ਰਾਜ ਵਿੱਦਿਅਕ ਖੋਜ ਅਤੇ ਸਿਖਲਾਈ ਪ੍ਰੀਸ਼ਦ, ਪੰਜਾਬ

ਛੇਵੀਂ ਮੰਜ਼ਿਲ, ਬਲਾਕ-ਈ, ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ ਕੰਪਲੈਕਸ, ਫੇਜ਼-8, ਐਸ.ਏ.ਐਸ.ਨਗਰ (ਪੰਜਾਬ)

ਜਨਤਕ ਸੂਚਨਾ

ਹੁਕਮ ਨੰਬਰ – ਈ 591868 ਪ੍ਰੀਖਿਆ(2) ਮਿਤੀ 10.10.2024

ਪੰਜਾਬ ਰਾਜ ਵਿੱਦਿਅਕ ਖੋਜ ਅਤੇ ਸਿਖਲਾਈ ਪ੍ਰੀਸ਼ਦ,ਪੰਜਾਬ ਵੱਲੋਂ ਅਗਲਾ ਪੰਜਾਬ ਰਾਜ ਅਧਿਆਪਕ ਯੋਗਤਾ ਟੈਸਟ (PSTET)ਮਿਤੀ 01.12.2024 ਨੂੰ ਕੰਡਕਟ ਕਰਵਾਇਆ ਜਾ ਰਿਹਾ ਹੈ। ਯੋਗ ਉਮੀਦਵਾਰ ਵੈਬਸਾਇਟ www.pstet.pseb.ac.in ਤੇ ਮਿਤੀ 16.10.2024 ਤੋਂ 04.11.2024 (ਸ਼ਾਮ 10:00 ਵਜੇ) ਤੱਕ ਇਸ ਟੈਸਟ ਲਈ ਆਨਲਾਈਨ ਅਪਲਾਈ ਕਰ ਸਕਦੇ ਹਨ। ਪ੍ਰੀਖਿਆ ਸਬੰਧੀ ਕਿਸੇ ਵੀ ਤਰ੍ਹਾਂ ਦੀ ਹੋਰ ਵਧੇਰੇ ਜਾਣਕਾਰੀ (ਗਾਈਡਲਾਈਨਜ਼ ,ਲੋੜੀਂਦੀ ਯੋਗਤਾ ,ਫੀਸ ਆਦਿ) ਲਈ ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਉਪਰੋਕਤ ਵੈਬਾਸਾਈਟ ਸਮੇਂ –ਸਮੇਂ ਤੇ ਵਿਜਿਟ ਕਰਨ ਦੀ ਸਲਾਹ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ।

ਡਾਇਰੈਕਟਰ

ਐਸ.ਸੀ.ਈ.ਆਰ.ਟੀ ਪੰਜਾਬ

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(KEY DATES)

ਲੜੀ ਨੰਬਰ	ਕੰਮ	ਮਿਤੀ
1	ਵਿਗਿਆਪਨ ਕਰਨ ਦੀ ਮਿਤੀ	16.10.2024
2	ਆਨਲਾਈਨ ਰਜਿਸਟ੍ਰੇਸ਼ਨ ਸ਼ੁਰੂ ਹੋਣ ਦੀ ਮਿਤੀ	16.10.2024
3	ਆਨਲਾਈਨ ਰਜਿਸਟ੍ਰੇਸ਼ਨ ਸਮਾਪਤ ਹੋਣ ਦੀ ਮਿਤੀ	04.11.2024(ਸ਼ਾਮ 10:ਵਜੇ ਤੱਕ)
4	ਆਨਲਾਈਨ ਵੇਰਵਿਆਂ ਦੀ ਸੋਧ ਦੀ ਮਿਤੀ	05.11.2024 ਤੋਂ 08.11.2024
5	ਰੋਲ ਨੰਬਰ ਆਨਲਾਈਨ ਕਰਨ ਦੀ ਮਿਤੀ	18.11.2024
6	ਪੀ.ਐਸ.ਟੈੱਟ ਪ੍ਰੀਖਿਆ ਦੀ ਮਿਤੀ	01.12.2024
7	ਨਤੀਜਾ ਘੋਸ਼ਿਤ ਕਰਨ ਦੀ ਮਿਤੀ	01.01.2025 (Tentative)

