प्रश्नाः वाक्यप्रयोगाश्च।

तृतीयो भागः

१) निम्नलिखितानां छन्दसामलङ्काराणां च सामान्यपरिचयः :-

* छन्दांसि -

अनुष्टुप्, इन्द्रवज्रा, उपजाति, वंशस्थम्, द्रुतविलम्बितम्, वसन्ततिलका, मालिनी,
शार्दूलविक्रीडितम्, शिखरिणी, मन्दाक्रान्ता।

* अलङ्काराः -

अनुप्रासः, यमकम्, श्लेषः, उपमा, अर्थान्तरन्यासः, उत्प्रेक्षा, अतिशयोक्तिः, निदर्शना।

२) निम्नलिखितानां महाकविनामेव व्यक्तित्वस्य कृतित्वस्य च सम्बन्धिसामान्यप्रश्नाः :-

क) महाकवयः :- कालिदासः, भारविः, श्रीहर्षः, माघः, वाल्मीकिः, वेदव्यासः।

ख) गद्यकाव्यकवयः :- दण्डी, सुबन्धुः, बाणभट्टः, अम्बिकदत्तव्यासः, शुब्रकः।

ग) नीतिकवयः :- भर्तृहरिः, पं. विष्णुशर्मा, नारायणपण्डितः।

घ) काव्यशास्त्रकाराः :- मम्मटः, भामहः, आनन्दवर्धनः, विश्वनाथः, भरतमुनिः।

ङ) आधुनिकसंस्कृतकवयः :- देवर्षिः कलानाथशास्त्री, भट्ट मथुरानाथशास्त्री, पं. पद्मशास्त्री,
डॉ. प्रभाकरशास्त्री।

च) षड्वेदाङ्गानि :- शिक्षा, कल्पः, व्याकरणम्, ज्योतिषः, छन्दः, निरुक्तम् (एतेषां सामान्यपरिचयः)।

३) उपनिषदां वेदानां च सामान्यपरिचयः।

HTET LEVEL-2
SUBJECT PUNJABI

MM : 60

Part -1

ਭਾਗ ਪਹਿਲਾ :- ਮਾਠ ਪੁਸਤਕਾਂ ਵਿਚ ਸੰਕਲਿਤ ਰਚਨਾਵਾਂ :- ਜਮਾਤ ਛੇਵੀਂ, ਸਤਵੀਂ ਅਤੇ ਅੱਠਵੀਂ

ਪਹਿਲਾ ਕਦਮ, ਦੂਜਾ ਪੜਾਅ, ਅਤੇ ਉਡਾਣ ਮਾਠ ਪੁਸਤਕਾਂ ਵਿਚ ਦਰਜ ਬਾਲਗੀਤ/ਕਵਿਤਾਵਾਂ, ਬਾਲ-ਕਹਾਣੀਆਂ / ਕਹਾਣੀਆਂ, ਇਕਾਂਗੀ/ ਨਾਟਕ, ਜੀਵਨੀਆਂ ਅਤੇ ਲੇਖਾਂ ਦੇ ਵਿਸ਼ਾ -ਵਸਤੂ, ਰੂਪਕ ਪੱਖ, ਉਦੇਸ਼, ਬਾਲ ਮਨ ਉੱਤੇ ਪੈਂਦੇ ਪ੍ਰਭਾਵ ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਭਿੰਨ-ਭਿੰਨ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਉਤਰਦੇ ਪ੍ਰਸ਼ਨ ਦਿੱਤੇ ਜਾਣ।

Part -2

ਭਾਗ ਦੂਜਾ :- ਮਾਠ ਪੁਸਤਕਾਂ ਵਿਚ ਸੰਕਲਿਤ ਰਚਨਾਵਾਂ :- ਜਮਾਤ ਨੌਵੀਂ ਅਤੇ ਦਸਵੀਂ

ਸਾਹਿਤਕ ਕਿਰਨਾਂ -1 ਅਤੇ ਸਾਹਿਤਕ ਕਿਰਨਾਂ -2 ਵਿਚ ਦਰਜ ਕਵਿਤਾਵਾਂ ਦੇ ਵਿਸ਼ਾ - ਵਸਤੂ, ਕੇਂਦਰੀ ਭਾਵ, ਕਾਵਿ ਕਲਪਨਾ, ਕਾਵਿ ਗੁਣ, ਕਾਵਿ ਸੈਲੀ ਨਾਲ ਸਬੰਧਿਤ ਪ੍ਰਸ਼ਨ /ਵਾਰਤਕ ਰਚਨਾਵਾਂ ਦੇ ਵਿਸ਼ਾ - ਵਸਤੂ, ਵਿਸ਼ੇਸ਼-ਵਿਚਾਰ, ਵਿਗਿਆਨਿਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ, ਗੰਦ ਸੈਲੀ ਨਾਲ ਸਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ।

ਸਾਹਿਤਕ ਰੰਗ -1 ਅਤੇ ਸਾਹਿਤਕ ਰੰਗ -2 ਵਿਚ ਦਰਜ ਕਹਾਣੀਆਂ ਦੇ ਵਿਸ਼ਾ -ਵਸਤੂ, ਕਹਾਣੀ ਵਿਚਲੀ ਸੰਵੇਦਨਾ, ਉਦੇਸ਼, ਪ੍ਰਾਪਤ ਸਿੱਖਿਆ, ਤਾਸਾ ਸੈਲੀ, ਪਾਠਕ/ ਵਿਦਿਆਰਥੀ ਦੇ ਮਨ ਉੱਤੇ ਪੈਂਦੇ ਪ੍ਰਭਾਵ ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਇਕਾਂਗੀਆਂ ਦੇ ਵਿਸ਼ਾ ਵਸਤੂ, ਪਾਤਰ ਚਿਤਰਣ, ਉਦੇਸ਼, ਨਾਟ ਸੈਲੀ, ਰੰਗ ਮੰਚ, ਅਜੋਕੇ ਸਮੇਂ ਵਿਚ ਸਬੰਧਿਤ ਵਿਸ਼ੇ ਦੀ ਸਾਰਥਕਤਾ/ ਪ੍ਰਸੰਗਿਕਤਾ ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਭਿੰਨ- ਭਿੰਨ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਉਭਰਦੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ। ਇਸੇ ਤਰ੍ਹਾਂ ਜੀਵਨੀਆਂ ਵਿਚ ਜੀਵਨੀ ਨਾਇਕ ਦੇ ਨਿੱਜੀ ਜੀਵਨ, ਉਸ ਦੇ ਜੀਵਨ ਵਿਚ ਆਈਆਂ ਘੋਕਤਾਂ, ਉਸ ਦੇ ਸੰਘਰਸ਼, ਪ੍ਰਾਪਤੀਆਂ ਅਤੇ ਸਮਾਜ ਨੂੰ ਦਿੱਤੀ ਸੇਧ /ਪ੍ਰੇਰਣਾ ਆਦਿ ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ।

Part -3

ਭਾਗ ਤੀਜਾ :- ਵਿਆਕਰਣ ਦੀ ਰੂਮਿਕਾ :-

- * ਵਰਣ ਖੇਪ (ਵਰਣ, ਲਗਾ-ਮਾਤਰਾ, ਲਗਾਘਰ)
- * ਸ਼ਬਦ ਖੇਪ (ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਲਿੰਗ ਬਦਲੇ, ਵਚਨ ਬਦਲੇ, ਕਾਰਕ, ਕਾਲ, ਪਦ- ਵੰਡ)
- * ਸ਼ਬਦ ਰਚਨਾ (ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਸਮਾਸੀ ਸ਼ਬਦ)
- * ਵਾਕ - ਖੇਪ (ਵਾਕ - ਰਚਨਾ, ਵਾਕ - ਵੰਡ, ਵਾਕ - ਵਟਾਂਦਰਾ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ)
- * ਵਿਰੋਧੀ ਸ਼ਬਦ , ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ ।
- * ਮੁਰਾਦਰੇ ਅਤੇ ਅਖਾਣ ।
- * ਅਣ ਡਿੱਠਾ ਪੈਰਾ (ਇਕ ਕਵਿਤਾ ਵਿਚੋਂ, ਇਕ ਵਾਰਤਕ ਵਿਚੋਂ)
- * ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ।
- * ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ।
- * ਵਿਆਕਰਣ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ।(ਪਾਠ ਪੁਸਤਕਾਂ ਤੋਂ ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਵਿਚੋਂ)

Fine Arts

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| A) | Introduction of art, Fundamentals of visual art, the elements, Principal of art and design, Shadanga of Indian art, Importance of art in life. |
| B) | Traditional and modern techniques, Process and procedure in art (Painting, Sculpture, applied art) Perspective, Indian folk art. |
| C) | Indian national flag and its evolution, Indian art history and development from pre-historic time to contemporary period including-applied art and graphic. Subject related Pedagogy. |

Social Studies

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| A) | General Geography- Geography as a Social Study, The Solar System, The Earth-Motions, Globe, Latitudes and Longitudes, Major Spheres of the Earth, Inside our Earth-Layers and Rocks, Our Earth-Mountains, Plateaus, Plains, Volcanoes and Earthquakes, Development of Landforms- Various agents and processes, Atmosphere- Composition, Structure, air pressure, winds, precipitation and climatic regions, Hydrosphere and its importance, Tides and Ocean Currents. Water, Environment- Concept, ecosystem, pollutions, Hazards and Disasters. Human Environment Interactions, Resources- Land, soil, Water, Natural Vegetation and Wildlife Resources, Agriculture- Types and methods, Major crops and developments, Industries- Classification and distribution, Human Resource, Maps and their types. Geography of India- India-Size and Location Physiography and Physical structure, |
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| | Drainage, Climate and Monsoon, Natural Vegetation and Wildlife, Water Resources, Agriculture- Major crops, their distribution and related problems, Minerals and Energy Resources, Major Manufacturing Industries- classification and distribution, Lifelines of National Economy. Subject related Pedagogy. |
| B) | <p>Political Theory: Nature Scope and Significance of Political Theory, State-Elements and various theories of its origin, Nature & functions, Sovereignty, Liberty, Equality, Justice, Right, Citizenship, Nationalism, Secularism, Consumers Protection Rights, Feminism.</p> <p>Form of Government: Democratic and Dictatorship, Parliamentary and Presidential, Unitary and Federal.</p> <p>Democracy: Concept, various types, theories and methods of representation in Democracy, Popular Struggle and various Movements for Democracy. Various Challenges to Democracy Inequality, Poverty, Economic Growth and Development, Illiteracy, Linguism, Religionism, Communalism, Casteism, Separatism, Political Violence, National Integration, Gender issues, Religion, Marginalization.</p> <p>Indian Constitution: Constitutional Development and making of Constitution of India, Sources, Features, Preamble. Fundamental Rights and Duties, Directive Principles of State Policy. The Union Executive- President, Vice President, Prime Minister and Council of Ministers, Union Legislature – Composition, Procedure of Law making, Amendment Procedure, State legislature. Indian judiciary- Supreme Court, High Court, Judicial Review and Judicial Activities Public Interest litigation, Right to Information Act, Federalism, Development of Panchayati Raj Institutions and 73rd Constitutional Amendment, Election Commission, Electoral Process and Electoral Reforms, Politics of Defection, Party System in India, National and Regional Political Parties, Coalition Government, Politics of Reservation.</p> <p>UNO: Origin and evolution of UNO, Organs of UNO, Specialized Agency of UNO, Role of Security Council, Role of Secretary General of UNO, Democratization of UNO.</p> <p>Foreign Policy of India: Basic principles, India and its neighbours (Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and China) relation with USA and Russia, Era of Cold War and Post- Cold War. NAM and its relevance, Collapse of Bipolarity, New World Order, European Union, SAARC, ASEAN, WTO, IME, World Bank, Disarmament, Globalization, Environmentalism. Subject related Pedagogy.</p> |
| C) | <p>Ancient India: Sources of Ancient Indian History, Prehistoric Civilization: From Hunter-gatherer to Neolithic Revolution. Harappan Civilization: Sites and salient features etc. Religious Trends: Vedic, Buddhism and Jainism: Basic Facts and comparison. Mahajanapad Period: Polity and Economy</p> <p>Mauryan Empire: Administration and Policies. Foreign Invaders and their inclusion in Indian culture, Post Mauryan states and political developments in India, Southern states : Chalukayas, The Pallavas and Cholas, Trade and Commerce in Ancient India: Trade and major trade routes, urbanization.</p> <p>Gupta and Vardhana Empire: Socio-cultural life, Economy, administration etc.</p> <p>Expansion of Indian Culture in World. Art & Architecture from ancient to Post Gupta period.</p> <p>Medieval India: Sources of History of Medieval India (700AD to 1750AD). Dynasties and rulers in Early Medieval India(700AD to 1200AD): Tripartite Struggle, The Palas, The Pratiharas and Rastrakutas, King Dhahir and Anangpal, Suhaldev and Prithvi Raj Chauhan. Delhi Sultanate and Mughals: Administration & Policies, Vijaynagar Empire, Chattarpati Shivaji and Marathas, Medieval Art & Architecture, languages and Literature etc. Social- Religious Movements(Bhakti,</p> |

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| | <p>Sufi, Tradition of Sikh Gurus, Nayanars and Alwars etc.) Trade and Commerce, Art & Architecture, Urban Centers , Agrarian Society during Medieval India.</p> <p>Modern India: Sources of Modern Indian History, India in 18th Century, European Companies and their conflict in Bengal and other Indian states. Change in Land Revenue System and Early Indian Resistance. Revolution 1857: Causes, Events, Nature and Repercussion. Indian Renaissance of 18th century: Women and Low caste emancipation. British Education Policy. Colonization and its effect on indigenous textile industry: Origin of Industrialization. Urbanization and Architecture during Colonial Period. Rise of Nationalism, Indian National Movement (1885-1947), Role of Gandhi Ji, Neta Ji & INA Independence & Partition. Framing of Indian Constitution, Role of Haryana in Indian National Movement. Fifty years of Indian Independence.</p> <p>World History: History of Human Evolution: Origin of Homo Sepienn. Prehistoric Man: History tools etc. Rise of Islam: Caliphate, Confucianism, Jews and Parsi Philosophies, Genghis Khan and Mongolian Empire, Feudalism in Europe during medieval period, the role of Church in the socio-political life of Europe. European Renaissance: Development of urban Centers in Medieval Europe. Colonization, Imperialism. Subject related Pedagogy.</p> |
| D) | <p>Agriculture: Role of Agriculture in India, Agricultural Development in India during various Five Year Economic Plans, Farm - Products, Non - Farm Activities.</p> <p>Factor of Production: Land, Labour, Capital and Entrepreneur, Human capital. Theories of Rent, Wages, Interest & Profit, Unemployment and trends of unemployment in India.</p> <p>Poverty: Overview, Types, Measurement, Causes, Inter States Disparities, Poverty Estimation, Anti Poverty Measures/Schemes and Future Challenges.</p> <p>Food Security: Meaning, Causes, Green Revolution, Major Food Security Programs Including Public Distribution System and Its Progress in India, Buffer Stocks, Pillars of Food Security.</p> <p>Development: Meaning of Economic Growth, Economic Development and Sustainable Development, Measurement of Development- Conventional, HDI, HPI, PQLI and Hunger index, Developmental Comparison at Inter-State and International Level.</p> <p>Sector of Indian Economy: Scope of Economic Activities, Primary, Secondary and Tertiary Sector, Organised and Unorganised Sectors, Public and Private Sectors.</p> <p>Money and Credit: Meaning of Money, Functions, Modern Forms of Money, Commercial Banks and Their Role, RBI and its functions, Credit Creation, Money Multiplier, Formal and Informal Credit.</p> <p>Globalisation and Indian Economy: New Economic Policy - Liberalisation, Privatisation and Globalisation, Features, Favourable and Unfavourable Effect on Indian Economy. World Trade Organization (WTO) – Its Structure and Functions, Positive and Negative aspect of Globalisation.</p> <p>Consumer Rights: Consumer Protection Act 1986 (COPRA), Consumers Movements in India, Consumer Exploitation, Consumer Responsibilities, Consumer Rights and Its Progress.</p> <p>Utility Analysis: Utility- Meaning and Types, Cardinal Utility Analysis, Ordinal Utility Analysis, Indifference Curve Analysis.</p> <p>Demand Analysis: Demand- Meaning & Factors affecting it, Law of Demand, Elasticity of Demand.</p> <p>Subject related Pedagogy.</p> |

| Mathematics | |
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| A) | Number system , Arithmetic and Trigonometry : Roman Numerals, Whole numbers, Natural numbers, Integers, Rational and Irrational numbers and Real numbers, Their properties and representation on number line, LCM, HCF of Natural numbers , Squares and square root, Cubes and cube root, Laws of exponents, Ratio and proportions, Percentage, Decimals, Fractions, Profit and loss, Discount, Time and work, Direct and Indirect proportion, Unitary method , Comparing quantities, Introduction to trigonometry and its application to find heights and distance . |
| B) | Algebra, Statistics and Probability: Algebraic expression and identities, Factorisation, Linear equations in one and two variables, Graphs of linear equations, Polynomials, Quadratic equations, Arithmetic Progression, Data Handling, Average, Pie diagrams, Bar diagrams, Histograms ,frequency polygons ,Measure of central tendency Mean, Median ,Mode, Probability, Theoretical approach. |
| C) | Geometry, Coordinate Geometry and Mensuration : Euclid's Geometry, Lines and Angles, Lines of symmetry, Triangle and its properties, Types of triangles and various kind of its centres, Perimeter and area, Congruence and Similarity of triangles, Regular Polygon ,Quadrilaterals, Circles, Area related to circles ,Coordinate Geometry , Heron's formula, Pythagorean theorem, Visualising Solid shapes, Area of polygon, Surface area and volume of cube, Cuboid, cylinder, Right circular cylinder, cone, right circular cone and sphere, Surface area and volume of combination of solids. Subject related Pedagogy. |

| Music | |
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| A) | ifjHkk"kk%&laxhr dh ifjHkk"kk] /ofu dh ifjHkk"kk] ukn dh ifjHkk"kk] Jqfr dh ifjHkk"kk] Loj dh ifjHkk"kk] lIrd dh ifjHkk"kk] jkx dh ifjHkk"kk o jkx ds fu;e] jkx dh tkfr;ka] FkkV dh ifjHkk"kk o FkkV ds fu;e] xhr] y{k.kxhr] ljxexhr dh ifjHkk"kk] mÜkjvkSjnf{k.kHkkjrh; laxhri)fr] rkuiqjk dk ifjp;] ekuo thou esalaxhr dk LFkku] `kCn dh tkudkjh] lqxelaxhr o lqxelaxhr dh fo/kkvksa dk Kku] gfj;k.kohlaLd`fr dk Kku] ¼gfj;k.koh yksdxhr½] Hktu] jk"V ^{ah} ; xku] ns'kHkfDrxhr] oUnsekrje~ xhr ¼jk"V ^{ah} ; xhr dk Kku½ dh ifjHkk"kkA laxhrK ds thou ifjp;%&rkulsu] lnkjaxvkSjvknjax] ia0 tljkt] fd'kksjhveksudj dk thou ifjp;] laxhr ds xzaFk% laxhrjRukdj] ukV~;'kkL= xzUFk¼Hkjreqfu½] jkxksa dk lS)kfUrdKku% jkxHkheIyklh] o`ankcuhlkjax] jkx [kekt] jkxHkSjo] ;eu] jkxnqkxZ] jkxHkwikyh] jkxfoykoy] jkxgehj] jkxdkQh] jkxHkSjoh dk lEiw.kZ `kkL=h; ifjp;A |
| B) | ifjHkk"kk%&rky dh ifjHkk"kk] y; dh ifjHkk"kk] rky] le] [kkyh] foHkkx] ek=k] vkorZuvken] eksgjk] frgkbZ dh ifjHkk"kk] vyadj dh ifjHkk"kk] ,d rky] pkSrky] #id rky] rhurky] nknjkrky] >IkrkyvkSjdgjokrky dk Kku o is'kdkjk /kk] fra]f/ka]/kk]fdV]dh]uk]fr] f/k x]frj]fdV]rw]uk]d]rvkfncksyks dh igpku] ok ksa ds çdkj] laxhrK ds thou ifjp;%&tkfdjgqlSu] vYyk j[kka [kka ¼rcyk oknd½] ok ksa dh tkudkjh% rcys ds vaxksa dk o.kZu ¼fp= lfgr½] rcyk o i[kkotlaxhr ok ia=ksa dh lajpukvkSj |

