## HP TET Syllabus

<table>
<thead>
<tr>
<th>Subject name</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development and Pedagogy</td>
<td></td>
</tr>
</tbody>
</table>
| **a) Child Development (Primary School Child)** | - Concept of development and its relationship with learning  
- Principles of the development of children  
- Influence of Heredity & Environment  
- Socialization processes: Social world & children (Teacher, Parents, Peers)  
- Piaget, Kohlberg and Vygotsky: constructs and critical perspectives  
- Concepts of child-centered and progressive education  
- Critical perspective of the construct of Intelligence  
- Multi Dimensional Intelligence Language & Thought  
- Gender as a social construct; gender roles, gender-bias and educational practice  
- Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.  
- Distinction between Assessment for learning and assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation: perspective and practice  
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement. |
| **b) Concept of Inclusive education and understanding children with special needs** | - Addressing learners from diverse backgrounds including disadvantaged and deprived  
- Addressing the needs of children with learning difficulties, ‘impairment’ etc.  
- Addressing the Talented, Creative, Specially abled Learners |
| **c) 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 steps in the learning process.  
- Cognition & Emotions  
- Motivation and learning |
• Factors contributing to learning – personal & environmental
## Language I.

### a) Language Comprehension
- Reading unseen passages – two passages one prose or drama and one poem with questions on comprehension, inference, grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive)

### b) 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
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching - learning materials: Textbook, multi media materials, multilingual resource of the classroom
- Remedial Teaching

## Language – II

### a) Comprehension
- Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability

### b) 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
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching
### Mathematics

**a) Content**
- Geometry
- Shapes & Spatial Understanding
- Solids around Us
- Numbers
- Addition and Subtraction etc.

**b) 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

### Environmental Studies

**Content**
- I. Family and Friends:
- II. Relationships
- III. Work and Play
- IV. Animals
- V. Plants
- VI. Food
- VII. Shelter
- VIII. Water
- IX. Travel
- X. Things We Make and Do

**b) 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

### Social Studies

**Content**
- History
- Geography
HP TET Syllabus

- Social and Political Life
- Pedagogical issues
- Concept & Nature of Social Science/Social Studies
- Class Room Processes, activities and discourse
- Developing Critical thinking
- Enquiry/Empirical Evidence
- Problems of teaching Social Science/Social Studies
- Sources – Primary & Secondary
- Projects Work

HP TET Exam Pattern

Exam Pattern For TGT (Arts)

<table>
<thead>
<tr>
<th>Name Of Subjects</th>
<th>No. Of Questions</th>
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</thead>
<tbody>
<tr>
<td>Child psychology and development, pedagogy, teaching learning processes</td>
<td>30</td>
</tr>
<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
<td>30</td>
</tr>
<tr>
<td>English Literature &amp; Grammar</td>
<td>30</td>
</tr>
<tr>
<td>Social Studies</td>
<td>60</td>
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Exam Pattern For TGT (Non-medical)

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<tr>
<th>Name Of Subjects</th>
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<tr>
<td>Child psychology and development, pedagogy, teaching learning processes</td>
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<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Physics and Chemistry</td>
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Exam Pattern For TGT (medical)

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<th>Name Of Subjects</th>
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<tr>
<td>Child psychology and development, pedagogy, teaching learning processes</td>
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<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
<td>30</td>
</tr>
<tr>
<td>Botany and Zoology</td>
<td>30</td>
</tr>
<tr>
<td>Chemistry</td>
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Exam Pattern for Shastri Teacher

<table>
<thead>
<tr>
<th>Name Of Subjects</th>
<th>No. Of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on Shastri degree course</td>
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<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
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Exam Pattern for Language Teacher

<table>
<thead>
<tr>
<th>Name Of Subjects</th>
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<tbody>
<tr>
<td>Hindi Course of Graduation level.</td>
<td>120</td>
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<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
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### Exam Pattern for JBT

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<tbody>
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<td>Child Development and Pedagogy, teaching learning processes.</td>
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</tr>
<tr>
<td>English literature &amp; grammar</td>
<td>30</td>
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<tr>
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<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Social Sciences, Environmental Studies and General awareness &amp; current affairs including Himachal Pradesh</td>
<td>30</td>
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### Exam Pattern for Punjabi Language Teacher

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<th>Name Of Subjects</th>
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<tbody>
<tr>
<td>Punjabi course of Graduation.</td>
<td>120</td>
</tr>
<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
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### Exam Pattern for Urdu Language Teacher

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<tr>
<th>Name Of Subjects</th>
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<tbody>
<tr>
<td>Urdu course of Graduation</td>
<td>120</td>
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<tr>
<td>General Awareness including Himachal Pradesh, Current Affairs &amp; Environmental Studies</td>
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