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Guidelines for PSTET

1. Any resident of India can appear in the paper of PSTET.

2. The following persons shall be eligible for appearing in the TET:

(i) A person who has acquired the academic and professional qualifications specified in the NCTE Notification dated 23rd August 2010.

(ii) A person who is pursuing any of the teacher education courses (recognized by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 23rd August 2010.

3. The TET paper is taken by the department as per the directions / guidelines of NCTE.

4. Following new subjects (in addition to Social Science and Maths/Science) have been added for PSTET 2024 Paper II:

For Art & Craft Teacher: Art and Craft	For Physical Education Teacher, Physical Education	For Home Science Teacher, Home Science
For Urdu Teacher, Urdu	For Music Teacher, Music	For Sanskrit Teacher, Sanskrit
For any other teacher: either Social Science or Maths/Science		

5. No specific minimum or maximum age limit is prescribed for the candidates.

6. The fee structure of PSTET 2024 is as per follows:

Registration Fee (Non-refundable and Non-transferable)			
Category *	**Paper I**	**Paper II**	**Both Paper I and Paper II**
General/ OBC (only for Punjab)	1000/-	1000/-	2000/-
SC/ST/Differently Abled (only for Punjab)	500/-	500/-	1000/-
Ex-Servicemen ** (Self) (only for Punjab)	NIL	NIL	NIL
Other states (for all categories)	1000/-	1000/-	2000/-

** If dependent of Ex-servicemen, then the fee shall be paid as per categories listed above to which he / she belongs.

7. A candidate can register his/her email Id and Mobile No. only once. After successful registration, candidate shall login using email id and proceed to next

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step to fill Basic Details, Upload Photo/Signature, Fill Academic Details, Fill Test Details, Candidate Preview & Fee, and finally pay the fee.

8. Candidate must give his/her own Email ID and Mobile Number. These will be used for future correspondence.
9. A candidate can apply in one category only.
10. A candidate may apply for both Paper I and Paper II, subject to fulfilment of Educational Qualifications and Eligibility criteria as prescribed by NCTE from time to time. Application Form for a paper is complete only after successful fee payment for the given paper.
11. The candidate should satisfy his/her eligibility before applying and shall be personally responsible in case he/she is not eligible to apply as per the given eligibility criteria. It is to be noted that if a candidate has been allowed to appear in the PSTET it does not imply that the candidate's eligibility has been verified. It does not vest any right with the candidate for appointment. The eligibility shall be finally verified, by the concerned recruiting agency/ appointing authority.
12. Language of the question paper should be bilingual.
13. The validity period of PSTET qualifying certificate for appointment will be for lifetime for all categories.
14. Candidate must fill the details very carefully, if any details are found Incorrect, candidate shall be disqualified.

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Instructions for Candidates

1) ਪ੍ਰੀਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਦਾਖਲ ਹੋਣ ਲਈ ਉਮੀਦਵਾਰ ਵੱਲੋਂ ਆਪਣਾ ਐਡਮਿਟ ਕਾਰਡ (ਸਕੈਨਡ ਫੋਟੋ ਅਤੇ ਹਸਤਾਖਰ ਸਮੇਤ) ਅਤੇ ਫੋਟੋ ਆਈ.ਡੀ. ਪਰੂਫ ਦਿਖਾਉਂਣਾ ਜਰੂਰੀ ਹੋਵੇਗਾ। ਜੇਕਰ ਕਿਸੇ ਉਮੀਦਵਾਰ ਦੇ ਐਡਮਿਟ ਕਾਰਡ ਉਪਰ ਸਕੈਨਡ ਫੋਟੋ ਨਹੀ ਹੈ, ਤਾਂ ਉਹ ਆਪਣੇ ਐਡਮਿਟ ਕਾਰਡ ਉਪਰ ਫੋਟੋ ਪੇਸਟ ਕਰਕੇ ਕਿਸੇ ਗਜ਼ਟਰ ਅਫਸਰ ਜਾਂ ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਤੋਂ ਫੋਟੋ ਤਸਦੀਕ ਕਰਵਾਏਗਾ।