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| C) | <p>ifjHkk"kk%&vkjksg&vojksg] idM+ dh ifjHkk"kk] oknh] laoknh] vuqoknh] fooknh Loj dh ifjHkk"kk] LFkkbZ&vraj] vkyki] rku dh ifjHkk"kk] `kq] Nk;kyxvkSjldhZ.kjkx dh ifjHkk"kk] jtk[kkuhxr] mÜkjhvksjnf{k.kHkkjrh; laxhri)fresaHkk"kk] rky] jkxoxhZdj.k] xk;u `kSfy;k;k] oknu `kSfy;k;k] Loj esafofHkUurk,aA</p> <p>laxhrK ds thou ifjp;%& ia0 jfo'kadj] vUuiw.kkZnsokh] iaaf'kodqekj `kekZvkSjgfgjçlknpkSjfl;k] ok ksa dh tkudkj% flrkj] ljksn] ok;fyu] fny#ck@bljkt] ckalqjh] esMksfyu] fxVkj] lkajxhA</p> <p>Subject related Pedagogy.</p> |

| Home Science | |
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| A) | Concept of food, Nutrition and health, Types and function of food, Importance and methods of cooking food, Nutrients of food, Concept of Nutrition, Over nutrition and under nutrition, Food safety, Food storage and good preservation, Food and personal hygiene and cleanliness, Meal planning- Concept, Importance, Principles and factors affecting it, Balanced diet, Therapeutic diet, Weights and measures commonly used in kitchen, Infections and Lifestyle diseases. |
| B) | Home, family and values- Concept and importance, Types of rooms in house, Lighting and ventilation in a house, Kitchen design and layout, Decorations of walls, Dining table arrangements, Flower arrangements, Furniture choices selection, Use of colours in various aspects and areas in a house, Our behaviour, Household Routine, Patient's room in a house, Floor decoration, Disposal of waste, Cleaning in a house, Expenses of an average Indian household, Budget-concept, Types and advantages, Management in daily life, Management of resources – time, energy and money, work simplification techniques, consumer education, Safety and management in emergency situation, Pesticides, First-aid in house. |
| C) | Human growth and development- Concept, similarities and differences between growth and development, Factors affecting growth and development, principles underlying growth and development, Infancy, Childhood and Adolescent – concept, special features/characteristics and milestones of each stage. Concept of Home Science – its evolution, fields/sub-disciplines, relevance, career and scope. Our apparel, selection of clothes, Fibre and fabric, types, Characteristics and classification of fibres, care and maintenance of fabrics and apparel (esp. cotton, wool, silk and synthetics), cleaning of clothes, Equipment used in cleaning clothes, cleaning and finishing agents used in routine care, The art of knitting, Basic stitches used in stitching and embroidery, beautifying the apparel, warp and weft. Subject related Pedagogy. |

Note: Difficulty level of questions for HTET Level-II (TGT) will be up to the standard of Sr. Secondary level.

Topics: For level-II (TGT) questions will be based on the topics of the prescribed syllabus of class 6th to 10th by the Education Department Government of Haryana.

Level-III

| Part-I Syllabus for Child Development and Pedagogy | |
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| 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,</p> <p>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 level 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:</p> <p>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> |

| Part-II Syllabus for Language | |
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| A) | Language-I (Hindi) |
| (i) | <p>Language Comprehension Questions:</p> <p>Reading unseen passage - one passage from prose/drama/poem with questions on comprehension, inference, grammar and verbal ability (Passage may be literary, scientific, narrative or discursive).</p> |
| (ii) | <p>Pedagogy of Language Development:</p> <p>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> |
| (iii) | Teaching-learning materials: |

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|) | Textbook, multi-media materials, multilingual resource of the classroom. |
| B) | Language–II(English) |
| (i) | Language Comprehension Questions: One unseen prose passage (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability. |
| (ii) | 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. |
| (iii) | Teaching-learning materials: |
|) | Textbook, multi-media materials, multilingual resource of the classroom. |

Part-III Syllabus for General Studies

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| 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 & Decoding, 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) | Quantitative Aptitude: 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, angle 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 Di |

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| stances, Histogram, Frequency polygon, Bar diagram & Pie chart. |
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Part-IV Subject Specific Syllabus

| Chemistry Syllabus | |
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| A) | Matter in Our Surroundings, Is Matter around us Pure, Atoms and Molecules, Structure of the Atom, Chemical Reactions and Equations, Acids, Bases and Salts, Metals and Non-Metals, Carbon and Its Compounds. |
| B) | Some Basic Concepts of Chemistry, Structure of Atom, Classification of Elements and Periodicity in properties, Chemical Bonding and Molecular Structure, Chemical Thermodynamics, Equilibrium, Redox Reactions, Organic Chemistry Some Basic Principles and Techniques, Hydrocarbon. |
| C) | Solutions, Electro Chemistry, Chemical Kinetics, d & f Block Elements, Co-ordination Compounds, Halo Alkanes & Halo Arenes, Alcohols, Phenols and Ethers, Aldehydes, Ketones and Carboxylic Acids, Amines, Biomolecules. Subject related Pedagogy. |

| Biology | |
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| A) | Cell: The Fundamental Unit of Life, Biomolecules, Cell Cycle and Cell Division. Plant Tissues Diversity in the living world: The living world, Biological Classification, Plant Kingdom, Economic Importance of Plants. Structural Organisation in Plants: Morphology and anatomy of Flowering plants, Reproduction in plants (Asexual & Sexual reproduction), Various life processes in plants, Movement & Coordination, Seed germination & dormancy in plants. Plant physiology: Transport in plants, Mineral nutrition, Photosynthesis in plants, Respiration in plants, Plant growth and development. |
| B) | Animal Tissues Animal Kingdom, Structural organisation in animals, Life processes in animals (including various systems in animals/human beings), sense organs. Reproduction in animals & development, Human reproduction & reproductive health, Economic Zoology. Human physiology: Digestion & Absorption, Breathing & Exchange of gases, Body fluid & circulation, Excretory products & their elimination, Locomotion & movement, Neural control and coordination, Chemical coordination & Integration. Biology in Human Welfare: Disease: Types and Causes, agents, treatment & prevention, Human health & disease, Strategies for enhancement in food production, Microbes in human welfare. Food production: Improvement in food resources, Animal husbandry. |
| C) | Ecology: Organism and population, Ecosystem, pollution, Biogeochemical cycles, Biodiversity & Conservation. Natural resources and their management, Environmental issues. Genetics & Evolution: Principles of Inheritance & Variation, Molecular basis of Inheritance, Evolution. Biotechnology: Principles & processes, Biotechnology & its applications. Subject related Pedagogy. |

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| Physics |
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| 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 | |
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| A) | <p>Physical Education: History of Physical Education in India Pre and Post Independence Era.</p> <p>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.</p> <p>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.</p> <p>Health & Hygiene: Guiding principles of health and health education. Balanced Diet and Nutrition, Health related fitness, Obesity and its management, First-Aid.</p> <p>Communicable Diseases: Their causes and preventations.</p> <p>School Health programme and personal Hygiene, Sports injuries and their preventions , Postural deformities: their causes and preventations , Sports Medicine, Physiotherapy and Rehabilitation,.</p> <p>Physical Education and Sports for (CWSN) children with special needs-Divyang, Physical fitness, Wellness.</p> <p>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).</p> <p>Excretory system: Its organs structure and functions.</p> |
| B) | <p>Ergogenic Aids, Doping and Anti Doping, Factors influencing performance in sports.</p> <p>Kinesiology and Biomechanics: Meaning and definition of kinesiology and Biomechanics, Joints and their movements, Planes and axis, Kinetics and kinematics; Linear and angular, Levers, Muscular analysis of motor movement, Laws of motion, Principle of Equilibrium, Force, Muscular analysis of various sports activities. Mechanical Analysis of fundamental movements.</p> <p>Kinesiology and Biomechanics: Running, Jumping, throwing, Pulling and pushing.</p> <p>Psychology and Sociology in sports: Meaning and definitions, Aim and objective of Psychology and sociology in sports.</p> <p>Learning: Learning process, Theories of learning, Laws of Learning, Transfer of learning.</p> |

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| | <p>Motivation: Internal and external motivation, Psychological factors affecting sports performance.</p> <p>Leadership: Meaning, Definition and types, Leadership qualities.</p> <p>Recreation: Theories and principles of recreation, Recreation programmes for various age groups/categories.</p> <p>Yoga Education: History of Yoga, Meaning and definition, Aim and objective of yoga, Ashtanga yoga, Meaning of Ashtanga yoga, Various parts of Ashtanga yoga, Surya namaskar and its benefits, Pranayama: Its types and benefits, Strudhi Kriyas: Neti, Dhoti, Basti, Importance of yoga in daily life, Yoga as preventive measure for lifestyle diseases.</p> |
| C) | <p>Test Measurement and Evaluation: Concept of test measurement and evaluation, Principles of measurement and evaluation, Skill test for badminton, Basketball, Hockey soccer, Volleyball and Lawn Tennis, Measurements of Athletics (Track and field events) Major game, Minor games, Rules and Regulation of all games and sports, Sports & games terminology, Sports current affairs (India & world), Sports/Games Federations, National and International games, (Olympic Movement) Cups and Trophies Stadiums, Tournaments and their fixtures, Khelo India & Fit India movement, Ground Marking for athletics and sports/games.</p> <p>Sports Management: Concept and Principles of management, Organisation and functions of sports bodies, Intramural and Extramural, Management of Infrastructure, Equipments, Finance and personal, Planning in sports, officiating. Principals, methods and techniques of teaching, concept and techniques of supervision.</p> <p>Sports Training: Concept of sports training, Principles of sports training, Periodization, Training methods, Training program for development of various motor qualities, Technical and tactical preparation for sports, Short term and long term training programs, Media and sports, Computer applications in physical education & sports, National sports awards. Research, Nature, Scope and types of Research, Methods of Research.</p> <p>Subject related Pedagogy.</p> |

| English | |
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| A) | <p>Reading Comprehension: 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>Language: 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>Grammar and Usage- 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>Basic Phonetics- Word formation, vowel and consonant sounds, simple transcription, stress and intonation.</p> |
| C) | <p>Literature: 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> |

| Hindi | |
|--------------|--|
| A) | <p>fgUnhHkk"kk , oalkfgR;%&fgUnhHkk"kk dk mn~HkovkSjfodkl] fgUnhvkSjmlhdhcksfy;ksa dk lkekU; ifjp;] fgUnhlfkgR; ds bfrgklys[ku dh i)fr;k;] bfrgklys[kd] dky&foHkktu ,oaukedj.k] fgUnhlfkgR; dk vkjaHk ,oafofHkUudky[kaMksa dk ço`frxrbfrgkl] eq[; dkO;/kkjk,a] çfrfuf/k dfo ,oajpuk,avkSjfo'ks"krk,a] fgUnh x dk mn~HkovkSjfodkl ,oa x dh fofHkUufo/kk,aA</p> |
| B) | <p>ikB~;Øeesaladfyrjpukvksa dh tkudkjh%& f{kfrt] d`frdk] vkjksG ,oaforkuiqLrdksaesaladfyrdkO; ,oa x jpukvksaijvk/kkfjrç'u] f{kfrt] d`frdk] vkjksG ,oaforkuiqLrdksaesaladfyrdforkvksa ds dkO;&lkSan;Z¼Hkko ,oadyki{k½ ijvk/kkfjrç'u] f{kfrt] d`frdk] vkjksG ,oaforkuiqLrdksaesaladfyr x jpukvksa] jpukdkjksa] fo"k;&oLrq] fopkj] laosnukvkSjHkk"kkijvk/kkfjrç'u] ikB~;Øeesaladfyr x fo/kkvksa dk ifjp;] çeq[k O;fDrRo ,oa muds dkS'ky ds ifjp;kRedKkuijvk/kkfjrç'u] dgkuh dk ukV~; #ikarj.k] jsfM;ksaukVdvkSjfgUnhi=dkfjrk ds fofo/k vk;keijvk/kkfjrç'u] ikB~;Øeesavk, Ik;kZ;okph] foykse] vusdkFkZd ,oaokD;ka'k ds fy, ,d `kCnijvk/kkfjrç'uA</p> |
| C) | <p>dkO;'kkL= ,oaO;kdj.k%& `kCn'kfDr;ksa dsHksn ,oamnkgj.kijvk/kkfjrç'u] dkO; gsrq] dkO;&xq.k] dkO;&nks"k ,oadkO; jhfr;k;] `ys"k] ;ed] nhid] vuççkl¼Hksn lfgr½] Hkzkafreku] fojks/kkHkk"k] mRçs{kk] lansg ,oaequohdj.kvaydkjksaijvk/kkfjrç'u] nksgk] jksyk] lksjBk] pkSikbZ] ekfyuh] olUrfrydk] xhfrdk] gfjxhfrdk] dfoÛk] loS;k ,oaoa'kLFkNanksaijvk/kkfjrç'u] jl dk Lo#i] jl ds vo;o ,oajl&fu"ifÛkijvk/kkfjrç'u] dkO; jhfr ds Lo#i ,oafospuijvk/kkfjrç'u] o.kZ&fopkj ,oaokrZfudv'kqf);ksa dh igpkuijvk/kkfjrç'u] laf/k] lekl] milxZ] çR;; ijvk/kkfjrç'u] fodkjh `kCn&laKk] loZuke] fo'ks"k.k ,oafØ;kijvk/kkfjrç'u] vfodkjh `kCn&fØ;kfo'ks"k.k] laca/klwpd] leqPp; cks/kd ,oafOle;kfncks/kdijvk/kkfjrç'u] in&fopkj lac/khç;ksx ,oa `kq) okD;ksa dh igpkuijvk/kkfjrç'u] eggkojs ,oayksdksfDr;ksaijvk/kkfjrç'u] vkSipkfjd ,oavukSipkfjdi=ksaijvk/kkfjrç'uA</p> |

Urdu

Subject Specific: Urdu Questions: 60 MCQs Marks: 60

نوٹ: اردو زبان کے نصاب کو HTET Level-3(PGT) کے لیے تین حصوں میں تقسیم کیا گیا ہے۔ پہلا حصہ شاعری کا ہے، دوسرا حصہ نثر کا اور تیسرا حصہ قواعد پر مبنی ہے۔

حصہ اول

موضوع: شاعری

| اسباق | شمار نمبر |
|---|-----------|
| نظم کی تعریف اور اس کی اہم اقسام کا مطالعہ، گیت کی تعریف اور اس کا فن، غزل کی تعریف اور اس کا فن، مثنوی کی تعریف اور اس کا فن، قصیدہ کی تعریف فن ماجزائے ترکیبی، مرثیہ کی تعریف فن ماجزائے ترکیبی، رباعی کی تعریف اور اس کا فن۔ نصاب میں شامل شعرا کی حیات و خدمات اور تخلیقات کا مطالعہ۔ | ☆ |
| ہندو مسلمان (نظم) تلوک چند محروم | 1. |
| ایک دیہاتی لڑکی کا گیت (گیت) اختر شیرانی | 2. |
| بہادر بنو (نظم) سورج نرائن مہر | 3. |
| ایک پودا اور گھاس (نظم) اسماعیل میرٹھی | 4. |
| دو ہے (کبیر) | 5. |
| بہار کے دن (نظم) افسر میرٹھی | 6. |
| حمد (نظم) اسماعیل میرٹھی | 7. |
| نیکی اور بدی (نظم) نظیر اکبر آبادی | 8. |
| ہستی اپنی حساب کی سی ہے (غزل) میر تقی میر | 9. |
| کوئی امید نہ نہیں آتی (غزل) مرزا غالب | 10. |
| پہاڑ اور گلہری (نظم) اقبال | 11. |
| اے شریف انسانو! (نظم) ساحر لدھیانوی | 12. |
| قدم بڑھاؤ دو ستو! (نظم) بشر نواز | 13. |
| آدمی نامہ (نظم) نظیر اکبر آبادی | 14. |
| آب زلال (نظم) اسماعیل میرٹھی | 15. |

