

## **Syllabus for written examination for TGT Social Studies, Advt. No. 2/2023**

### **1. ENVIRONMENTAL AWARENESS**

**(Weightage 10%)**

**Introduction:** Basics of ecology, eco system- concept, and sustainable development, Sources, advantages, disadvantages of renewable and non-renewable energy, Rain water harvesting, Deforestation – its effects & control measures.

**Air and Noise Pollution:** Air Pollution: Source of air pollution. Effect of air pollution on human health, economy, Air pollution control methods, Noise Pollution: Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimizing noise pollution.

**Water and Soil Pollution:** Water Pollution: Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of DO, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard, Soil Pollution: Sources of soil pollution, Effects and Control of soil pollution, Types of Solid waste- House hold, Industrial, Agricultural, Biomedical, Disposal of solid waste, Solid waste management E-waste, E – waste management.

**Impact of Energy Usage on Environment:** Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings, Concept of Carbon Credit & Carbon footprint.

### **2. Haryana General Knowledge and Welfare schemes of Haryana Government.**

**(Weightage 20%)**

Haryana history, current affairs, literature, Geography, Civics, Environment, Culture etc. and Welfare schemes run by state Government of Haryana and provisions there-in.

### **3. Road Safety Awareness**

**(Weightage 5%)**

Traffic Rules, importance of traffic rules, authority to implement traffic rules, punishment for violating traffic rules, authority to issue driving license, procedure to get driving license, classification of vehicles, traffic signs, knowledge of safety measures in vehicles.

### **4. Perspectives on Education and Leadership**

**(Weightage 15%)**

#### **(a) Understanding the Learner**

Concept of growth, maturation and development, principles and debates of development, development tasks and challenges, Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications, Understanding Adolescence: Needs, challenges and implications for designing institutional support, Role of Primary and Secondary Socialization agencies. Ensuring Home school continuity.

#### **(b) Understanding Teaching Learning**

Theoretical perspectives on Learning-Behaviorism, Cognitivism and Constructivism with special reference to their implications for: (i) The role of teacher (ii) The role of learner (iii) Nature of teacher-student relationship (iv) Choice of teaching methods (v) Classroom environment (vi) Understanding of discipline, power etc.

Factors affecting learning and their implications for: (i) Designing classroom instructions, (ii) Planning student activities and, (iii) Creating learning spaces in school.

Planning and Organization of Teaching-Learning; e-Perspectives in Education, NEP-2020: Early Childhood Care and Education: The Foundation of Learning; Foundational Literacy and Numeracy; Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education. Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment, Right of Children to free and Compulsory Education Act, 2009, Historically studying the National Policies in education with special reference to school education;

School Curriculum Principles: Perspective, Learning and Knowledge, Curricular Areas, School Stages – Pedagogy & Assessment, (i) Concept of Syllabus and Curriculum, Overt and Hidden Curriculum (ii) Foundational Literacy and Numeracy, Early Childhood Care and Education (iii) Competency based

Education, Experiential learning, etc. (iv) Instructional Plans: -Year Plan, Unit Plan, Lesson Plan (v) Instructional material and resources (vi) Information and Communication Technology (ICT) for teaching-learning (vii) Assessment of learning, for learning and as learning: Meaning, purpose and considerations in planning each. Enhancing Teaching Learning processes: Classroom Observation and Feedback, Reflections and Dialogues as a means of constructivist teaching.

### **c) Creating Conducive Learning Environment**

The concepts of Diversity, disability and Inclusion, implications of disability as social construct, types of disabilities-their identification and interventions, Concept of School Mental Health, addressing the curative, preventive and promotive dimensions of mental health for all students and staff. Provisioning for guidance and counselling, Developing School, and community as a learning resource.

### **(d) School Organization and Leadership**

Leader as reflective practitioner, team builder, initiator, coach, and mentor, Perspectives on School Leadership: instructional, distributed, and transformative, Vision building, goal setting and creating a School development Plan, Using School Processes and forums for strengthening teaching learning-Annual Calendar, time-tabling, parent teacher forums, school assembly, teacher development forums, using achievement data for improving teaching —learning, School Self-Assessment, and Improvement, Creating partnerships with community, industry and other neighbouring schools and Higher Education Institutes — forming learning communities.

### **(e) Perspectives in Education**

NEP-2020: Early Childhood Care and Education: The Foundation of Learning; Foundational Literacy and Numeracy; Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education, Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment, Right of Children to free and Compulsory Education Act, 2009, Historically studying the National Policies in education with special reference to school education; School Curriculum Principles: Perspective, Learning and Knowledge, Curricular Areas, School Stages — Pedagogy & Assessment.