2) ਪ੍ਰੀਖਿਆ ਕੇਂਦਰ ਦੇ ਅੰਦਰ ਪੈੱਨ, ਖ਼ਾਲੀ ਪੇਪਰ, ਮੋਬਾਈਲ ਫੋਨ, ਸਮਾਰਟ ਘੜੀ (smart watch), ਐਫ.ਐਮ. ਰੇਡੀਓ, ਕੈਲਕੂਲੇਟਰ ਜਾਂ ਕੋਈ ਹੋਰ ਇਲੈਕਟ੍ਰਾਨਿਕ ਡਿਵਾਈਜ਼ ਵਰਤਣ/ਲਿਜਾਣ ਦੀ ਸਖ਼ਤ ਮਨਾਹੀ ਹੈ। ਬਾਲ ਪੈੱਨ ਪ੍ਰੀਖਿਆ ਕੇਂਦਰ ਵਿੱਚ ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਦਿੱਤਾ ਜਾਵੇਗਾ।

3) ਪੀਣ ਵਾਲੇ ਪਾਣੀ ਦੇ ਲਈ ਕੇਵਲ Transparent Bottle (ਜਿਸ ਉਪਰ ਕੋਈ ਵੀ ਸਟਿੱਕਰ ਜਾਂ ਪ੍ਰਿੰਟ ਨਾ ਹੋਵੇ) ਪ੍ਰੀਖਿਆ ਕੇਂਦਰ ਅੰਦਰ ਲਿਜਾਣ ਦੀ ਇਜਾਜਤ ਹੈ। ।

4) ਪ੍ਰੀਖਿਆ ਕੇਂਦਰ ਅੰਦਰ ਅਲਕੋਹਲ (ਸ਼ਰਾਬ), ਸਿਗਰੇਟ ਜਾਂ ਕੋਈ ਹੋਰ ਨਸ਼ੀਲਾ ਪਦਾਰਥ ਆਦਿ ਖਾਣ/ਪੀਣ ਜਾਂ ਖਾ/ਪੀ ਕੇ ਆਉਣ ਦੀ ਸਖਤ ਮਨਾਹੀ ਹੈ। ਜੇਕਰ ਕੋਈ ਉਮੀਦਵਾਰ ਅਜਿਹਾ ਕਰਦਾ ਪਾਇਆ ਜਾਂਦਾ ਹੈ ਤਾਂ ਉਸ ਦੀ ਪਾਤਰਤਾ ਰੱਦ ਕਰ ਦਿੱਤੀ ਜਾਵੇਗੀ।

5) ਉਮੀਦਵਾਰ ਆਪਣੇ ਰੋਲ ਨੰਬਰ ਵਾਲੀ ਸੀਟ ਤੇ ਹੀ ਬੈਠੇਗਾ। ਉਮੀਦਵਾਰ ਨੂੰ ਕਿਸੇ ਵੀ ਹਾਲਤ ਵਿੱਚ ਆਪਣੀ ਸੀਟ ਬਦਲਣ ਦੀ ਸਖ਼ਤ ਮਨਾਹੀ ਹੋਵੇਗੀ।