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| 16. | کیا نوح عشق نے ظالم کوں آب آہستہ آہستہ (غزل) آئی دکنی |
| 17. | ارض و سما کہاں تیری وسعت کو پاسکے (غزل) خواجہ میر درد |
| 18. | بس سر کو فرو آج ہے یاں تا جوڑی کا (غزل) میر تقی میر |
| 19. | یہ آرزو تھی تجھے گل رو برو کرے (غزل) خواجہ حیدر علی آفغان |
| 20. | ابن مریم ہو کر سے کوئی (غزل) مرزا غالب |
| 21. | پینچنا بکا کوئی کا دارالخلافت زین السلوک میں (مثنوی) ربیع شکر نسیم |
| 22. | ہاں میر تو نہیں ہم اس کا نام (قصیدہ) مرزا غالب |
| 23. | مادر وطن (نظم) سرور جہان آبادی |
| 24. | شہادت حضرت عباس (مرثیہ) میر میر علی نقی |
| 25. | مستحق (نظم) آتہر الہ آبادی |
| 26. | شعاع امید (نظم) اقبال |
| 27. | آرود (نظم) علی سردار جعفری |
| 28. | تہائی (نظم) فیض احمد فیض |
| 29. | کیا تم سے بتائیں مرفانی کیا تھی (رباعی) نکت موہن الہ رواں |
| 30. | دنیا سو طرح سے بہلاتی ہے (رباعی) نکت موہن الہ رواں |
| 31. | یہ کیا کہ حیات جاودانی کیا ہے (رباعی) نکت موہن الہ رواں |
| 32. | ایک لڑکا (نظم) اختر ایمان |
| 33. | بیارا بیارا گھرا پنا (گیت) محمد عسکرت اللہ خاں |
| 34. | رخصت ہوئی نکلی (گیت) شاد عارفی |
| 35. | روگ کا راگ (گیت) اختر شیرانی |
| 36. | پریت ہے من کا روگ (گیت) احسان دانش |
| 37. | گیتوں کے ہر داگوندھوں گی (گیت) ساسم پھلی شہری |
| 38. | بھرتی ہری (مضمون ترجمہ) امتیاز الدین خاں |
| 39. | اب بھاگتے ہیں سائے عشق تہاں سے ہم، (غزل) الطاف حسین حالی |
| 40. | اول شب وہ بزم کی رونق شمع بھی تھی پروان بھی (غزل) آرزو گلشنوی |
| 41. | زندگی ہے تو بہر حال بسر بھی ہوگی (غزل) مصین احسن جذباتی |
| 42. | جب گلیں زخم تو قاتل کو عادی جائے (غزل) جاں نثار اختر |

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| 43. | یہ شب، یہ خیال و خواب میرے (غزل) ناصر کاظمی |
| 44. | گورنریاں، (نظم) تقم علیا علیا |
| 45. | روحِ ارضی آدم کا استقبال کرتی ہے (نظم) اقبال |
| 46. | ارتقا، (نظم) بیٹل مظہری |
| 47. | زندگی سے ڈرتے ہو (نظم) ن۔م۔راشد |

حصہ دوم

موضوع: نثر

| شمار نمبر | اسباق |
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| ☆ | اردو ادب کی تاریخ، اردو زبان کی نشوونما سے متعلق اہم نظریات، مضمون کی تعریف اور اس کے اہم اجزاء، افسانہ، مکتبہ افسانہ کی تعریف، نثر اور اجزائے ترکیبی، کہانیت کی تعریف اور اس کا فن، خاکہ نگاری کی تعریف اور اس کا فن، مکالمہ کی تعریف اور اس کا فن، ڈراما کی تعریف اور اجزائے ترکیبی، داستان کی تعریف اور اس کے اہم اجزاء، انشائیہ کی تعریف اور اس کا فن، مکتوب نگاری کی تعریف اور اس کا فن، تنقیدی مضمون کی تعریف اور اس کا فن، یادیں کی تعریف، آپ بیتی، خودنوشت کی تعریف اور اس کا فن، رپورتاژ کی تعریف اور اس کا فن، بیرونی کی تعریف اور اس کا فن، سفرنامہ کی تعریف اور اس کا فن۔ نصاب میں شامل نثر نگاروں کی حیات و شخصیات اور تعلیقات کا مطالعہ۔ |
| 1. | بہادر شاہ کاہتھی (مضمون) میر تقی میر دہلوی |
| 2. | نادان دوست (کہانی) مٹھی پریم چند |
| 3. | چڑیا گھر کی سیر (مضمون) ادارہ |
| 4. | احسان کا بدلہ احسان (کہانی) ڈاکٹر ڈاکٹر حسین |
| 5. | سند باد جہازی کا ایک سفر (عربی کہانی) ترجمہ |
| 6. | کہاوتوں کی کہانی (مضمون) فرقت کا گروہی |
| 7. | جنگ تھوڑی ہوا سے اڑ جاتا ہے (کہانی) ترجمہ محمد مجیب |
| 8. | مصنوعی ستارہ (مضمون) ادارہ |
| 9. | ملا نصر الدین (مضمون) احمد جمال پاشا |
| 10. | وقت (مضمون) ڈپٹی نذیر احمد |
| 11. | غیر تدریسی اقتباس (Unseen Passage) |

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| 12. | سبے تکلفی (انشائیہ) کھصیا ال کپور |
| 13. | زبانوں کا گھر ہندوستان (مضمون) سید احتشام حسین |
| 14. | خدا کے نام خط (ترجمہ: ایشیائی لوک کہانی) گرگور یولویچ پوزنوف آئسٹے |
| 15. | ڈاکٹر مجیم راؤ امبیڈکر (مضمون) ادارہ |
| 16. | آدمی کی کہانی (مضمون) محمد حبیب |
| 17. | انتزیت (مضمون) ادارہ |
| 18. | نئی روشنی (مکالمہ) ماخوڈ |
| 19. | رضیہ سلطان (مضمون) ماخوڈ |
| 20. | کاٹھ کا گھوڑا (کہانی) رتن سنگھ |
| 21. | کاروس (ڈراما) حبیب ٹومر |
| 22. | سرگزشت آزاد بخت بادشاہ کی (داستان) میر امن |
| 23. | مرزا مظہر جان جاناں (ادبی تاریخ) محمد حسین آزاد |
| 24. | سوہرے جوکل آنکھ میری کھلی (طرح و مزاح) پطرس بخاری |
| 25. | میر باقر علی داستان گو (خاکہ) شاہد احمد بلوی |
| 26. | گوری ہوگوری (مختصر افسانہ) سید رفیق حسین |
| 27. | چوٹی کا جوڑا (مختصر افسانہ) عصمت چغتائی |
| 28. | سر سید مرحوم اور اردو لٹریچر (مضمون) عتیقی نعمانی |
| 29. | ہماری کہانیاں (مضمون) شان الحق بلوچی |
| 30. | عشق ہر کوئی پال آفت کے نام، (مکتوب نگاری) مرزا غالب |
| 31. | خوبی ایک مطالعہ، (تحقیقی مضمون) سید احتشام حسین |
| 32. | سے، (مختصر افسانہ) بلونت سنگھ |
| 33. | فونوگرافر، (مختصر افسانہ) قراۃ العین حیدر |
| 34. | سکون کی نیند، (مختصر افسانہ) اقبال مجید |
| 35. | روشنائی، (یادیں) سجاد ظہیر |
| 36. | اس آباد خرابے میں، (آپ بیتی) اختر ایمان |
| 37. | پودے، (ریورٹاژ) کرشن چندر |
| 38. | مکھڑ، (انشائیہ) خواجہ حسن نظامی |
| 39. | غالب جدید شعرا کی ایک مجلس میں (طرح و مزاح) کھصیا ال کپور |
| 40. | زرد پتوں کی تیار (سٹرنامہ) رام گل |

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| 41. | کلیم الدین احمد (خاکہ) احمد جمال پاشا |
| 42. | کلرک کی موت (روسی کہانی) پے خف |
| 43. | جنم ون (ملیالم کہانی) مترجم: ضیا الرحمن صدیقی |
| 44. | چلتی جھاڑی (ہندی کہانی) نزل وراما |

حصہ سوم

موضوع: قواعد

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|---|
| اسم ضمیر، صفت اور فعل وغیرہ، محاورے، کہاوتیں، تذکیر و تانیث، واحد - جمع اور متضاد۔ علم بیان اور علم بدیع کی اہم اقسام: تشبیہ، استعارہ، کنایہ، مجاز مرسل، صنعت افساد، حسن تعلیل، تہلیل، عارفانہ، تلمیح، مبالغہ اور ایہام۔ |
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نوٹ: مندرجہ بالا انصاب، ہر ساعت 9 ویں اور 10 ویں کی کتاب 'جان پہچان' (حصہ 4 اور 5) اور گیارہویں اور بارہویں ہر ساعت کی 'گلستان ادب' اور 'خیابان اردو' (NCERT) سے ماخوذ ہے۔ سوالات انہیں اسباق پر مبنی ہوں گے۔

विषयः – संस्कृतम् लेवल – 3

प्रथमो भागः

- एषु पाठ्यपुस्तकेषु नियोजितान् पाठ्यविन्दून् आधारीकृत्य पठित-अपठित-गद्यांशाधारिताः बहुविकल्पात्मकाः प्रश्नाः प्रष्टव्याः ।
1. शेमुषी प्रथमो भागः
 2. शेमुषी द्वितीयो भागः ।
 3. शाश्वती प्रथमो भागः
 4. शाश्वती द्वितीयो भागः ।
- १) एतानि सूत्राणि आधारीकृत्य संज्ञा प्रकरणतः सामान्यप्रश्नाः ।
इत्संज्ञा, प्रत्याहारसंज्ञा, उदात्त, अनुदात्त, स्वरित, संयोगसंज्ञा, सवर्णसंज्ञा, उच्चारणस्थानानि, पदसंज्ञा, प्रयत्नानि ।
- २) निम्नलिखित-सन्धिसूत्रानुसारं सन्धेः सन्धिविच्छेदस्य च सूत्राणि -
इको यणचि, अकः सवर्णे दीर्घः, आदगुणः, वृद्धिरेधि, लोपः शाकल्यस्य, स्तोः श्चुना श्चुः, ष्टना ष्टः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लि, झयो होऽन्यतरस्याम्, उदः स्थास्तम्भोः पूर्वस्य, झरो झरि सवर्णे, छे च, शश्छोऽटि, मोऽनुस्वारः, अनुस्वारस्य ययि परसवर्णः, ङमो ह्रस्वादचि ङमुणित्यम्, एचोऽयवायावः, वान्तो यि प्रत्यये, अचोऽन्त्यादि टि, एत्येधत्युद्सु, उपसर्गादिति धातौ, एङि पररूपम्, ओमाङोश्च, एङः पदान्तादति, ईद्वेदेद द्विवचनं प्रगृह्यम्, विसर्जनीयस्य सः, ससञ्जयो रुः, अतो रोरप्तादप्लुते, हशि च, भो-भगो-अघो-अपूर्वस्य योऽसि, रोऽसुपि, रो रि, इलोपे पूर्वस्य दीर्घोऽणः ।
- ३) समासाः - मध्यसिद्धान्तकौमुदी - अनुसारं सूत्रसहितम् -
केवतसमासः, अव्ययीभावसमासः, तत्पुरुषः, कर्मधारयः, द्विगुः, द्वन्द्वः, बहुव्रीहिः - एतेषां सामान्यपरिचयः, पदानां समासः, समासविग्रहश्चेति ।

द्वितीयो भागः

- १) निम्नलिखितानां शब्दरूपाणां ज्ञानं तथा विभक्ति-आधारितप्रश्नाः (सूत्रसहितम्) :-
कृष्ण, रमा, हरि, मति, पति, सखिन्, गुरु, वधू, आत्मन्, नदी, लक्ष्मी, धेनु, मातृ, पितृ, वारि, दधि, मधु, राजन्, मनस्, सर्व (त्रिषु लिङ्गेषु), तत्, एतत्, इदम् (त्रिषु लिङ्गेषु), अस्मद्, युष्मद् ।
- २) निम्नलिखितानां धातूनां दशलकारेषु रूपाणि वाक्यप्रयोगश्च :-
अ) परस्मैपदी - भू, पठ्, अस्, कृ, ज्ञा, शक्, पा, हन्, लिख, चिन्त् ।
ब) आत्मनेपदी - एध्, सेव्, लभ्, रुच्, मुद् याच् ।
स) उभयपदी - कृ, पच्, मन् ।

- ३) निम्नप्रत्ययानां सामान्यज्ञानम् - पूर्वकृदन्त, उत्तरकृदन्त, तद्धित, स्तीतिङ्गश्च (मध्यसिद्धान्तकौमुदी-
अनुसारं सूत्रसहितं प्रकृति-प्रत्यय-आधारिताः प्रभाः) :-
क्त, क्तवत्, शतृ, शानच्, उ, यत्, तव्यत्, तव्य, अनीयर, केलिमर्, क्यप्, ण्यत्, ष्वत्, तृप्, ल्यु, णिनि, क,
ध्वन्, वृन्, अण्, टक्, ट, खश्, खच्, छ, क्त्वा, ल्यप्, क्तिप्, तुमुन्, घञ्, क्तिन्, वसु, घाकन्, ग्नु, वृन्, इत्र,
टृन्, नद्, नन्, अच्, अप्, कि, अद्, युच्, णमुत्, मत्तुप्, तरप्, तमप्, हृष्टन्, ष्य, ठक्, ठन्, ठञ्, ल्यण्,
तल्, य, ह्रवल्, वल्, छ, ल्यप्, म, एण्य, मयट्, प्लञ्, डट्, तीय, उरच्, र, ग्मिनि, तिकन्, च्चि, डाच्,
साति, विनि, टाप्, चाप्, डीप्, डीन्, ऊड्, ति।
- ४) कारकप्रकरणम् - सिद्धान्तकौमुदी-अनुसारं सूत्रसहितम्।

तृतीयो भागः

- १) अधोलिखित-छन्दसाम् अलङ्काराणां च परिज्ञानम् -

* छन्दासि -

अनुष्टुप्, आर्षा, इन्द्रवज्रा, उपजाति, वंशस्थम्, द्रुतवितम्बितम्, वसन्ततितका, मातिनी, जग्धरा,
शार्दूलविक्रीडितम्, शिखरिणी, मन्दाक्रान्ता।

* अलङ्काराः -

अनुप्रासः, यमकम्, श्लेषः, उपमा, अर्थान्तरन्यासः, उत्प्रेक्षा, अतिशयोक्तिः, दृष्टान्तः, सन्देहः,
भ्रान्तिमान्, निदर्शना।

- २) कारक-प्रत्यय-समास-आधारितवाक्यानाम् अशुद्धिसंशोधनम्।

* उपसर्ग, प्रत्यय, अव्यय, विशेषण-विशेष्य विलोमपदं पर्यायपदञ्चेति।

- ३) संस्कृतसाहित्येतिहासः -

क) वैदिकसाहित्यम्।

ख) लौकिकसाहित्यम्।

- क) वैदिकसाहित्यम् :-

वेदाः - ऋग्वेदः, यजुर्वेदः, सामवेदः, अथर्ववेदः (एतेषां सामान्यपरिचयः)।

सूक्तानि - अग्निः, पुरुषः, हिरण्यगर्भः, इन्द्रः, भूमिः, प्रजापतिः।

संवादसूक्तानि - यम-यमीसंवादः, पुरुरवा-उर्वशीसंवादः, शरमा-पणिसंवादः, शुनः शेषः आख्यानम्।

पुराणानि - अग्नि, ब्रह्म, विष्णु, वायु, पद्म, भागवत, स्कन्द, भविष्य (एतेषां सामान्यपरिचयः)।

उपनिषदः - ईश, कठ, केन, बृहदारण्यक, तैत्तिरीय, मुण्डक, माण्डूक्य, श्वेताश्वेतर
(एतेषां सामान्यपरिचयः)।

वेदाङ्गानि - शिक्षा, कल्पः, व्याकरणम्, ज्योतिषः, छन्दः, निरुक्तम् (एतेषां सामान्यपरिचयः)।

ख) लौकिकसाहित्यम् एवं कवयश्च :-

रामायणम्, महाभारतम्, श्रीमद्भगवद्गीता, अभिज्ञानशाकुन्तलम्, रघुवंशम्, कुमारसम्भवम्, बुद्धचरितम्, सौन्दरानन्दम्, किरातार्जुनीयम्, शिशुपालवधम्, नैषधीयचरितम्, जानकीहरणम्, हरविजयम्, मेघदूतम्, गीतगोविन्दम्, दशकुमारचरितम्, कादम्बरी, हर्षचरितम्, शिवराजविजयम्, स्वप्नवासवदत्तम्, मृच्छकटिकम्, उत्तररामचरितम्, मुद्रराक्षसम्, वेणीसंहारम्, रत्नावली, प्रियदर्शिका, नागानन्दम्, मालतीमाधवम्, अनर्घराघवम्, वासवदत्ता, हितोपदेशः, पञ्चतन्त्रम्, बृहत्कथा, कथासरित्सागरः।

- आधुनिकसंस्कृतकवयः :- देवर्षिः कलानाथशास्त्री, भट्ट मथुरानाथशास्त्री, पं. पद्मशास्त्री, डॉ. प्रभाकरशास्त्री।