## **Social Studies**

**Weightage- 50%**

### **इतिहास**

सरस्वती सिंधु सभ्यता, वैदिक काल, रामायण व महाभारत काल, मौर्यवंश, इस्लाम का उदय, जैन धर्म, बौद्ध धर्म, शंकराचार्य का जीवन, विदेशियों के आक्रमण एवं उनका भारतीय संस्कृति में समावेश, गुप्तकाल, हर्षवर्धन और तात्कालीन समाज, दक्षिण के राज्य चालुक्य, पल्लव एवं चोलपाल, प्रतिहार एवं राष्ट्रकूट, विश्व में भारतीय संस्कृति का प्रकार, प्राचीन भारत में शिक्षा, साहित्य एवं कला, राजा दाहिर एवं राजा आनन्दपाल, सुहेलदेव एवं पृथ्वीराज चौहान, मोहम्मद गौरी, कुतुबुद्दीन ऐबक, इल्तुतमिश, रजिया, बलबन, अलाउद्दीन खिलजी, तुगलकवंश, तैमूर, दिलावर खां, विजय नगर साम्राज्य, बाबर, राणा संग्राम सिंह, मोहन सिंह मंदार, हुमायूँ, शेर शाहसूरी, अकबर, हेम चन्द्र विक्रमादित्य, रानी दुर्गावती, महाराणा प्रताप, जहांगीर, शाहजहाँ, औरंगजेब, सिक्ख गुरु, भक्ति आंदोलन, भक्तिगुरु शंकराचार्य, गुरुनानक, कबीर, मीरा, रस खान, दारा शिकोह आदि, छत्रपति शिवाजी एवं पेशवा, 17वीं शताब्दी में मुगलों का क्षेत्रीय प्रतिरोध, 18वीं शताब्दी का भारत :- स्वतंत्र राज्यों का उदय, मराठा शक्ति, पानीपत का तीसरा युद्ध, बंगाल, अवध, राजपुताना, सिक्ख, हैदराबाद, कर्नाटक, जात, सहेलखण्ड, बुन्देलखण्ड, राज्य, यूरोपीय शक्तियाँ, संस्कृतियों का टकराव, यूरोपीयन घुस पैठ तथा विस्तारवादी नीतियाँ, 1857 की क्रान्ति, कांग्रेस की स्थापना, मुस्लिम लीग, महात्मा गांधी और राष्ट्रीय आन्दोलन, क्रांतिकारी आंदोलन, विभाजन को समझना, संविधान का निर्माण, औद्योगिक क्रान्ति, भारतीय राष्ट्रीय आंदोलन में हरियाणा की भूमिका।

### **भूगोल**

सौर मंडल में पृथ्वी, ग्लोब अक्षांश रेखा एवं देशांतर रेखा, पृथ्वी की गतियाँ, पृथ्वी के प्रमुख परिमण्डल, पृथ्वी के प्रमुख स्थलरूप, पृथ्वी के अन्दर, भारत, जलवायु, वनस्पति, वन्य प्राणी, वायु, जल, भूमि, मृदा, कृषि, पर्यावरण, बस्तियाँ, परिवहन एवं संचार, रेगिस्तान में जीवन, संसाधन, उद्योग, मानव संसाधन, खनिज, उर्जा संसाधन, विनिर्माण उद्योग।

### **राजनीति शास्त्र**

राजनीतिक सिद्धांत :- स्वतंत्रता, समानता, सामाजिक न्याय, अधिकार, कर्तव्य, नागरिकता, राष्ट्रवाद, धर्म निरपेक्षता, शांति, विकास, संविधान, मौलिक अधिकार, चुनाव, कार्यपालिका, विधानपालिका, न्यायपालिका, संघवाद, स्थानीय शासन, संविधान एक जीवन, दस्तावेज, राष्ट्र निर्माण में चुनौतियाँ, नियोजित विकास, भारत के विदेशी सम्बन्ध, कांग्रेस प्रणाली :- चुनौतियाँ और पुनर्स्थापना, लोकतांत्रिक व्यवस्था का संकट, जन आन्दोलन, भारतीय राजनीति के नए बदलाव, शीत युद्ध का दौर, दो ध्रुवीयता का अंत, समकालीन विश्व में अमेरिका, वर्चस्वता के वैकल्पिक केन्द्र, समकालीन दक्षिण एशिया, समकालीन विश्व की सुरक्षा, अन्तराष्ट्रीय संगठन, गुट निरपेक्ष आंदोलन, अर्थशास्त्र, उदारीकरण, वैश्वीकरण, विकास, भारतीय अर्थव्यवस्था के क्षेत्रक, मुद्रा और साख, उपभोक्ता अधिकार।

**Important Note: The Weightage as mentioned against the syllabus is tentative & may vary.**