6) ਡਿਫਰੈਂਟਲੀ ਏਬਲਡ (ਅੱਖਾਂ ਤੋਂ, ਹੱਥਾਂ ਤੋਂ ਅਤੇ ਸੈਰੇਬਲ ਪੈਲਸੀ) ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਆਪਣੇ ਨਾਲ ਇੱਕ ਰਾਈਟਰ ਲਿਆਉਣ ਦੀ ਇਜ਼ਾਜਤ ਦਿੱਤੀ ਜਾਵੇਗੀ। ਅਜਿਹੀ ਹਾਲਤ ਵਿੱਚ ਉਸ ਉਮੀਦਵਾਰ ਨੂੰ ਆਪਣੀ ਡਿਫਰੈਂਟਲੀ ਏਬਲਡ ਦਾ ਸਰਟੀਫਿਕੇਟ ਦਿਖਾਉਣਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ। ਉਸ ਨੂੰ ਰਾਈਟਰ ਦਾ ਪ੍ਰੋਫਾਰਮਾ ਵੈਬਸਾਈਟ ਤੋਂ ਡਾਊਨਲੋਡ ਕਰਕੇ ਭਰ ਕੇ ਲਿਆਉਣਾ ਜਰੂਰੀ ਹੋਵੇਗਾ। ਉਹ ਆਪਣੇ ਰਾਈਟਰ ਦਾ ਪ੍ਰੋਫਾਰਮਾ ਅਤੇ ਫੋਟੋ ਆਈ.ਡੀ. ਪਰੂਫ ਵੀ ਕੇਂਦਰ ਸੁਪਰਡੰਟ ਅਤੇ ਨਿਗਰਾਨ ਨੂੰ ਚੈਕ ਕਰਵਾਏਗਾ।

7) ਜੇਕਰ ਕੋਈ ਉਮੀਦਵਾਰ ਕਿਸੇ ਛੂਤ ਦੀ ਬਿਮਾਰੀ ਤੋਂ ਪ੍ਰਭਾਵਿਤ ਹੈ ਤਾਂ ਉਹ ਨਿਗਰਾਨ ਨੂੰ ਵੱਖਰੀ ਸੀਟ ਲੈਣ ਲਈ ਬੇਨਤੀ ਕਰ ਸਕਦਾ ਹੈ।

8) ਕੋਈ ਵੀ ਉਮੀਦਵਾਰ ਨਿਰਧਾਰਿਤ ਸਮੇਂ ਤੋਂ ਪਹਿਲਾਂ ਪ੍ਰੀਖਿਆ ਕੇਂਦਰ ਤੋਂ ਬਾਹਰ ਨਹੀਂ ਜਾ ਸਕਦਾ। ਕੇਵਲ ਕੋਈ ਐਮਰਜੈਂਸੀ ਹੋਣ ਤੇ ਹੀ ਉਮੀਦਵਾਰ ਕੇਂਦਰ ਸੁਪਰਡੰਟ ਦੀ ਪ੍ਰਵਾਨਗੀ ਨਾਲ ਸੈਂਟਰ ਤੋਂ ਬਾਹਰ ਜਾ ਸਕੇਗਾ।

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9) ਉਮੀਦਵਾਰ OMR Sheet ਤੇ ਆਪਣੇ ਵੇਰਵੇ (ਜਿਵੇਂ ਨਾਮ, ਰੋਲ ਨੰਬਰ, ਸੈਂਟਰ ਕੋਡ, ਸੈਂਟਰ ਦਾ ਨਾਮ, ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਕੋਡ, ਸਬਜੈਕਟ ਅਤੇ ਬੁੱਕਲੈਟ ਕੋਡ) ਧਿਆਨ ਪੂਰਵਕ ਭਰੇ। ਇਹ ਵੇਰਵੇ ਐਡਮਿਟ ਕਾਰਡ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਾਲ ਮਿਲਾ ਲਏ ਜਾਣ। ਜੇਕਰ ਉਮੀਦਵਾਰ ਵੱਲੋਂ OMR Sheet ਤੇ ਆਪਣੇ ਵੇਰਵੇ ਗਲਤ ਭਰੇ ਗਏ, ਤਾਂ ਉਮੀਦਵਾਰ ਦਾ ਨਤੀਜਾ ਪ੍ਰਭਾਵਿਤ ਹੋ ਸਕਦਾ ਹੈ, ਜਿਸ ਦੀ ਸਮੁੱਚੀ ਜਿੰਮੇਵਾਰੀ ਉਸਦੀ ਆਪਣੀ ਹੋਵੇਗੀ।