HTET LEVEL- 3
SUBJECT PUNJABI

MM : 60

Part -1

ਭਾਗ ਪਹਿਲਾ :- ਪਾਠ ਪੁਸਤਕਾਂ ਵਿਚ ਸੰਕਲਿਤ ਰਚਨਾਵਾਂ :- ਜਮਾਤ ਨੈਵੀ ਅਤੇ ਦਸਵੀਂ

ਸਾਹਿਤਕ ਕਿਰਨਾਂ -1 ਅਤੇ ਸਾਹਿਤਕ ਕਿਰਨਾਂ -2 ਵਿਚ ਦਰਜ ਕਵਿਤਾਵਾਂ ਦੇ ਵਿਸ਼ਾ - ਵਸਤੂ, ਕੇਂਦਰੀ ਭਾਵ, ਕਾਵਿ ਕਲਪਨਾ, ਕਾਵਿ ਗੁਣ, ਕਾਵਿ ਸ਼ੈਲੀ ਨਾਲ ਸਬੰਧਿਤ ਪ੍ਰਸ਼ਨ /ਵਾਰਤਕ ਰਚਨਾਵਾਂ ਦੇ ਵਿਸ਼ਾ - ਵਸਤੂ, ਵਿਸ਼ੇਸ਼ - ਵਿਚਾਰ, ਵਿਗਿਆਨਿਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ, ਗੱਦ ਸ਼ੈਲੀ ਨਾਲ ਸਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ।

ਸਾਹਿਤਕ ਰੰਗ -1 ਅਤੇ ਸਾਹਿਤਕ ਰੰਗ -2 ਵਿਚ ਦਰਜ ਕਹਾਣੀਆਂ ਦੇ ਵਿਸ਼ਾ -ਵਸਤੂ, ਕਹਾਣੀ ਵਿਚਲੀ ਸੰਵੇਦਨਾ, ਉਦੇਸ਼, ਪ੍ਰਾਪਤ ਸਿੱਖਿਆ, ਭਾਸ਼ਾ ਸ਼ੈਲੀ, ਪਾਠਕ/ ਵਿਦਿਆਰਥੀ ਦੇ ਮਨ ਉੱਤੇ ਪਏ ਪ੍ਰਭਾਵ ਆਦਿ ਨਾਲ ਸਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਇਕਾਂਗੀਆਂ ਦੇ ਵਿਸ਼ਾ ਵਸਤੂ, ਪਾਤਰ ਚਿਤਰਣ, ਉਦੇਸ਼, ਨਾਟ ਸ਼ੈਲੀ, ਰੰਗ ਮੰਚ, ਅਜੇਕੇ ਸਮੇਂ ਵਿਚ ਸਬੰਧਿਤ ਵਿਸ਼ੇ ਦੀ ਸਾਰਥਕਤਾ/ ਪ੍ਰਸੰਗਿਕਤਾ ਆਦਿ ਨਾਲ ਸਬੰਧਿਤ ਭਿੰਨ- ਭਿੰਨ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਉਤਰਦੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ। ਇਸੇ ਤਰ੍ਹਾਂ ਜੀਵਨੀਆਂ ਵਿਚ ਜੀਵਨੀ ਨਾਇਕ ਦੇ ਨਿੱਜੀ ਜੀਵਨ, ਉਸ ਦੇ ਜੀਵਨ ਵਿਚ ਆਈਆਂ ਐਕਤਾਂ, ਉਸ ਦੇ ਸੰਘਰਸ਼, ਪ੍ਰਾਪਤੀਆਂ ਅਤੇ ਸਮਾਜ ਨੂੰ ਦਿੱਤੀ ਸੇਧ /ਪ੍ਰੇਰਣਾ ਆਦਿ ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ।

Part - 2

ਭਾਗ ਦੂਜਾ :- ਪਾਠ ਪੁਸਤਕਾਂ ਵਿਚ ਸੰਕਲਿਤ ਰਚਨਾਵਾਂ :- ਜਮਾਤ ਗਿਆਰਵੀਂ ਅਤੇ ਬਾਰ੍ਹਵੀਂ

ਕਾਵਿ -ਕਮਾਈ (ਕਾਵਿ ਸੰਗ੍ਰਹਿ) ਵਿਚ ਦਰਜ ਬਾਣੀ ਧਾਰਾ, ਸੂਫੀ ਧਾਰਾ, ਵਾਰ ਧਾਰਾ, ਕਿੱਸਾ ਧਾਰਾ ਵਿਚ ਸੰਕਲਿਤ ਕੀਤੇ ਕਾਵਿ ਬੰਦਾਂ ਨਾਲ ਸਬੰਧਿਤ ਵਿਸ਼ਾ - ਵਸਤੂ, ਕੇਂਦਰੀ ਭਾਵ, ਕਾਵਿ ਸ਼ੈਲੀ, ਤਤਕਾਲੀ ਕਦਰਾਂ - ਕੀਮਤਾਂ, ਰਚਨਾਕਾਰਾਂ ਦੇ ਅਨੁਭਵ, ਚਿੰਤਨ, ਵਿਸ਼ਵਾਸ, ਵੱਖਰੀਆਂ-ਵੱਖਰੀਆਂ ਕਾਵਿ ਧਾਰਾਵਾਂ ਦੇ ਸਿਧਾਂਤ, ਭਿੰਨ - ਭਿੰਨ ਭਾਸ਼ਾਵਾਂ/ ਬੋਲੀਆਂ ਦੇ ਸ਼ਬਦਾਂ ਆਦਿ ਨਾਲ ਸਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਦਿੱਤੇ ਜਾ ਸਕਦੇ ਹਨ।
ਕਥਾ -ਕਹਾਣੀ (ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ) ਵਿਚਲੀਆਂ ਕਹਾਣੀਆਂ ਵਿਚੋਂ ਉਤਰਦਾ ਵਿਸ਼ਾ -ਵਸਤੂ, ਬਾਲ -

ਮਨੋਵਿਗਿਆਨ, ਕਹਾਣੀ ਰਸ, ਪਾਤਰ, ਸਿਰਲੇਖ ਉਦੇਸ਼ ਤੇ ਕਹਾਣੀਆਂ ਤੇ ਪ੍ਰਾਪਤ ਸਿੱਖਿਆ
ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾ ਸਕਦੇ ਹਨ।

ਕਾਵਿ-ਕੀਰਤੀ (ਕਾਵਿ ਸੰਗ੍ਰਹਿ) ਵਿਚ ਦਰਜ ਆਧੁਨਿਕ ਕਵਿਤਾਵਾਂ, ਉਨ੍ਹਾਂ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ, ਕੇਂਦਰੀ ਭਾਵ,
ਕਾਵਿ ਰੂਪ। ਕਾਵਿ ਸੈਲੀ, ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ।

ਆਧੁਨਿਕ ਗੱਦ ਰਤਨਾਕਰ (ਵਾਰਤਕ ਪੁਸਤਕ) ਵਿਚ ਦਰਜ ਵਾਰਤਕ ਰਚਨਾਵਾਂ ਵਿਚ ਪੇਸ਼ ਵਿਸ਼ਾ -
ਵਸਤੂ, ਵਿਸ਼ੇਸ਼ ਵਿਚਾਰ, ਵਿਗਿਆਨਕ ਦ੍ਰਿਸ਼ਟਕੋਣ ਤੇ ਗੱਦ ਸੈਲੀ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ ।

ਸ਼ੇਰਾ ਸ਼ਕਤੀ (ਨਾਟਕ) ਵਿਚ ਪੇਸ਼ ਵਿਸ਼ਾ-ਵਸਤੂ, ਪਾਤਰ ਚਿਤਰਨ, ਉਦੇਸ਼, ਨਾਟ ਸੈਲੀ, ਰੰਗ ਮੰਚ
ਅਜੇਕੇ ਸਮੇਂ ਵਿਚ ਸੰਬੰਧਿਤ ਵਿਸ਼ੇ ਦੀ ਸਾਰਥਕਤਾ/ ਪ੍ਰਸੰਗਿਕਤਾ ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣ।

Part -3

ਭਾਗ ਤੀਜਾ :- ਵਿਆਕਰਣ ਦੀ ਭੂਮਿਕਾ :-

- * ਵਰਣ ਬੋਧ (ਵਰਣ, ਲਗਾ-ਮਾਤਰਾ, ਲਗਾਖਰ)
 - * ਸ਼ਬਦ ਬੋਧ (ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਲਿੰਗ ਬਦਲੇ,
ਵਚਨ ਬਦਲੇ, ਕਾਰਕ, ਕਾਲ, ਪਦ- ਵੰਡ)
 - * ਸ਼ਬਦ ਰਚਨਾ (ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਸਮਾਸੀ ਸ਼ਬਦ)
 - * ਵਾਕ - ਬੋਧ (ਵਾਕ - ਰਚਨਾ, ਵਾਕ - ਵੰਡ, ਵਾਕ - ਵਟਾਂਦਰਾ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ)
 - * ਵਿਰੇਧੀ ਸ਼ਬਦ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ ।
 - * ਮੁਹਾਵਰੇ ਅਤੇ ਅਖਾਣ ।
 - * ਅਣ ਡਿੱਠਾ ਪੈਰਾ (ਇਕ ਕਵਿਤਾ ਵਿਚੋਂ, ਇਕ ਵਾਰਤਕ ਵਿਚੋਂ)
 - * ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ।
 - * ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼
-
- * ਵਿਆਕਰਣ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ । (ਪਾਠ ਪੁਸਤਕਾਂ ਤੇ ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਵਿਚੋਂ)
 - * ਪਿੰਗਲ (ਵਰਣ, ਮਾਤਰਾ, ਲਖ੍ਯ, ਗੁਰੂ, ਭੁਕ, ਭੁਕਾਂਗ, ਭੁਕਾਂਤ, ਯਤੀ, ਗਤੀ)
 - * ਛੰਦ (ਦੇਹਿਰਾ, ਸੇਰਠਾ, ਕਥਿਤ, ਬੈਤ, ਚੈਪਈ, ਸਵੱਈਆ)
 - * ਅਲੰਕਾਰ (ਅਨੁਪ੍ਰਾਸ, ਉਪਮਾ, ਰੂਪਕ, ਦ੍ਰਿਸ਼ਟਾਂਤ, ਅਤਿ-ਕਥਨੀ)
 - * ਕਾਵਿ ਰੂਪ ਅਤੇ ਸਾਹਿਤ ਰੂਪ
 - * ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਇਤਿਹਾਸ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ ।

SOCIOLOGY

Part – 1 : Basic Concepts -

Development of Sociology in West and India.
 Sociology : Meaning, Scope and Subject Matter.
 Sociology and other Social Sciences.
 Society & Social Group.
 Social Stratification– Caste & Class system, Varna Systems.
 Status and Role
 Social Control
 Culture
 Socialization
 Social Structure
 Social Process & Social Deviance
 Social Change and Mobility
 Family, Marriage & Kinship

Part – 2 : Indian Society & Social Change in India -

Tribe – National Development & Tribal Development, Tribal Identity Today.
 Capitalism, Commoditization & Consumption.
 Globalization, Liberalization & Marketisation.
 Social inequality and exclusion- Social Inequality, Prejudices, discrimination, Social Exclusion – SC/ST/Woman/Divyangjan, Poverty Line, Untouchability, Other Backward Class, Commission, Adivasi Struggles, displacing adivasis & Rehabilitation, The Struggle for Women’s Equality and Rights, The struggles of the Differently Abled.
 Cultural diversity and India as National State, Difference between assimilationist and integrationist policies, Minority Rights and Nation Building, Communalism, secularism and the nation state, State and Civil Society.
 Structural Change – Colonialism & Capitalism, Urbanization & Industrialization, Impact of British industrialization on India, Industrialization in Independent India, Urbanization in Independent India, Metropolitan Cities, Growth Rate of Urban Population in India, Smart City.
 Cultural Change Concept - Social Reform Movements in the 19th and Early 20th Century.
 Constitution & Social Change - Fundamental Right, Social Justice, Panchayati Raj, Gram swarajya, Political Parties & Pressure groups.
 Change and Development in Rural & Urban Society - Agrarian Social Structure, The Impact of Land Reforms, Green Revolution, Migration, Contract farming, globalisation of agriculture, Rural & Agriculture Development Programmes, Industrialisation in India, Early Years of Indian Independence & After Independence.
 Mass Media and Communications - The beginning of Modern Mass Media, Mass Media in British rule & Independent India, Print & social media.
 Social Movements – Concept & Features, Social change and social movements, Ecological movement, Peasant movements, Workers movements, Caste Based Movements, Backward Class Movements, Tribal movements, Woman’s Movements & NGO.

Part – 3 : Sociological Thought/Social Research-

Karl Marx, Durkheim, Max Weber – Introduction & Theories.
 G.S. Ghurye, D.P. Mukerji, A.R. Desai & M.N. Srinivas - Introduction & Theories.
 Social Research – Meaning, Stages and Types, Data & Data Type, Tools of Data Collection & Theories.

Demography- Theories of Population, Concepts - Birth rate, Death rate, Natural increase, Fertility rate, Infant mortality, Life Expectancy, Sex Ratio, Age Structure, Dependency Ratio, Demographic Dividend, Literacy Rate, Size & Growth of Indian Population- 1901 to 2011, Epidemic & Pandemic diseases, Age Structure of the Indian Population, Rural-Urban Linkages and Divisions, Population Policy in India.

Social Ecology- Social Environments, Interaction between Environments & Society, Major Environmental Problem and Risks, Natural & Man made Environments Disasters, Sustainable Development.

Sociological Perspective on Markets and The Economy, Market concept, Weekly Tribal Market, Caste Based Market, Jajmani System, Traditional business Communities, The Virtual Market.

Computer Science

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| A | <p>Computer System: History, Generations, Characteristics, Advantages and Limitations, Applications and Types of a Computer System CPU, ALU & CU, Input/output Devices.</p> <p>Memory: Units of Memory, Types of Memory.</p> <p>Classification of Programming Language: High level language, Machine level language. History, Architecture and Characteristics of Microprocessor.</p> <p>Encoding Schemes and Number System: ASCII, UNICODE, Number system and conversions.</p> <p>Computer Software:- System software (Operating system: its need and functions, Compiler, Interpreter, Assembler), Application Software, Utility Software, Device Drivers, MS Window: Desktop, Taskbar, Icons, This PC, Recycle Bin, File Explorer, Edge Browser, Cut, Copy, Paste, Theme and background.</p> <p>Word Processor (MS Word): Components, Formatting, Alignment, Indents, Borders and Shading, Symbols, Shapes, Clip Art, Word Art, Headers and Footers, Tables, Page Setup, Printing.</p> <p>Spreadsheet (MS Excel): Components, Workbook, Worksheet, Formatting, Cell Address, Cell pointer, Active cell, range of cells, Text, formulas, Date/Time, Charts, Types of charts, Components of chart, creating chart in MS Excel, Printing worksheet/charts. Functions: Sum(), Average(), Max(), Min(), Count()</p> <p>Presentation Software (MS Power-Point): Components, Elements of a slide, Creating and saving a Presentation, Slide layouts, Slide Views, Formatting, Clip Art, Pictures, Shapes, Headers/Footers and slide numbers. Animation Schemes, Sound effects, Slideshow.</p> |
| B | <p>Problem Solving and Software Engineering (SDLC and Testing):</p> <p>Problem Solving Cycle: Analyze, Design, Coding, Implementation and Testing.</p> <p>Algorithm: Need of algorithm, Design Algorithm using Flowchart.</p> <p>Programming: Concept and need of programming.</p> <p>Program Constructs: Sequence, Selection and recurrence.</p> <p>Major stages in SDLC- Requirement gathering and analysis (Survey), Investigation and fact recording (Feasibility study), Software design, Development (Coding), Testing, Implementation, Maintenance.</p> <p>Testing- Black box and White box testing, Levels of testing- Unit testing, Integration testing, System testing and Acceptance testing.</p> <p>Getting Started with Python:</p> <p>Features of Python, working with Python interpreter in interactive and script mode, structure of a pr</p> |

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| | <p>ogram, identifiers, keywords, constants, variables, types of operators, precedence of operators, data types, statements, expressions, evaluation and comments, input and output statements, data type conversion, debugging.</p> <p>Control Structures: Sequence, Selection (decision) and repetition (iteration).</p> <p>Function: Need of functions, user defined functions, built-in functions.</p> <p>Strings: Initializing and accessing strings, string operations.</p> <p>List: List operations</p> <p>Tuples: Creating, initializing, accessing elements, operations on Tuples.</p> <p>Dictionary: Concept of key-value pair, mutability, creating, initializing, dictionary operations.</p> <p>Emerging Trends, Cyber Security and Societal Impacts: Artificial Intelligence, Machine Learning, Natural Language Processing, Robotics, Big Data, Data Science, Internet of Things, Sensor, Smart cities, Cloud computing, Grid Computing, Block chain technology, 5G network, E-commerce.</p> <p>Cyber Security: Computer virus, Malware, Adware, worms, Trojan, Ransom ware, spyware, hackers and crackers, Safety measures, identity protection, proper usage of passwords, confidentiality of information.</p> <p>Digital footprints: Etiquettes of net surfing and for communication through social media, intellectual property rights (IPR), Cyber crime and Cyber laws, Hacking, Phishing, Cyber Bullying, Indian IT Act, Cyber Crime Prevention.</p> <p>Impact on Health, Health Problems related to use of Technology such as impact on Eyes, Awareness about physical problems.</p> <p>Web Designing using HTML: History of HTML, Text editor, Basic structure of HTML web page, creating and saving an HTML document, accessing a web page using web browser, container and empty elements.</p> <p>HTML elements, Text formatting elements, Lists, Inserting images, tables and links.</p> |
| C) | <p>Database, MS Access and SQL Database: Need, Advantages, Concept of files, fields & records, Need of normalization, Normal forms.</p> <p>MS Access: Features, Components, Data Types, Elements of MS Access Database, Creating/Opening a Database, Primary Key, Setting Primary Key, Creating Table in Datasheet view & Design View, Viewing, editing and printing Tables.</p> <p>SQL: Advantages, Data types, Commands, Clauses, Functions.</p> <p>Communication Technology and Computer Network : Transmission media (guided and unguided), Wired/wireless communication, Wi-Fi, Bluetooth, Cloud Computing (Public and Private)</p> <p>Computer Network, Networking and its need, Types of computer Networks, Network Models and their protocols.</p> <p>Internet : Internet, History of internet, Working of internet, Internet requirements, Firewalls, World Wide Web, Web Browsers, Web Servers, Web Portal, Web Site, Search Engines, Web address/URL, Web Page, Concept of E-mail, Blogs, News Groups, E-mail, Video conferencing.</p> <p>Internet Protocols: TCP/IP, FTP, TELNET, SMTP, HTTP, HTTPS, POP3.</p> <p>Programming in C++ and Data structure through C++ : OOP Concepts: Object, Class, Encapsulation, Data Hiding/Abstraction, Inheritance/Reusability, Polymorphism/Overloading.</p> <p>Datatypes, Operators & Expressions, Control Statements & Loops.</p> <p>Array (1D & 2D) & Structure: Creating structure variables, Array of structure, Passing structure member to function.</p> <p>Class & Object in C++, Class declaration, Data members & member functions, Private & public members, Function defined inside & outside the class, Nesting member functions,</p> |