10) ਗਲਤ ਉੱਤਰ ਲਈ ਕੋਈ ਨੈਗੇਟਿਵ ਮਾਰਕਿੰਗ ਨਹੀਂ ਹੋਵੇਗੀ। ਹਰੇਕ ਠੀਕ ਉੱਤਰ ਲਈ 1 (ਇੱਕ) ਅੰਕ ਦਿੱਤਾ ਜਾਵੇਗਾ।

11) ਉਮੀਦਵਾਰ ਵੱਲੋਂ OMR Sheet ਤੇ ਕੋਈ ਵੀ ਸਮੈਸ਼ਲ ਮਾਰਕ ਨਾ ਲਗਾਇਆ ਜਾਵੇ। ਜੇਕਰ ਅਜਿਹਾ ਕੋਈ ਸਮੈਸ਼ਲ ਮਾਰਕ ਉਮੀਦਵਾਰ ਦੀ ਸ਼ੀਟ ਤੇ ਪਾਇਆ ਜਾਂਦਾ ਹੈ ਤਾਂ ਉਸਦੀ OMR Sheet ਰੱਦ ਕਰ ਦਿੱਤੀ ਜਾਵੇਗੀ।

12) ਜਦ ਤੱਕ ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਬੁੱਕਲੈਟ ਖੋਲ੍ਹਣ ਲਈ ਨਾ ਕਿਹਾ ਜਾਵੇ ਉਸ ਸਮੇਂ ਤੱਕ ਪੇਪਰ ਬੁੱਕਲੈਟ ਨਾ ਖੋਲ੍ਹੀ ਜਾਵੇ। ਜੇਕਰ ਕੋਈ ਉਮੀਦਵਾਰ ਪੇਪਰ ਬੁਕਲੈਟ ਸਮੇਂ ਤੋਂ ਪਹਿਲਾਂ ਖੋਲ੍ਹਦਾ ਹੈ, ਤਾਂ ਉਸਦੇ ਖਿਲਾਫ਼ ਨਿਯਮਾਂ ਮੁਤਾਬਕ ਬਣਦੀ ਕਾਰਵਾਈ ਕੀਤੀ ਜਾਵੇਗੀ।

13) ਜਿਹੜੇ ਸਰਕਾਰੀ ਕਰਮਚਾਰੀ PSTET ਦਾ ਇਮਤਿਹਾਨ ਦੇਣਾ ਚਾਹੁੰਦੇ ਹਨ, ਉਹਨਾਂ ਨੂੰ ਆਪਣੇ ਪਿਤਰੀ ਵਿਭਾਗ ਤੋਂ ਪੂਰਵ ਪ੍ਰਵਾਨਗੀ ਲੈਣੀ ਲਾਜ਼ਮੀ ਹੈ ਅਤੇ ਪ੍ਰੀਖਿਆ ਦੇਣ ਦਾ ਕਾਰਨ ਵੀ ਸਪਸ਼ਟ ਕਰਨਾ ਲਾਜ਼ਮੀ ਹੈ।