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| <p>Accessing class member functions, Use of scope resolution (::) operator. Array used in class, Friend Function, Constructor & Destructor. Inheritance: Base class, Derived class, Visibility modes, Types of Inheritance. Data Structure (through C++): Data, Data item, Data Structure, Stack, Push and Pop operation on stack, Linear Queue, Insertion & Deletion in Linear Queue, Array Sorting. Subject related Pedagogy.</p> |
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| Commerce | |
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| A) | <p>Business, Trade and Commerce: Business an introduction, Classification of Business activities, Business Risk: Nature and causes. Forms of Business organisation: Sole Proprietorship, Joint Hindu family business, partnership organisation, co-operative society, company organisation, choice of form of business organisation. Private, Public and Global Enterprise: Departmental undertaking, Statutory Corporation, Government company, Global enterprise/Multi National company, public private partnership (PPP). Business Services: Banking, Insurance, postal and telecom services. Emerging modes of Business: E-commerce, E-Business. Social Responsibility of Business: Social responsibility, Business Ethics. Nature and Significance of Management: Management an introduction, Nature of management, levels of management, functions of management, Co-ordination. Principles of Management: Principles of Scientific management by Taylor, General Principles of Management by Fayol. Business Environment: Concept of Business Environment, Dimensions of Business Environment, Concept of Demonetisation. Planning: Concept of planning, Types of plans. Organising: Organising as a process, Organisational structure, Delegation and decentralisation. Staffing: Meaning and importance, Recruitment, Selection, Training and Development. Directing: Importance and Principles, Supervision, Motivation, Leadership, Communication. Controlling: Concept of controlling, Controlling process, Controlling techniques. Business Finance: Financial management, Financial decision, Financial planning, capital structure, fixed and working capital. Marketing and Marketing Mix: Marketing, Elements of Marketing Mix.</p> |
| B) | <p>Introduction to Accounting: Concept of Accounting, Basic Accounting terms, Theory Base of Accounting: Fundamental Accounting assumptions: GAAP, Basic accounting concepts, Systems of accounting, Basis of Accounting, Accounting standards, Goods and service tax. Recording of Transactions-I: Business transactions and source Documents, Accounting Equation, Double entry system, Journal, Ledger. Recording of Transactions-II : Cash Book, Subsidiary Books. Bank Reconciliation Statement: Preparation of Bank Reconciliation statement as per cash book, Preparation of Bank Reconciliation statement as per pass book. Trial Balance and Rectification of Errors: Trial Balance, Rectification of Errors. Depreciation, Provisions and Reserves: Depreciation, provisions and reserves. Financial Statements with Adjustments of sole proprietorship. Accounting for Partnership-Basic concepts: Fundamentals of partnership, Special</p> |

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| | <p>aspects of partnership Accounts, Maintenance of capital accounts of partners, Distribution of profit amongst partners, Past Adjustments, Guarantee of profit to a partner.</p> <p>Reconstitution of Partnership Firm –Admission of a Partner: Change in profit sharing ratio, Goodwill, Admission of a new partner, New profit sharing ratio and sacrificing ratio, Treatment of goodwill, Adjustment of reserves, accumulated profits and losses, Revaluation of assets and Reassessment of liabilities, Adjustment of capitals.</p> <p>Reconstitution of a Partnership Firm-Retirement/Death of a Partner: Ascertaining the amount due to retiring/Deceased partner, New profit sharing Ratio and Gaining ratio, Treatment of Goodwill, Adjustment of reserves and accumulated profits and losses, Adjustment of Revaluation of assets and reassessment of liabilities, Disposal of amount due to retiring partner, Adjustment of partner’s capitals, Death of a partner.</p> <p>Dissolution of Partnership Firm: Dissolution of partnership firm and partnership, settlement of Accounts, Accounting treatment.</p> |
| C) | <p>Formation of a Company: Stages in formation of a company, Documents used in formation of a company.</p> <p>Sources of Business Finance: Concept, owned funds and borrowed funds.</p> <p>Accounting for Share Capital: Meaning, nature and types of share capital, Nature and classes of shares, Accounting treatment of issue and forfeiture of shares.</p> <p>Issue of Debentures: Meaning of Debentures, Types of Debentures, Issues of Debentures (Accounting treatment), Terms of issue of Debentures, Interest on Debentures, Writing off discount/loss on issue of Debentures.</p> <p>Financial Statements of a Company: Types of financial Statements.</p> <p>Accounting Ratios: Types of Accounting ratios, Meaning , Objectives, advantages and limitations of accounting ratios.</p> <p>Cash Flow Statement: Classification of activities for preparation of cash flow statement, preparation of cash flow statement as per AS3.</p> <p>Overview of Computerised Accounting System: Introduction: Application in Accounting, Features of computerised Accounting system, structure of CAS, Software packages; generic, specific, tailored.</p> <p>Accounting Application of Electronic Spreadsheet: Concept and features of electronic spread sheet, Application in generating Accounting Information-Bank reconciliation statement, Asset accounting, loan, repayment of loan schedule, ratio analysis.</p> <p>Data representation- Graphs, charts and diagrams.</p> <p>Computerised Accounting System: Steps in installation of CAS, codification and Hierarchy of account heads, creation of accounts, Data; entry, validation and verification, Adjusting entries, preparation of Balance sheet, Profit and loss account with closing and opening entries, Need and security features of the system.</p> <p>MSME and Business Entrepreneurship : Meaning of small scale enterprise as per MSMED Act,2006 , Entrepreneurship, Meaning and types of Intellectual property rights.</p> <p>Internal Trade: Wholesale trade, Retail trade, GST.</p> <p>International Trade: International trade – an introduction, International trade institutions and agreement.</p> <p>Consumer Protection: Introduction and importance of consumer protection, Consumer protection Act 1986(Amendments in 2019)</p> <p>Subject related Pedagogy.</p> |

| Geography | |
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| A) | Geography of India: India-Size, Location and neighbouring countries, Physical structure and Physiographic divisions, Drainage, Climate and Monsoon, Natural Vegetation and Wildlife, Natural Hazards and Disasters, Water Resources, Land Resources and Agriculture, Minerals and Energy Resources, Manufacturing Industries, Population - Distribution, Density, Growth, Composition, Human Settlements-Types, Patterns and Distribution, Transport and Communication, International Trade, Hazards and Disasters in India, Planning and Sustainable Development in Indian Context, Geographical Perspective on Selected Issues and Problems, Subject Related Padagogy. |
| B) | Physical Geography: Geography as a Discipline, its development and scope, Solar system, Motions of the Earth, The Origin and Evolution of the Earth, Origin and distribution of Oceans and Continents, Earth's Interior- Structure and composition, Geomorphic Processes, Landforms and Their Evolution, Composition and Structure of Atmosphere, Solar Radiation, Heat Balance and Temperature, Atmospheric Circulation and Weather Systems, Water in the Atmosphere, World Climate and Climate Change, Oceanic Water and its movement ,Biodiversity and Conservation, Subject Related Padagogy. |
| C) | Human Geography: Human Geography : Meaning, principles, Nature and Scope, Human Development, Economic activities- Primary, Secondary, Tertiary and Quaternary Activities, World Population - Distribution, Density, Growth and Composition,Transport and Communication, International Trade, Subject Related Padagogy. |

| Political Science | |
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| A) | Political Theory: Nature Scope and Significance of Political Theory, Decline and Resurgence of Political Theory, State-Elements and various theories of its origin, Nature & functions, Sovereignty, Liberty, Equality, Justice, Rights, Citizenship, Nationalism, Secularism, Peace and Concept of Development, Constitutionalism, Consumers Protection Rights, Feminism. Form of Government: Democratic and Dictatorship, Parliamentary and Presidential (with reference to UK, India and USA). Unitary and Federal (with reference to UK, India and USA). Democracy: Concept, various types, theories and methods of representation in Democracy, Popular Struggle and various Movements for Democracy. Various Challenges to Democracy, Inequality, Poverty, Economic Growth and Development, Illiteracy, Linguism, Religionism, Communalism, Casteism, Separatism, Political Violence, National Integration, Gender issues, Religion, Marginalization. |
| B) | Indian Constitution: Constitutional Development and making of Constitution of India, Sources, Features, Preamble and Political Philosophy, Citizenship. Fundamental Rights and Duties, Directive Principles of State Policy, The Union Executive- President, Vice President, Prime Minister and Council of Ministers, Union Legislature – Composition, Procedure of Law making, Committee System, Amendment Procedure, Socio-Political impact of Constitutional Amendment, State legislature. Indian judiciary- Supreme Court, High Court, Judicial Review and Judicial Activities Public Interest litigation, Right to Information in India. Federalism and its |

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| | working with reference to Union & States relations, NITI Aayog and National Development Council (NDC), Public Policy, Official language, Development of Panchayati Raj Institutions and 73rd Constitutional Amendment and 74 th Amendment regarding Urban Local Government, Election Commission, Electoral Process and Electoral Reforms, Politics of Defection, Party System in India, National and Regional Political Parties, Interest Groups and Pressure Group, Coalition Government, Politics of Reservation. |
| C) | <p>International Relation & Politics: Evolution and various approaches to the study of International Relations & Politics, National power, National Interest, Balance of Power, Collective Security, World Government, New International Economic order, World Trade Organisation.</p> <p>UNO: Origin and evolution of UNO, Organs of UNO, Specialized Agency of UNO, Role of Security Council, Role of Secretary General of UNO, Democratization of UNO, UN and Unipolar World, UN and Security in Contemporary World, UN and Human Rights.</p> <p>Foreign Policy of India: Basic principles, India and its neighbours (Pakistan, Nepal, Bhutan, Bangladesh, Srilanka and China) relation with USA and Russia, Era of Cold War and Post Cold War. NAM and its relevance, Collapse of Bipolarity, New World Order, European Union, SAARC, ASEAN, WTO, IME, World Bank, India's role in G-7, G-20, SCO and BRICS, Disarmament, India's Security Strategy, Nuclear Policy of India, Globalization, Environmentalism, International Terrorism.</p> <p>Subject related Pedagogy.</p> |

HISTORY

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| A) | <p>Ancient India: Sources of Ancient Indian History, Prehistoric Civilization: From Hunter-gatherer to Neolithic Revolution. Harappan Civilization: Sites and salient features etc. Religious Trends: Vedic, Buddhism and Jainism: Basic Facts and comparison. Mahajanapad Period Polity and Economy, Mauryan Empire: Administration and Policies. Foreign Invaders and their inclusion in Indian culture, Post Mauryan states and political developments in India, Southern states : Chalukayas, The Pallavas and Cholas, Trade and Commerce in Ancient India: Trade and major trade routes, urbanization. Gupta and Vardhana Empire: Socio-cultural life, Economy, administration etc. Expansion of Indian Culture in World. Art & Architecture from ancient to Post Gupta period.</p> |
| B) | <p>Medieval India: Sources of History of Medieval India (700AD to 1750AD). Dynasties and rulers in Early Medieval India(700AD to 1200AD): Tripartite Struggle: The Palas, The Pratiharas and Rastrakutas, King Dhahir and Anangpal, Suhaldev and Prithvi Raj Chauhan. Delhi Sultanate and Mughals: Administration & Policies, Vijaynagar Empire, Chattarpati Shivaji and Marathas, Medieval Art & Architecture, languages and Literature etc. Social- Religious Movements (Bhakti, Sufi, Tradition of Sikh Gurus, Nayanars and Alwars etc.), Trade and Commerce, Art & Architecture, Urban Centers , Agrarian Society during Medieval India.</p> |
| C) | <p>Modern India: Sources of Modern Indian History. India in 18th Century. European Companies and their conflict in Bengal and other Indian states. Change in Land Revenue System and Early Indian Resistance. Revolution 1857: Causes, Events, Nature and Repercussion. Indian Renaissance of 18th century: Women and Low caste emancipation. British Education Policy. Colonization and its effect on indigenous textile industry: Origin of Industrialization. Urbanization and Architecture during Colonial Period. Rise of Nationalism, Indian National</p> |

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| | Movement (1885-1947), Role of Gandhi Ji, Neta Ji & INA, Independence & Partition, Framing of Indian Constitution, Role of Haryana in Indian National Movement. Fifty years of Indian Independence. |
| D) | World History: History of Human Evolution : Origin of Homo Sepienn. Prehistoric Man: History, tools etc. Mesopotamian, Egyptian, Greek and Roman Civilizations. Rise of Islam: Caliphate, Crusade and Confucianism, Jews and Parsi Philosophies, Genghis Khan and Mongolian Empire, Feudalism in Europe during medieval period, the role of Church in the socio-political life of Europe. European Renaissance : Development of urban Centers in Medieval Europe. Maya Civilization and Inca Civilization, Nationalism in Europe during 17-19th Centuries. Nationalism in Indo-China, Colonization, Imperialism, Modernization in Japan, China : From European colony to communist state. Subject related Pedagogy. |

| Economics | |
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| A) | <p>Economics: Meaning, Definitions, Scope, Economic Problem, Production Possibility Curve (PPC).</p> <p>Data Collection: Sources of Data, Methods of Data Collection, National Sample Survey Organization (N.S.S.O.), Census of India.</p> <p>Data Presentation: Geometric Forms (Bar and Pie Diagram), Frequency diagrams (Histogram, Polygon and Ogive), Arithmetic line graphs (Time Series Graph).</p> <p>Measure of Central Tendency: Arithmetic Mean (Simple and Weighted), Harmonic Mean, Geometric Mean, Median, Mode, Decile, Quartile, Percentile.</p> <p>Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Measures of Relative Dispersion.</p> <p>Correlation: Scatter Diagram, Karl Pearson's Method, Spearman's Rank Correlation Method, Con-current Deviation Method.</p> <p>Index Numbers: Meaning, Various types of Index Numbers, Uses of Index Number, Consumer Price Index (CPI). Wholesale Price Index, AICPIN, Time and Factor Reversal Tests, Base shifting.</p> <p>Indian Economy on the Eve of Independence: Characteristics of Indian Economy- Pre and Post Independence.</p> <p>Economic Planning: Meaning, Planning Commission, Characteristics of Indian Economic Planning, Five Years Economic Plans, Success and Failure of Five Year Economic Plans, Green revolution, Niti Aayog.</p> <p>New Economic Reforms: New Economic Policy-1991, LPG (Liberalization, Privatization and Globalization).</p> |
| B) | <p>Poverty: Type of poverty, Data analysis of Poverty in India, Poverty Alleviation Programs.</p> <p>Rural Development: Various Programs of Rural Development, Agriculture Credit, Cooperative Banks, Agricultural Marketing, NABARD.</p> <p>Employment: Meaning, Types of Unemployment, Employment Generation Programs.</p> <p>Infrastructure: Energy, Transport and Communication, Irrigation, Health, Financial Institutions.</p> <p>Sustainable Development: Meaning, Measurement of Sustainable Development, Environment's Role, Environmental Pollution.</p> <p>Gross Domestic Product (GDP): Concepts of National Income, Human Development Index (HDI), HPI Index, PQLI Index.</p> <p>Micro Economics: Definitions, Nature and Scope, Limitations.</p> |

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| | <p>Economic Problem: Central problems of Economy, Production Possibility Curve (PPC) & its applications, Capitalist Economy, Mixed Economy and Socialistic Economy, Opportunity Cost.</p> <p>Consumer Behaviour: Utility Analysis – Cardinal & Ordinal, Budget line, Indifference Curve and its characteristics, Applications of Indifference Curves, Consumer Equilibrium, Marginal rate of substitution (MRS).</p> <p>Demand Analysis: Law of Demand, Normal, Inferior and Giffin Goods, Determinants, Exceptions of Law of Demand, Price Effect, Income Effect and Substitution Effect, Hick's and Slutsky's theory, Revealed Preference Approach.</p> <p>Elasticity of Demand: Degrees, Type and measurement of Elasticity of demand, Uses/Importance of Price and Income Elasticity of Demand.</p> <p>Production function: Basic concepts, Law of Return of Scale, Law of Return to a Factor, Economics and Diseconomies of Scale, MRTS.</p> <p>Cost: Classical and Modern theory of Cost, Concepts of Cost, Short run and Long run Costs, Relationship between various Cost Curves.</p> |
| C) | <p>Revenue: Concepts of Revenue and their inter-relationship.</p> <p>Markets: Perfect competition, Equilibrium of firm and industry, Supply Curve, Market price and Normal price, Control price and Support price, Food Availability Decline (FAD) Theory.</p> <p>Monopoly, Monopolistic competition and oligopoly: Features and Comparisons of various models of Oligopoly and Duopoly.</p> <p>Macroeconomics: Nature, Scope and Limitations, Stock and Flow. Circular flow of Income: Real and Monetary Flow, Two, Three and Four Sector Models, Withdrawals and Injections.</p> <p>National Income: Concepts related to National Income, Income Method, Product Method, Expenditure Method, National Income Accounting, Nominal National Income, Real GDP, GNP Deflator.</p> <p>Money : Meaning and Definitions of money, concept of Near Money, Functions of Money, Money Supply, Determinate of money supply, RBI and its role in controlling money supply. Functions of commercial and Central Bank, credit creation.</p> <p>Determination of output and Employment : AD and AS analysis, MPC, APC, APS, MPS, MEC, supply price, Prospective yield, Classical approach and Keynesian approach of Employment, Consumption Hypothesis.</p> <p>Investment Multipliers: Meaning, MPC & Multiplier, Forward and Backward action of Multiplier, Static and Dynamic multiplier.</p> <p>Deficient and Excess Demand: Inflationary Gap, Measures to control Deficient and Excess demand, Role of Monetary Policy, Fiscal Policy and Foreign Trade Policy.</p> <p>Government Budget: Meaning, Objectives & structure of budget, Budget receipts, Tax and Non -tax receipts, Budget Expenditure, Budget Deficit – Meaning, Types and Measurement, Deficit Budgeting, Balance Budget.</p> <p>Foreign Exchange Rate: Meaning, Types; Exchange Rate Theories.</p> <p>Balance of Payments (B.O.P.): Components, Disequilibrium in BOP, Method to control adverse BOP, BOP in Economic plans, Balance of Trade (BOT).</p> <p>Subject related Pedagogy.</p> |

Mathematics

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| A) | Arithmetic, Algebra and Trigonometry: Real number system and its analysis, |
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| | <p>Arithmetic Progressions, Polynomials, Linear equations in two variables, Quadratic Equations, Introduction to Trigonometry and its applications to find Heights and Distances.</p> <p>Geometry and Mensuration: Euclid's Geometry, Lines and Angles, Congruence and Similarity of Triangles, Quadrilateral, Circle, Heron's Formula, Area Related to Circles, Surface area and Volumes of combination of Solids.</p> <p>Statistics and Probability: Bar graph, Histogram, Frequency Polygon, Measures of Central Tendency: Mean, Median, Mode and Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data. Probability Theoretical Approach, Axiomatic Approach, Conditional Probability, Multiplication Theorem on Probability, Independent Events, Bayes' Theorem, Theorem of total probability.</p> |
| B) | <p>Sets, Relations and Functions: Sets and their Representations, Types of Sets, Venn Diagrams, Operations on Sets (Union, Intersection, Difference), Complement of a Set ,Ordered Pairs, Cartesian Product of Sets, Relation and its types, Function and its Types, Algebra of Functions, Composition of Functions, Invertible Functions, Radian and Degree Measure, Trigonometric Functions and their Graphs, Principal Value and Properties of Inverse Trigonometric Functions.</p> <p>Algebra: Complex Numbers and Quadratic Equations, Argand Plane, Linear Inequalities, Linear Programming Problem and its Mathematical Formation, Permutations and Combinations, Binomial Theorem, Pascal's Triangle, Sequences and Series(G.P.), Relation between Arithmetic and Geometric Means, Matrices and its Types, Operations on Matrices, Transpose of a Matrix, Symmetric and Skew Symmetric Matrices, Invertible Matrices, Determinants of matrices of order one, two and three, Area of a Triangle using Determinants, Minors and Cofactors, Adjoint and Inverse of a Matrix, Solution of system of linear equations using inverse of a matrix.</p> |
| C) | <p>Calculus: Intuitive Idea of Limit, Limits of different functions(Polynomial, Rational, Trigonometric, Exponential and Logarithmic functions), Definition of Continuity and Differentiability, Algebra of Continuous and Differentiable functions, Definition of Derivative, Algebra of Derivatives, Derivatives of different functions (Polynomial function, Trigonometric function, Composite functions, Chain Rule, Implicit functions, Inverse Trigonometric functions , Exponential and Logarithmic functions), Logarithmic Differentiation, Derivatives of functions in Parametric Forms, Second Order Derivative, Rate of change of Quantities, Application of Derivatives, Increasing and Decreasing functions, Maxima and Minima, Process of Integration, Different methods of Integration, Fundamental Theorem of Calculus, Evaluation of Definite Integrals by Substitution, Properties of Definite Integrals. Application of Integrals, Area under Simple Curves.</p> <p>Vectors and Coordinate Geometry: Two and Three Dimensional Coordinate Geometry, Straight Lines, Conic Sections(circles, ellipse, parabola, hyperbola, a point, a straight line and a pair of intersecting lines as a degenerated case of a conic section), Coordinate axes and Coordinate planes in three dimensions, Distance between two points, Definition of Vector, Position Vector, Direction Cosines , 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.</p> |

| Psychology | |
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| A) | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| B) | <p>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.</p> <p>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.</p> <p>Motivation and Emotion; Nature of Motivation; Types of Motives; Biological 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</p> |

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| | skills, Positive health. |
| 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> |

| Home Science | |
|---------------------|---|
| A) | Food, its Functions, nutrition, nutrients, health, nutritional status, malnutrition, Food and personal hygiene and cleanliness, balanced diet, basic food groups, meal planning, clinical nutrition and dietetics, knowledge regarding health indicators of family, community and society, nutrition health and welfare in different stages of life, public-health & nutrition, nutritional programmes in India, food processing and technology, food preservation, food quality and food safety, food standards and regulations in India and international organisations and agreements in the area of food standards, food safety management system. |
| B) | Concepts and Principles of growth and development and factors affecting growth and development, play, stages of life span, age specific milestones(Birth to 3 years)Physical, Motor, Social, Emotional, Cognitive and language, Understanding yourself: Adolescence, early childhood care and education(ECCE) Management of support services, Institutions and programs for children, Youth and elderly, Family- its types functions and role in holistic development of family values, Family resources, Their types and characteristics, Time management, Energy management, Money management, Work simplification, Waste management, Hospitality management, Consumer education and protection, Measures of safety and management of emergencies, First-Aid. |
| C) | Fibre: Its classification and characteristics fabric manufacturing, Yarn processing, Fabric around us, Traditional textiles of India, Clothing, its functions and selections |

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| | for different age groups, Care and maintenance of fabrics and apparel in home and institutions, Stain removal, Design for fabric and apparel, Fashion design and merchandising, Concept of home science and field of home science and recent trends, Communication medium and technology, Work livelihood and career, Entrepreneur and entrepreneurship, Development communication and journalism, Information and communication technology, Corporate communication and public relations. Subject related Pedagogy. |
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| Fine Arts | |
|------------------|--|
| A) | Introduction of art, Principles of art and design, Shadangof Indian art, Importance of art in culture. |
| B) | Traditional and modern techniques, Process and Procedures in art (Painting, Sculpture, Applied art, Graphic, Mural and multimedia art) Prespective, Indian folk art. |
| C) | Indian national flag and its Evolution , Indian art history and development from pre-historic time to contemporary period including applied art and architecture and graphic. Subject related Pedagogy. |

| Music | |
|--------------|---|
| A) | <p>ifjHkk"kk,;%& /ofu] ukn ¼vkg r ukn] vukgr ukn½] ehaM] d.k] eqdhZ] [kVdk] vkyki] rku] oknhLoj] lEoknh Loj] vuqoknh Loj] fooknh Loj] oftZr Loj] vkjksq] vojksq] idM+ LFkkbZ] vUrk] le] rkyh] [kkyh] foHkkx] vkorZuU;kl] fuc) xku] vfuc) xku] `kq) Loj] fod`r Loj] y;] rkyA</p> <p>mÜkjvksjnf{k.kHkkjrh; laxhri)fr%&mÜkjvksjnf{k.kHkkjrh; laxhri)fresalekukrk,; o fofHkUrk,;] mÜkjvksjnf{k.kHkkjrh; laxhri)fresa Loj vkSjrkyesafofHkUrk,;] mÜkjvksjnf{k.kHkkjrh; laxhri)fr ds vkfo"dkjddkSuFks] nksuksai)fr;ksa dh xk;u `kSfYk;ksa ds ukeA</p> <p>thou ifjp;%& ia0 tljkt] fd'kksjhvkeksudj] ia0 fo".kqfnxEcjIyqLdj] ia0 `kkjaxnso] vksekjukFkBkdqj] cM+sxqykevyh [kk;] yrkeaxs'kdj] rkulsu] lnkjax&vnkjax] cStwckojk] lHkhlaxhrdkjksa dk laxhrtxresa ;ksxnkulfgrlEiw.kZifjp;A</p> <p>xzke%&xzke dk `kkfCndvFkZ ,oaifjHkk"kk] xzke ds çdkj ¼"KM+t xzke] e;/e xzke] xU/kkj xzke½] eqPìZuk dk `kkfCndvFkZrFkkifjHkk"kk] eqPìZuk ds y{k] eqPìZukvkSjvkjksqgesavUrj] eqPìZuk ds çdkj] "KM+t] e;/e vkSjxU/kkjxzke dh eqPìZukvksa ds ukeA</p> <p>jkkksa dk le; fl)kUr%&dkseyjs/kokysjkkksa dk le; fu/kkZj.kvFkoklfU/k çdk'k¼jkk½] `kq) js /k okysjkk dk le; fu/kkZj.k] dkseyxuh okysjkk dk le; fu/kkZj.k] e;/e ds ç;ksx ls le; fu/kkZj.k ¼v/oZn'kZd Loj dk fu;e½] oknh&lEoknh ls le; fu/kkZj.k] iwokZaxvkSjmrjkaxçcyjkk] _rqvksa ds vuqlkj le; fu/kkZj.kA</p> <p>FkkV&jkxxk;drFkkokXxs;dkj%&FkkV dh ifjHkk"kk] muds uke] FkkV ds fu;e] 10 FkkVksaesayxusokys Loj] jkk dh ifjHkk"kk</p> |

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| | <p>o fu;e] jkxvkSjFkkVesavUrj] xk;dksa ds xq.kvkSjvoxq.k] okXxs;dkj dh ifjHkk"kkrfkk fo'ks"krk,;A</p> <p>fuEufyf[krjkxksa dk iw.kZ 'kkL=h; ifjp;%&Hkwikyh] HkSjo] HkSjoh] ;eu] HkheIyklh] o`UnkouhIk;jx] [kekt] vklkojh] tkSuiqjh] ;eu] ns'k] fcgkxAmijksDrjkxksaesafkkV] tkfr] Loj]U;kl ds Loj] oknh&lEoknh Loj çd`fr] leçd`frjkx] vkjksq] vojksq] idM+ ds Loj rFkk fo'ks"krk,;A</p> <p>Rkkuiqjk dk ifjp;%&rkuiqjs dk vFkZ] rkuiqjs dh cukoVvkSjrkuiqjs ds vaxksa ds uke] rkuiqjs dh rkjksadks fdu&2 lqjksaesafeyk;ktklDrkgS] rkuiqjsdksfdlrjg ls cSBdjctk;ktklDrkgSA</p> <p>laxhrxzaFk%&ukV~;'kkL=]</p> <p>laxhrjRukdjvkSjlaxhrifjtkrxzUFkesafdrus v;/k; laxhr ls lEcFU/krgS] rhuksaxzUFkksa dh laxhrLEcU/khfo"k; lkexzh] fdldkyesafy[ks x, Fks] buxzUFkksadksfduxzUFkdkjksa us fy[kkA</p> <p>'kq] jkx] Nk;kyxjkx] ladh.kZjkx%& 'kq)] Nk;kyx] ladhZ.kjkxksa dh ifjHkk"kk] 'kq) jkxksa ds uke fyf[k,] Nk;kyxjkxksa ds uke crkbZ;s] ladhZ.kjkxksa ds ukeksa dk mYys[k dfj;s] 'kq)</p> <p>Nk;kyxladhZ.kjkxoxhZdj.kfdldkyesaçpfyrFkkA</p> <p>rky%&rhurky] ,drky] pkSrky] #id rky] >irky] /kekjrky] nknjk] dgjok] mijksDrlHkhrkyksa dk lEiw.kZifjp;] ek=k] foHkkx] rkyh] [kkyh] mijksDrrkysfduxk;u 'kSfYk;ksa ds lkFkctkbZtkrhgS] mijksDrrkyksa dh Fkkg] nqxqu] frxqu] pkSxquesafy[kuk A</p> <p>laxhr dk bfrgkl%&oSfnddky ls 12oha 'krkCnhrd] e;/dky ls vk/kqfuddkyrdlaxhr dk bfrgkl] vk/kqfuddkyesalaxhr ds {ks=esalEHkkouk,aA</p> <p>xk;u&'kSfy;k;%&xhr dh ifjHkk"kk o Hkkx] y{.kxhrifjHkk"kkrfkkegÜo] lxxexhrifjHkk"kkrfkkegÜo] rjkukifjHkk"kkrfkkegÜo] [;ky dk 'kkfCndvFkZ] çdkjrFkkfo'ks"krk,;] /kzqoin dh ifjHkk"kkvkSjckfu;k; rFkk muds laLFkkidA</p> <p>Jqfr%&Jqfr dhifjHkk"kk] Jqfr;ksa ds uke] çkphurFkkvk/kqfudxzUFkdkjksa }kjkJqrh&LojLFkkiuka</p> <p>o.kZ%&o.kZ dh ifjHkk"kk] o.kZ ds çdkj] o.kksZa }kjkvaydkjksa dk fuekZ.k] o.kZ dk laxhresaegÜoA</p> <p>vyadjj%&vyadjj dh ifjHkk"kk] vyadjj dk egÜo] 'kq) vkSjfod`rLojksaesavyadjjksadksfy[kuk] rhurky] nknjk] dgjok] #id rkyksaesavyadjjfy[kus dh {kerkA</p> <p>lIrd%&lIrd dh ifjHkk"kk] lIrd ds çdkj] eUnzlIrd] e;/lIrd] rkjlIrdksfpUgksa }kjkLi"Vdjuka</p> <p>yksdxhr%&yksdxhr dh ifjHkk"kk] yksdxhr dk 'kkL=h;laxhr ls lEcU/k] yksdxhresaç;qDrgksusokyhrkysaA</p> <p>lqxelaxhr%&lqxelaxhr dh ifjHkk"kk] lqxelaxhr dh xk;u 'kSfy;k;ksa ds uke] 'kkL=h; laxhrvkSjlqxelaxhresalEcU/kA</p> |
| B) | <p>xr%&xr dh ifjHkk"kk] xr ds çdkj] xr dh fo'ks"krk,;A</p> <p>>kyk%&>kyk dh ifjHkk"kkvkSjfo'ks"krk,;] >kyk dh y;A</p> <p>rku%&rku dh ifjHkk"kk] rku ds çdkjA</p> <p>y{k.kxhr%&y{k.kxhr dh ifjHkk"kkrfkfo'ks"krk,; ,oaHkkx]</p> |

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| | <p>okndksa ds xq.kksa dk o.kZudhft,] okndksa ds voxq.kksa dk o.kZudhft,] Hkfo"; esalaxhr {ks= esaleHkkouk,;] e/;dkyHkkjrh; laxhr dk Lo.kZ;qxD;ksadgkx;k] fuf[kycSuthZvkSjnscwpkS/kjh dk thou ifjp; rFkklaxhrtxresa ;ksxnku] foyk;r [kka dk thou ifjp; rFkklaxhrtxresa ;ksxnku] flrkj dh cukovrFkk buds vaxksa dk uke fy[krsgq, flrkj dkslqjesafeykus dk KkuA</p> <p>/ofu%&/ofu dh fo'ks"krk] rkjrk] rhozrk] xq.kA</p> <p>laxhr%&laxhr dh ifjHkk"kk¼xk;u]oknu]u`R;½] laxhr ds çdkj¼'kkL=h; laxhr] v/kZ `kkL=h; laxhr½] `kkL=h; laxhr dh xk;u `kSfy;ksa ds uke] v/kZ'kkL=h; laxhr dh xk;u `kSfy;ksa ds uke] jfo'kadjth dk thou ifjp; vkSjbudklaxhr ds {ks= esa ;ksxnku] vUuiw.kkZnsohth dk thou ifjp; ,oalaxhresa ;ksxnku ds ckjsesafyf[k,] jk"Vªh; xku dc vkSjfdlusfy[kk] mÜkjHkkjrh; laxhrLojfyfii)fr o bldkegÜo] 'oS".ko tudksihjijkbZ' Hktufdlusfy[kk] laxhrdkj dh ifjHkk"kk rFkk fo'ks"krk,;A</p> |
| C) | <p>ifjHkk"kk,a%&mBku] is'kdkj] pDdjnkjtjc] dky] fØ;k] vax] jsyk] vken] eksgjk] frgkbZ] VqdM+kdk;nk] frgkbZ] iju] tkfrA</p> <p>rcys dk fnYyh ?kjkuk%&rcys ds fnYyh?kjkus dk mn~xelaLFkkidrFkkçfrfuf/kRo] f'k"; ijEijk] fnYyh ?kjkus dh oknu fo'ks"krk,;A</p> <p>ok ksa dk oxhZdj.k%&ok ksa dh ifjHkk"kk rFkkoxhZdj.k] rr ok] /ku ok] lqf"kjok ksa] vou ok ksa dh fo'ks"krk] rr] /ku] vou] lqf"kjok ksa ds ukeA</p> <p>y;%& y; dh ifjHkk"kk] y; ds çdkj]rjkuk] /kzqoin] foyfEcr [;ky] nzqr [;ky dkSu&2 lh y; esaxk,&ctk, tkrsgSaA</p> <p>rky%&rky dh ifjHkk"kk] rky ds 10 çk.kksa dk foLr`r v/;;uA</p> <p>thou ifjp;%&tkfdjgqlSu] vYykjD[kk [kk;] fd'kuegkjkt] mLrknvgentkufFkj doka</p> <p>i[kkot%&i[kkot dh lajpukvkSjlqjesafeykus dk KkuA</p> <p>rkyksa dk rgyukRed v/;;u%&pkjrky&,drky] >irky&lwyry] rhurky&fryokMkrkyA</p> <p>rcyk%&rcys dk mn~Hko] rcykfeykus dh fof/k] rcys ds fofHkUu vax o cksyksa dh tkudkj hA</p> <p>y;dkfj;k;%&y;dkjh dh ifjHkk"kk] y;dkjh ds çdkj¼nqxqu]frxqu]pkSxqu] vkM] fcvkM+] dqvkM½y;dkfj;ksaesafdruh ek=kvksa dk ç;ksxfd;ktkrkgSA</p> <p>rky dh igpku%&rhyrky] >irky]pkjrky] /kekj] ,drky] #id rkyesafn, x, cksylewg ls rkydksigpkuuk] fdlhHkh ,d rkyesafrgkbZvkSji jufy[kus dh {kerkA</p> <p>ok ksa dh tkudkj h%&ljksn] ok;fyu] fny#ck] bljkt] ck;lqjh] esMksfyu] fxVkj] lkajxhvkfnok ksa dh cukov dk v/;;uA</p> <p>pDdjnkjVqdM+kvkSjpDdjnkjijuesavUrj] ukV~;'kkL= esaof.kZrvkafdd] Å/oZdrFkkvkfyX; vou ok ksa dk Kku] nf{k.kh Hkkjrh; rkyi)fr dk foLr`r v/;;u] dqnÅ; flag ¼i[kkot ?kjkuk½ dk thou ifjp;] rFkklaxhrtxresa ;ksxnku] vUrjcrkbZ;s%&rkyh&[kkyh] nqxqu&nksvkoZru] frxqu&frgkbZ] y;dkfj;dkjh] rcyk ds fofHkUu ?kjkuksa dk laf{kIro.kZu ,oaf'k"; ijEijk] i[kkot ds fofHkUu ?kjkuksa dk</p> |

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| | laf{kIro.kZu ,oaf'k"; ijEijkA Subject related Pedagogy. |
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Note: Difficulty level of questions for HTET Level-III (PGT) will be up to the standard of Post Graduate level.