14) ਉਮੀਦਵਾਰ ਰਫ਼ ਕੰਮ ਪ੍ਰਸ਼ਨ-ਪੱਤਰ ਬੁੱਕਲੈਟ ਤੇ ਖਾਲੀ ਜਗ੍ਹਾ ਉਪਰ ਕਰੇ।

15) ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਇਸ ਸਬੰਧੀ ਕੋਈ ਮਾਣਭੱਤਾ (ਟੀ.ਏ/ ਡੀ.ਏ) ਨਹੀਂ ਦਿੱਤਾ ਜਾਵੇਗਾ।

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Structure of PSTET-2024

The questions will be set in PSTET-1 as per the following break up:

(i)	Child Development & Pedagogy	30 MCQs	30 Marks
(ii)	Language I	30 MCQs	30 Marks
(iii)	Language II	30 MCQs	30 Marks
(iv)	Mathematics	30 MCQs	30 Marks
(v)	Environmental Studies	30 MCQs	30 Marks
	Total	150 MCQs	150 Marks

The questions will be set in PSTET-2 as per the following break up:

(i)	Child Development & Pedagogy (compulsory)	30 MCQs	30 Marks
(ii)	Language I (compulsory)	30 MCQs	30 Marks
(iii	Language II (compulsory)	30 MCQs	30 Marks
(iv	a) **For Mathematics and Science teacher:** Mathematics and Science – 60 MCQs of 1 mark each. b) **For Social studies teacher:** Social Studies - 60 MCQs of 1 mark each. c) **For Art & Craft teacher:** Art & Craft -60 MCQs of 1 mark each d) **For Physical Education teacher:** Physical Education- 60 MCQs of 1 mark each e) **For Home science teacher:** Home science-60 MCQs of 1 mark each f) **For Urdu teacher:** Urdu-60 MCQs of 1 mark each g) **For Music teacher:** Music-60 MCQs of 1 mark each h) **For Sanskrit teacher:** Sanskrit-60 MCQs of 1 mark each i) **For any other teacher:** either 4(a) or 4(b)	60 MCQs	60 Marks
	Total	150 MCQs	150 Marks

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Structure and Content of PSTET

All questions in PSTET will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer is correct. There will be no negative marking.

There will be two papers of PSTET :

i. **Paper 1** will be for a person who intends to be a teacher for classes I to V (Primary Teacher) and fulfills the minimum qualifications.

ii. **Paper 2** will be for a person who intends to be a teacher for classes VI to VIII (TGT- Trained Graduate Teacher) and fulfills the minimum qualifications.

However, a person who intends to be a teacher for levels i and ii mentioned above, and fulfills the minimum qualifications for both levels will have to appear for both the papers (Paper 1 and Paper 2).

4.1 **Paper 1 (for classes I to V): Primary Stage**

Duration – Two-and-a-half hours

No. of MCQs – 150

Structure and Content (All Compulsory)

i. Child Development and Pedagogy	– 30 MCQs	– 30 Marks
ii. Language I (Punjabi)	- 30 MCQs	– 30 Marks
iii. Language II (English)	- 30 MCQs	– 30 Marks
iv. Mathematics	- 30 MCQs	– 30 Marks
v. Environmental Studies	- 30 MCQs	– 30 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

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of a good facilitator of learning. Around 70 percent of the items would focus on the mentioned Units (a) and (b) in the syllabus while 30 percent would be related to Learning and Pedagogy.

- The test items for Language I (Punjabi) will focus on proficiencies related to the medium of instruction. Pedagogy of language development would cover 45-50 percent of the test items.
- The Language II (English) will focus on the elements of language, communication and comprehension skills. Pedagogy of language development would cover 45-50 percent of the test items.
- The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. In both the subject areas, Pedagogical understanding would cover 25-30 percent of the items. In both the subject areas, test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I to V by the Education Department, Govt. of Punjab/NCERT.
- The questions in the test for Paper-1 will be based on the topics prescribed in the syllabus of classes I to V, but their difficulty standard as well as linkages, could be up to Secondary stage.