Topics: For level-III (PGT) questions will be based on the topics of the prescribed syllabus of class 9th to 12th by the Education Department Government of Haryana.

Sample Questions**Level -1 (PRT) For Primary Teachers Class I to V****CHILD DEVELOPMENT AND PEDAGOGY**

1. Due to an extended winter break, the school management arranges for classes during holidays, What will be your reaction as a teacher?
 - (i) Protest and not take classes.
 - (ii) Request reconsideration of decision.
 - (iii) Tell students to prepare on their own.
 - (iv) Accept it as your responsibility.

2. In your class you find that some student cannot understand a topic because of the wide gap in their previous knowledge. what would you do?
 - (i) Arrange extra classes to help them.
 - (ii) Ask the parents to arrange help at home.
 - (iii) Continue with your classes.
 - (iv) Seek principle's help.

LANGUAGE

3. 'कन ध लघोरZuhdkSulhgS\
 - (i) vk' khZokn
 - (ii) vk' khokZn
 - (iii) vklhjokn
 - (iv) vkf' kokZn

LANGUAGE(ENGLISH)

4. If you reach the school late, your Principal _____ angry
 - (i) will be
 - (ii) was being
 - (iii) has been
 - (iv) is being

GENERAL STUDIES (QUANTITATIVE APTITUDE)

5. If a half Kg of tomato costs 60 paisa then how many paisa does 200 gm tomato cost?
 - (i) 30 paisa
 - (ii) 24 paisa
 - (iii) 12 paisa
 - (iv) 18 paisa

GENERAL STUDIES (REASONING ABILITY)

6. A man is facing west. He turns 45° in the clockwise direction and then 180° to his left and then 270° in the anticlockwise direction. Which direction he is facing now?
 - (i) South-West
 - (ii) North- East
 - (iii) West
 - (iv) South

GENERAL STUDIES (HARYANA G.K AND AWARENESS)

7. In which of the following location a National park is situated?
- (i) Sultanpur
 - (ii) Bhindawas
 - (iii) Nahar
 - (iv) AbubShahar

MATHEMATICS

8. The place value of zero in 1341.01 is-----.
- (i) Hundreds
 - (ii) Tens
 - (iii) Units
 - (iv) Tenths
9. Which of the following numbers is divisible by 2, 4, 6 and 8?
- (i) 534800
 - (ii) 543888
 - (iii) 534810
 - (iv) 542316

ENVIRONMENTSTUDIES

10. The taste buds for bitter taste are present at the-
- (i) centre of tongue
 - (ii) tip of tongue.
 - (iii) edges of tongue.
 - (iv) back of tongue
11. Which part of the plant evaporates water?
- (i) Stomata.
 - (ii) Fruit.
 - (iii) Branch.
 - (iv) Root.

Level-2 (TGT) For Teachers Class VI to VIII **CHILD DEVELOPMENT AND PEDAGOGY**

1. Raja, a Student of your class, is very tense due to the acne on his face. What will you do?
 - (i) Ignore him.
 - (ii) Tell him that it is normal and is due to hormonal changes.
 - (iii) Tell him to go to a doctor as it is a medical problem.
 - (iv) Scold and tell him not to waste time on these issues.

2. Twelve year old Radhika has begun to imitate the style of talking of her teacher. This form of behaviour is known as-
 - (i) Compensation
 - (ii) Transference
 - (iii) Sublimation
 - (iv) Egocentrism

LANGUAGE (HINDI)

3. उभयस्य [कसोदिकासासा लस दकसुल्लकोदिकः लघुस \
 - (i) वकि ,द फ्यक्लख्येन/क इह्यफ्त,अ
 - (ii) वकिख्येन/क दक ,द फ्यक्लिहफ्त,अ
 - (iii) वकि ,द फ्यक्लख्येन/क इह्यकसा
 - (iv) वकि ,द फ्यक्लिहफ्त, ख्येन/का

LANGUAGE (ENGLISH)

4. Select the word the correct spelling to fill in the blanks in the given sentence :
I a letter from my grandfather.
 - (i) received
 - (ii) received
 - (iii) resieved
 - (iv) recived

QUANTATIVE APTITUDE

5. In a group of 20 adults, there are 8 female, 9 literate persons out of which 6 are literate female. Find the number of male illiterate in the group.
 - (i) 4
 - (ii) 8
 - (iii) 12
 - (iv) 9

REASONING ABILITY

6. In a code language, if pen means pencil, pencil means eraser, eraser means paper, paper means book, book means table, table means chair and chair means desk, then on which of the following do we sit? (according to that code language)
 - (i) Table
 - (ii) Paper
 - (iii) Desk
 - (iv) Book

HARYANA G.K. AND AWARENESS

7. Where the Haryana Vishwakarma Skill University is situated?
- Dudhaura
 - Ballabhgarh
 - Sunari
 - Loharu

SUBJECT SPECIFIC

fgUnh

8. 'pyjgkeuq"; gS
 vJq-Losn-jDr ls yFkiFk] yFkiFk] yFkiFk
 vfXuiFk!vfXuiFk!
 ÁLrqrkdO;ka' kesadfo us 'vfXuiFk'
 fdldsÁrhdLo:IkÁ;ksxfd;kgS\
 (i) jktuhfrd thou dh folaxfr;k;
 (ii) lkekftdfolaxfr;ksa ds Áfr
 (iii)/kkfeZd :f<+;ksa ls mitsn~oan~o ds Áfr
 (iv)la?k"kZe; thou ds Áfr

ENGLISH

9. Identify the figure of speech in :
 I must be cruel, only to be kind –
- Epigram
 - Paradox
 - Metaphor
 - Synecdoche

PUNJABI

10. ਗੁਰਦੁਆਰਾ ਹਜੂਰ ਸਾਹਿਬ 'ਜੰਚਖੰਡ' ਕਿੰਨੇ ਗੁਰੂ ਸਾਹਿਬ ਦੀ ਯਾਦ ਵਿਚ ਸਥਾਪਤ ਕੀਤਾ ਗਿਆ ਹੈ :
- ਪੰਜਵੇਂ
 - ਤੀਸਵੇਂ
 - ਦਸਵੇਂ
 - ਅੱਠਵੇਂ

SANSKRIT

11. , "kqfudYis" kq d% fodYi% lE;d~ ukfLr&
 (i) cq}pfjrsv"Vkfoa' kfrlxkZ% lfUrA
 (ii) loksZifu"knksxkoksnsX/kk xksikyUnu% &
 , rRdFkuaJhen~Hkxon~xhrkeqfi' ; dfFkre~A
 (iii) lglkfon/khr u fØ;kefoosd%
 ijekinkain~e~lwfDrdrdkfynklsuksDre~A
 (iv) dkfynklL; dkO;' kSyh ^oSnHkhZ* orZrsA

URDU

12.

نوٹ : صحیح جواب کا انتخاب کیجئے -

سوال : دلی کے آخری داستان کون تھے :

(2) میرامن دہلوی

(1) خواجہ حسن نظامی دہلوی

(4) شاہد احمد دہلوی

(3) میر یا قرعلی دہلوی

HOME SCIENCE

13. Anorexia Nervosa is:

- (i) Nervous Disorder
- (ii) Eating Disorder
- (iii) Hormonal Disorder
- (iv) Anemia

PHYSICAL EDUCATION

14. Isotonic Exercises are related to :

- (i) Speed
- (ii) Strength
- (iii) Endurance
- (iv) Flexibility

ART

15. Identify the primary colour in given below :

- (i) Red
- (ii) Orange
- (iii) Pink
- (iv) Green

16. Ajanta Caves are situated in :

- (i) Karnataka
- (ii) Madhya Pradesh
- (iii) Maharashtra
- (iv) Chattisgarh

MUSIC

17. Essential elements for 'Naad' are :

- (i) Air, Water
- (ii) Fire, Air
- (iii) Water, Fire
- (iv) Water, Vacuum

MATHEMATICS

18. The population of a village is 3600. $\frac{5}{9}$ of them are males and the rest are females. 40% of the males are married. Find the percentage of the females who are married.
- (i) 40%
 - (ii) 80%
 - (iii) 60%
 - (iv) 50%

SCIENCE

19. Which of the following bio molecule does not contain acid.
- (i) DNA
 - (ii) Carbohydrate
 - (iii) Protein
 - (iv) Fat

SOCIAL SCIENCE

20. "Bi-Cameralism" is a feature of:
- (i) Executive
 - (ii) Election Commission
 - (iii) Legislature
 - (iv) Judiciary

Level-3 (PGT) For Post Graduate Teachers Class IX to XII

CHILD DEVELOPMENT AND PEDAGOGY

1. According to modern concept of teaching, teacher should play mainly the role of a-
 - (i) Philosopher
 - (ii) Friend
 - (iii) Facilitator
 - (iv) Instructor
2. Characteristic of creativity is Originality is :
 - (i) Originality
 - (ii) Fluency
 - (iii) Flexibility
 - (iv) All of these

LANGUAGE ¼fgUnh½

3. v/kksfyf[kr `kCn ds fy, okD;ka' kpqfu, *fu' khFk*%
 - (i) la/i k dk le;
 - (ii) çkr% dky dk le;
 - (iii) v) Zjk=h dk le;
 - (iv) çnks" k dk le;

LANGUAGE (ENGLISH)

4. Dowry, though by law, has grown to monstrous..... After four decades of legislation.
 - (i) Abolished, Practice
 - (ii) Prohibited, Proportions
 - (iii) Affected, Evil
 - (iv) Rebuked, Image

GENERAL STUDIES (QUANTITATIVE APTITUDE)

5. Neeraj's age after 20 years will be 3 times his age 20 years back. Find out the present age of neeraj?
 - (i) 30 years
 - (ii) 35 years
 - (iii) 40 years
 - (iv) 45 years

GENERAL STUDIES (REASONING ABILITY)

6. In a queue of 27 persons, Ramesh is the 12th person from the front end and Jack is the 8th person from the rear end, while Seema is exactly between Ramesh and Jack. How many persons are ahead of Seema?
 - (i) 14
 - (ii) 15
 - (iii) 13
 - (iv) 17

GENERAL STUDIES (HARYANA G.K AND AWARENESS)

7. As per the census 2011, the decadal Growth Rate of Population in Haryana, was.....:
 - (i) 19.9 %

- (ii) 28.43 %
- (iii) 17.64 %
- (iv) 21.15 %

SUBJECT SPECIFIC

HINDI

8. ०.कक्स ds vk/kkjijtkSNUn curs gS] osdgykrsgS %
- (i) ०kf.kZdNUn
 - (ii) ekf=d NUn
 - (iii) eqDrdNUn
 - (iv) dkfeZdNUn

ENGLISH

9. Who is one of the 'University Wits'?
- (i) Christopher Marlowe
 - (ii) Ben Jonson
 - (iii) John Webster
 - (iv) George Chapman

SANSKRIT

10. ,rs" kqfodYis" kqdfLeu~ fodYisiznYkL; dFkuL; li-fr% u
orZrs&
- (i) ;Fkkn`"Va ;FkkJqrarFkkokM~-eu'psfr&lR;L;
ifjHkk"kk
 - (ii) efg;kal% izd`O;kferHkkf"k.k%&HkoHkwfruksDre~
 - (iii) ;fn ;Fkkonfr f{kfriLrFkk&nzqrfoyfEcr
 - (iv) J`axkjohj&शान्तानामेकोऽङ्गी j1 b";rsegkdkoL; y{k.ke~

HISTORY

11. Which of the following is not a characteristic tool of the Neolithic Age :
- (i) Celts or Polished Axe
 - (ii) Handaxe
 - (iii) Ring Stone
 - (iv) Saddle Quern

GEOGRAPHY

12. The word 'Geography' was first used by :
- (i) Ptolemy
 - (ii) Eratosthenes
 - (iii) Aristotle
 - (iv) Herodotus

HOME SCIENCE

13. Chemical substance in foods are called :
- (i) Fatty acids
 - (ii) Nutrients
 - (iii) Proteins

- (iv) All of these

SOCIOLOGY

14. The book 'Poverty of Philosophy' was written by :

- (i) K.R. Popper
- (ii) M. Ginsberg
- (iii) Karl Marx
- (iv) Max Weber

PSYCHOLOGY

15. Who established the first experimental laboratory of Psychology Germany?

- (i) William James
- (ii) Wilhelm Wundt
- (iii) Johnn Watson
- (iv) Ivan Pavlov

PHYSICAL EDUCATION

16. From whom do we get immunity?

- (i) Brother
- (ii) Sister
- (iii) Mother
- (iv) Father

COMMERCE

17. The main objectives of Book- Keeping are :

- (i) Complete Recording of Transactions
- (ii) Ascertainment of financial Effect on the Business
- (iii) Analysis and Interpretation of data
- (iv) (1) and (2) both

PHYSICS

18. The current gain for a transistor in common emitter configuration is 59. If the emitter current is 6.0 mA, the collector current will be ?

- (i) 0.1 mA
- (ii) 5.9 mA
- (iii) 6.1 mA
- (iv) 6.0 mA

CHEMISTRY

19. Number of atoms present in 224 dm³ of oxygen gas is :

- (i) 6.0×10^{23}
- (ii) 1.2×10^{23}
- (iii) 5.0×12^{24}
- (iv) 1.2×10^{25}

POLITICAL SCIENCE

20. Jawaharlal Nehru considered the following as the suitable pattern of economy for India:-

- (i) Capital economy
- (ii) Socialist economy
- (iii) Mixed economy

(iv) Liberal economy

ECONOMICS

21. The term 'Economics' is derived from which Language?

- (i) Latin
- (ii) Greek
- (iii) German
- (iv) French

MUSIC

22. Tansen was expert of which Gan-Shaille?

- (i) Prabandhagan
- (ii) Tappa gan
- (iii) Dhrupad gan
- (iv) Thumarigan

COMPUTER SCIENCE

23. Function gives the total number of rows in a table :

- (i) Variance
- (ii) Max
- (iii) Sum
- (iv) Count

BIOLOGY

24. Deficiency of copper in the body causes :

- (i) Pallagra
- (ii) Anemia and damage to CNS
- (iii) Influenza
- (iv) Xeroplasma

MATHEMATICS

25. If $n(A) = 3$, $n(B) = 6$, then minimum and maximum values of $n(A \cup B)$ are :

- (i) 3,9
- (ii) 6,9
- (iii) 3,6
- (iv) 0,9

FINE ARTS

26. Seals found in Indus Valley Civilization are mostly

- (i) Round
- (ii) Square
- (iii) Rectangle
- (iv) Triangle

OMR ANSWER SHEET 2024

LEVEL - 1

1. इसमें जहाँ जहाँ कहीं भी खाली स्थान हैं उन्हें भरने से पूर्व जाँच लेना है।
 2. इसमें जहाँ जहाँ कहीं भी खाली स्थान हैं उन्हें भरने से पूर्व जाँच लेना है।

NAME OF CANDIDATE _____

FATHER'S NAME _____ MOTHER'S NAME _____

ROLL NUMBER

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

QUESTION BOOKLET SET

A B C D

*****INSTRUCTIONS*****

- Use only Blue/Black Ball Point Pen to darken the appropriate Circle.
- Please darken the complete circle.
- Darken ONLY ONE CIRCLE for each Question as shown in examples below.

CORRECT METHOD

WRONG METHOD

- No change in the Answer once marked is allowed.
- Please do not make any stray marks on the Answer Sheet.
- Scratch work must not be done on the Answer Sheet.
- Mark your answer only in the appropriate space against the number corresponding to the question.

इसमें जहाँ जहाँ कहीं भी खाली स्थान हैं उन्हें भरने से पूर्व जाँच लेना है।
 Before handing over the Answer Sheet to the invigilator, the candidate should check that Roll No. has been filled in and relevant ovals have been darkened. Subject change at examination centre is not allowed.

Darken only one option for answering each question/किसी प्रश्न का उत्तर देने के लिए केवल एक विकल्प विकल्प को चिह्नित करें।

| Q.No | Response | Q.No | Response | Q.No | Response | Q.No | Response | Q.No | Response |
|------|-----------|------|-----------|------|----------|------|-----------|------|-----------|
| 001 | 0 1 2 3 4 | 031 | 1 2 3 4 | 061 | 1 2 3 4 | 091 | 1 2 3 4 | 121 | 0 1 2 3 4 |
| 002 | 1 2 3 4 | 032 | 1 2 3 4 | 062 | 1 2 3 4 | 092 | 1 2 3 4 | 122 | 0 1 2 3 4 |
| 003 | 1 2 3 4 | 033 | 1 2 3 4 | 063 | 1 2 3 4 | 093 | 1 2 3 4 | 123 | 0 1 2 3 4 |
| 004 | 1 2 3 4 | 034 | 1 2 3 4 | 064 | 1 2 3 4 | 094 | 1 2 3 4 | 124 | 0 1 2 3 4 |
| 005 | 1 2 3 4 | 035 | 1 2 3 4 | 065 | 1 2 3 4 | 095 | 0 1 2 3 4 | 125 | 0 1 2 3 4 |
| 006 | 1 2 3 4 | 036 | 0 1 2 3 4 | 066 | 1 2 3 4 | 096 | 0 1 2 3 4 | 126 | 1 2 3 4 |
| 007 | 1 2 3 4 | 037 | 0 1 2 3 4 | 067 | 1 2 3 4 | 097 | 0 1 2 3 4 | 127 | 0 1 2 3 4 |
| 008 | 1 2 3 4 | 038 | 0 1 2 3 4 | 068 | 1 2 3 4 | 098 | 0 1 2 3 4 | 128 | 1 2 3 4 |
| 009 | 1 2 3 4 | 039 | 0 1 2 3 4 | 069 | 1 2 3 4 | 099 | 0 1 2 3 4 | 129 | 1 2 3 4 |
| 010 | 1 2 3 4 | 040 | 1 2 3 4 | 070 | 1 2 3 4 | 100 | 0 1 2 3 4 | 130 | 1 2 3 4 |
| 011 | 1 2 3 4 | 041 | 1 2 3 4 | 071 | 1 2 3 4 | 101 | 1 2 3 4 | 131 | 0 1 2 3 4 |
| 012 | 1 2 3 4 | 042 | 1 2 3 4 | 072 | 1 2 3 4 | 102 | 1 2 3 4 | 132 | 1 2 3 4 |
| 013 | 1 2 3 4 | 043 | 1 2 3 4 | 073 | 1 2 3 4 | 103 | 1 2 3 4 | 133 | 0 1 2 3 4 |
| 014 | 1 2 3 4 | 044 | 1 2 3 4 | 074 | 1 2 3 4 | 104 | 1 2 3 4 | 134 | 1 2 3 4 |
| 015 | 1 2 3 4 | 045 | 1 2 3 4 | 075 | 1 2 3 4 | 105 | 1 2 3 4 | 135 | 0 1 2 3 4 |
| 016 | 1 2 3 4 | 046 | 1 2 3 4 | 076 | 1 2 3 4 | 106 | 1 2 3 4 | 136 | 1 2 3 4 |
| 017 | 1 2 3 4 | 047 | 1 2 3 4 | 077 | 1 2 3 4 | 107 | 1 2 3 4 | 137 | 1 2 3 4 |
| 018 | 1 2 3 4 | 048 | 1 2 3 4 | 078 | 1 2 3 4 | 108 | 1 2 3 4 | 138 | 1 2 3 4 |
| 019 | 1 2 3 4 | 049 | 1 2 3 4 | 079 | 1 2 3 4 | 109 | 1 2 3 4 | 139 | 1 2 3 4 |
| 020 | 1 2 3 4 | 050 | 1 2 3 4 | 080 | 1 2 3 4 | 110 | 1 2 3 4 | 140 | 1 2 3 4 |
| 021 | 1 2 3 4 | 051 | 1 2 3 4 | 081 | 1 2 3 4 | 111 | 1 2 3 4 | 141 | 0 1 2 3 4 |
| 022 | 1 2 3 4 | 052 | 1 2 3 4 | 082 | 1 2 3 4 | 112 | 1 2 3 4 | 142 | 0 1 2 3 4 |
| 023 | 1 2 3 4 | 053 | 1 2 3 4 | 083 | 1 2 3 4 | 113 | 1 2 3 4 | 143 | 0 1 2 3 4 |
| 024 | 1 2 3 4 | 054 | 1 2 3 4 | 084 | 1 2 3 4 | 114 | 1 2 3 4 | 144 | 0 1 2 3 4 |
| 025 | 1 2 3 4 | 055 | 1 2 3 4 | 085 | 1 2 3 4 | 115 | 1 2 3 4 | 145 | 0 1 2 3 4 |
| 026 | 1 2 3 4 | 056 | 1 2 3 4 | 086 | 1 2 3 4 | 116 | 1 2 3 4 | 146 | 1 2 3 4 |
| 027 | 1 2 3 4 | 057 | 1 2 3 4 | 087 | 1 2 3 4 | 117 | 1 2 3 4 | 147 | 1 2 3 4 |
| 028 | 1 2 3 4 | 058 | 1 2 3 4 | 088 | 1 2 3 4 | 118 | 1 2 3 4 | 148 | 1 2 3 4 |
| 029 | 1 2 3 4 | 059 | 1 2 3 4 | 089 | 1 2 3 4 | 119 | 1 2 3 4 | 149 | 1 2 3 4 |
| 030 | 1 2 3 4 | 060 | 1 2 3 4 | 090 | 1 2 3 4 | 120 | 1 2 3 4 | 150 | 1 2 3 4 |

LEFT HAND THUMB IMPRESSION

SIGNATURE OF CANDIDATE
SIGNATURE OF INVIGILATOR

OMR ANSWER SHEET 2024

LEVEL - 2

1. अपनी उत्तर देने तथा एक चुकीं नहीं लिखने का ध्यान रखें।
2. अपनी गैर-सही उत्तरों को खाली उत्तर-पत्र पर खाली उत्तर-पत्र में ही भरें।

NAME OF CANDIDATE _____

SUBJECT _____

FATHER'S NAME _____

MOTHER'S NAME _____

| ROLL NUMBER | | | | | | QUESTION BOOKLET SET | ***INSTRUCTIONS*** |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A: <input type="radio"/> | <p>1. Use only Blue/Black Ball Point Pen to darken the appropriate Circle.</p> <p>2. Please darken the complete circle.</p> <p>3. Darken ONLY ONE CIRCLE for each Question as shown in example below.</p> <p>CORRECT METHOD WRONG METHOD </p> <p>4. No change in the answer once marked is allowed.</p> <p>5. Please do not make any stray marks on the answer sheet.</p> <p>6. Rough work must not be done on the answer sheet.</p> <p>7. Mark your answer only in the appropriate space against the number corresponding to the question.</p> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | B: <input type="radio"/> | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | C: <input type="radio"/> | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | D: <input type="radio"/> | |



अपनी उत्तर देने तथा एक चुकीं नहीं लिखने का ध्यान रखें। अपनी गैर-सही उत्तरों को खाली उत्तर-पत्र पर खाली उत्तर-पत्र में ही भरें। Before handing over the Answer Sheet to the invigilator, the candidate should check that Roll No. has been filled in and relevant ovals have been darkened. Subject change at examination centre is not allowed.

Darken only one option for answering each question / किसी उत्तर का उत्तर देने से लिए केवल एक निश्चित विकल्प को चिह्नित करें।

| Q.No | Response | Q.No | Response | Q.No | Response | Q.No | Response | Q.No | Response |
|------|----------|------|----------|------|----------|------|----------|------|----------|
| 001 | 1 2 3 4 | 031 | 1 2 3 4 | 061 | 1 2 3 4 | 091 | 1 2 3 4 | 121 | 1 2 3 4 |
| 002 | 1 2 3 4 | 032 | 1 2 3 4 | 062 | 1 2 3 4 | 092 | 1 2 3 4 | 122 | 1 2 3 4 |
| 003 | 1 2 3 4 | 033 | 1 2 3 4 | 063 | 1 2 3 4 | 093 | 1 2 3 4 | 123 | 1 2 3 4 |
| 004 | 1 2 3 4 | 034 | 1 2 3 4 | 064 | 1 2 3 4 | 094 | 1 2 3 4 | 124 | 1 2 3 4 |
| 005 | 1 2 3 4 | 035 | 1 2 3 4 | 065 | 1 2 3 4 | 095 | 1 2 3 4 | 125 | 1 2 3 4 |
| 006 | 1 2 3 4 | 036 | 1 2 3 4 | 066 | 1 2 3 4 | 096 | 1 2 3 4 | 126 | 1 2 3 4 |
| 007 | 1 2 3 4 | 037 | 1 2 3 4 | 067 | 1 2 3 4 | 097 | 1 2 3 4 | 127 | 1 2 3 4 |
| 008 | 1 2 3 4 | 038 | 1 2 3 4 | 068 | 1 2 3 4 | 098 | 1 2 3 4 | 128 | 1 2 3 4 |
| 009 | 1 2 3 4 | 039 | 1 2 3 4 | 069 | 1 2 3 4 | 099 | 1 2 3 4 | 129 | 1 2 3 4 |
| 010 | 1 2 3 4 | 040 | 1 2 3 4 | 070 | 1 2 3 4 | 100 | 1 2 3 4 | 130 | 1 2 3 4 |
| 011 | 1 2 3 4 | 041 | 1 2 3 4 | 071 | 1 2 3 4 | 101 | 1 2 3 4 | 131 | 1 2 3 4 |
| 012 | 1 2 3 4 | 042 | 1 2 3 4 | 072 | 1 2 3 4 | 102 | 1 2 3 4 | 132 | 1 2 3 4 |
| 013 | 1 2 3 4 | 043 | 1 2 3 4 | 073 | 1 2 3 4 | 103 | 1 2 3 4 | 133 | 1 2 3 4 |
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| 015 | 1 2 3 4 | 045 | 1 2 3 4 | 075 | 1 2 3 4 | 105 | 1 2 3 4 | 135 | 1 2 3 4 |
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| 021 | 1 2 3 4 | 051 | 1 2 3 4 | 081 | 1 2 3 4 | 111 | 1 2 3 4 | 141 | 1 2 3 4 |
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| 023 | 1 2 3 4 | 053 | 1 2 3 4 | 083 | 1 2 3 4 | 113 | 1 2 3 4 | 143 | 1 2 3 4 |
| 024 | 1 2 3 4 | 054 | 1 2 3 4 | 084 | 1 2 3 4 | 114 | 1 2 3 4 | 144 | 1 2 3 4 |
| 025 | 1 2 3 4 | 055 | 1 2 3 4 | 085 | 1 2 3 4 | 115 | 1 2 3 4 | 145 | 1 2 3 4 |
| 026 | 1 2 3 4 | 056 | 1 2 3 4 | 086 | 1 2 3 4 | 116 | 1 2 3 4 | 146 | 1 2 3 4 |
| 027 | 1 2 3 4 | 057 | 1 2 3 4 | 087 | 1 2 3 4 | 117 | 1 2 3 4 | 147 | 1 2 3 4 |
| 028 | 1 2 3 4 | 058 | 1 2 3 4 | 088 | 1 2 3 4 | 118 | 1 2 3 4 | 148 | 1 2 3 4 |
| 029 | 1 2 3 4 | 059 | 1 2 3 4 | 089 | 1 2 3 4 | 119 | 1 2 3 4 | 149 | 1 2 3 4 |
| 030 | 1 2 3 4 | 060 | 1 2 3 4 | 090 | 1 2 3 4 | 120 | 1 2 3 4 | 150 | 1 2 3 4 |

SIGNATURE OF CANDIDATE _____



SIGNATURE OF INVIGILATOR _____

SIGNATURE OF INVIGILATOR _____

OMR ANSWER SHEET 2024

LEVEL - 3

1. अपनी अलग रोल नम्बर का डार्क गैरि चिह्न कर लेने काय से बचत करें।
2. अपनी कोड़े वाले वाले से वाले डार्क-गैरि कुम्हार कर जो एन.आर. का सील नम्बर (A, No.) लिख लें।

NAME OF CANDIDATE

SUBJECT

FATHER'S NAME

MOTHER'S NAME

| ROLL NUMBER | | | | | |
|-------------|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |

QUESTION BOOKLET SET

A

B

C

D

*****INSTRUCTIONS*****

1. Use only Blue/Black Ball Point Pen to darken the appropriate Circle.
2. Please darken the complete circle.
3. Darken ONLY ONE CIRCLE for each Question as shown in example below.



4. No Change in the Answer once marked is allowed.
5. Please do not Make any stray marks on the Answer Sheet.
6. Tough work must not be done on the Answer Sheet.
7. Mark your answer only in the appropriate space against the number corresponding to the question.



अपनी अलग डार्क कुम्हार कुम्हार को देने से पूर्व जांच लें कि रोल नम्बर डार्क से बरा/सही क्या लिख गए हैं या नहीं। परीक्षा केंद्र पर लिख दी जाने वाली जानकारी नहीं है। Before handing over the Answer Sheet to the invigilator, the candidate should check that Roll No. has been filled in and relevant oval has been darkened. Subject change at examination centre is not allowed.

Darken only one option for answering each question / किरा डार्क का डार्क करने के लिए केवल एक विकल्प डार्क करेगा।

| Q.No | Response | Q.No | Response | Q.No | Response | Q.No | Response | Q.No | Response |
|------|----------|------|----------|------|----------|------|----------|------|----------|
| 001 | 1 2 3 4 | 031 | 1 2 3 4 | 061 | 1 2 3 4 | 091 | 1 2 3 4 | 121 | 1 2 3 4 |
| 002 | 1 2 3 4 | 032 | 1 2 3 4 | 062 | 1 2 3 4 | 092 | 1 2 3 4 | 122 | 1 2 3 4 |
| 003 | 1 2 3 4 | 033 | 1 2 3 4 | 063 | 1 2 3 4 | 093 | 1 2 3 4 | 123 | 1 2 3 4 |
| 004 | 1 2 3 4 | 034 | 1 2 3 4 | 064 | 1 2 3 4 | 094 | 1 2 3 4 | 124 | 1 2 3 4 |
| 005 | 1 2 3 4 | 035 | 1 2 3 4 | 065 | 1 2 3 4 | 095 | 1 2 3 4 | 125 | 1 2 3 4 |
| 006 | 1 2 3 4 | 036 | 1 2 3 4 | 066 | 1 2 3 4 | 096 | 1 2 3 4 | 126 | 1 2 3 4 |
| 007 | 1 2 3 4 | 037 | 1 2 3 4 | 067 | 1 2 3 4 | 097 | 1 2 3 4 | 127 | 1 2 3 4 |
| 008 | 1 2 3 4 | 038 | 1 2 3 4 | 068 | 1 2 3 4 | 098 | 1 2 3 4 | 128 | 1 2 3 4 |
| 009 | 1 2 3 4 | 039 | 1 2 3 4 | 069 | 1 2 3 4 | 099 | 1 2 3 4 | 129 | 1 2 3 4 |
| 010 | 1 2 3 4 | 040 | 1 2 3 4 | 070 | 1 2 3 4 | 100 | 1 2 3 4 | 130 | 1 2 3 4 |
| 011 | 1 2 3 4 | 041 | 1 2 3 4 | 071 | 1 2 3 4 | 101 | 1 2 3 4 | 131 | 1 2 3 4 |
| 012 | 1 2 3 4 | 042 | 1 2 3 4 | 072 | 1 2 3 4 | 102 | 1 2 3 4 | 132 | 1 2 3 4 |
| 013 | 1 2 3 4 | 043 | 1 2 3 4 | 073 | 1 2 3 4 | 103 | 1 2 3 4 | 133 | 1 2 3 4 |
| 014 | 1 2 3 4 | 044 | 1 2 3 4 | 074 | 1 2 3 4 | 104 | 1 2 3 4 | 134 | 1 2 3 4 |
| 015 | 1 2 3 4 | 045 | 1 2 3 4 | 075 | 1 2 3 4 | 105 | 1 2 3 4 | 135 | 1 2 3 4 |
| 016 | 1 2 3 4 | 046 | 1 2 3 4 | 076 | 1 2 3 4 | 106 | 1 2 3 4 | 136 | 1 2 3 4 |
| 017 | 1 2 3 4 | 047 | 1 2 3 4 | 077 | 1 2 3 4 | 107 | 1 2 3 4 | 137 | 1 2 3 4 |
| 018 | 1 2 3 4 | 048 | 1 2 3 4 | 078 | 1 2 3 4 | 108 | 1 2 3 4 | 138 | 1 2 3 4 |
| 019 | 1 2 3 4 | 049 | 1 2 3 4 | 079 | 1 2 3 4 | 109 | 1 2 3 4 | 139 | 1 2 3 4 |
| 020 | 1 2 3 4 | 050 | 1 2 3 4 | 080 | 1 2 3 4 | 110 | 1 2 3 4 | 140 | 1 2 3 4 |
| 021 | 1 2 3 4 | 051 | 1 2 3 4 | 081 | 1 2 3 4 | 111 | 1 2 3 4 | 141 | 1 2 3 4 |
| 022 | 1 2 3 4 | 052 | 1 2 3 4 | 082 | 1 2 3 4 | 112 | 1 2 3 4 | 142 | 1 2 3 4 |
| 023 | 1 2 3 4 | 053 | 1 2 3 4 | 083 | 1 2 3 4 | 113 | 1 2 3 4 | 143 | 1 2 3 4 |
| 024 | 1 2 3 4 | 054 | 1 2 3 4 | 084 | 1 2 3 4 | 114 | 1 2 3 4 | 144 | 1 2 3 4 |
| 025 | 1 2 3 4 | 055 | 1 2 3 4 | 085 | 1 2 3 4 | 115 | 1 2 3 4 | 145 | 1 2 3 4 |
| 026 | 1 2 3 4 | 056 | 1 2 3 4 | 086 | 1 2 3 4 | 116 | 1 2 3 4 | 146 | 1 2 3 4 |
| 027 | 1 2 3 4 | 057 | 1 2 3 4 | 087 | 1 2 3 4 | 117 | 1 2 3 4 | 147 | 1 2 3 4 |
| 028 | 1 2 3 4 | 058 | 1 2 3 4 | 088 | 1 2 3 4 | 118 | 1 2 3 4 | 148 | 1 2 3 4 |
| 029 | 1 2 3 4 | 059 | 1 2 3 4 | 089 | 1 2 3 4 | 119 | 1 2 3 4 | 149 | 1 2 3 4 |
| 030 | 1 2 3 4 | 060 | 1 2 3 4 | 090 | 1 2 3 4 | 120 | 1 2 3 4 | 150 | 1 2 3 4 |

SIGNATURE OF CANDIDATE



SIGNATURE OF INVIGILATOR

SIGNATURE OF INVIGILATOR