4.2 **Paper -2 (for classes VI to VIII) Elementary Stage :**

Duration – Two-and-a-half hours

No. of MCQs – 150

Structure and Content

i. Child Development and Pedagogy (compulsory) – 30 MCQs – 30 Marks

ii. Language I (Punjabi) (compulsory) - 30 MCQs – 30 Marks

iii. Language II (English) (compulsory) - 30 MCQs – 30 Marks

iv. For Mathematics and Science teacher

a. Mathematics & Science - 60 MCQs – 60 Marks

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b. For Social Studies/Social Science teacher

Social Science - 60 MCQs – 60 Marks

c. For any other teacher – either (a) or (b)

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 11-14 years. They will focus on understanding the characteristics and needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning. Around 70 percent of the items would focus on the mentioned Units (a) and (b) in the syllabus while 30 percent would be related to Learning and Pedagogy.
- The test items for Language I (Punjabi) will focus on proficiencies related to the medium of instruction. Pedagogy of language development would cover 45-50 percent of the test items.
- The Language II (English) will focus on the elements of language, communication and comprehension skills. Pedagogy of language development would cover 45-50 percent of the test items.
- The test items in Mathematics & Science and Social Studies / Social Science will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. The test items of Mathematics & Science will be of 30 Marks each. Around 25-30 percent of the items in each subject would focus on pedagogical issues of the related subject. However, besides around 25-30 percent weight age to pedagogical issues in Social Studies / Social Sciences, approximately equal weightage would be given to sections (i), (ii) and (iii). The test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for classes VI to VIII by the Education Department, Govt. of Punjab/NCERT.
- The questions in the test for Paper-2 will be based on the topics prescribed in the syllabus of classes VI to VIII, but their difficulty standard as well as linkages, could be up to Secondary stage.

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SYLLABUS FOR PSTET

Paper – 1 (for classes I to V) Primary Stage

I. Child Development and Pedagogy 30 Questions

a. Child Development (Primary School Child)

- Concept of development and its relationship with learning
- Principles of development of children
- Influence of Heredity and Environment
- Socialization processes : Social world & children (Teachers, Parents and 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 and 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 assessment of learning; School-Based Assessment, Continuous and Comprehension Evaluation: Perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and assessing learner achievement

b. Concept of Inclusive Education and understanding children with special needs

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- 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 and Emotions
- Motivation and Learning
- Factors contributing to learning – Personal and environmental

II. Language- I (Punjabi) **30 Questions**

a. Language Comprehension

Reading unseen passage – two passages: one prose/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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders

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- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

III. Language – II (English) **30 Questions**

a. Comprehension

Two unseen prose passages (discursive/literary/narrative/scientific) with questions 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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

IV. Mathematics **30 Questions**

a. Content

- Geometry
- Shapes and Spatial Understanding

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- Solids around us
- Numbers
- Addition and Subtraction
- Multiplication
- Division
- Measurement
- Weight
- Time
- Volume
- Data Handling
- Patterns
- Money

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
- Error analysis and related aspects of teaching and learning
- Diagnostic and remedial teaching

V. Environmental Studies **30 Questions**

a. Content

Family and Friends

- Relationships
- Work and Play
- Animals
- Plants

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Food

Shelter

Water

Travel

Things we Make and Do

b. Pedagogical Issues

- Concept and scope of EVS
- Significance of EVS, integrated EVS
- Environmental Studies and Environmental Education
- Learning Principles
- Scope and relation to Science and Social Science
- Approaches of presenting concepts
- Activities
- Experimentation / Practical Work
- Discussion
- CCE
- Teaching Material / Aids
- Problems of teaching

Paper – 2 (for classes VI to VIII) Elementary Stage

I. Child Development and Pedagogy **30 Questions**

a. Child Development (Elementary School child)

- Concept of development and its relationship with learning
- Principles of development of child
- Influence of Heredity and Environment
- Socialization processes : Social world and children (Teachers, Parents and Peers)

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- 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 and 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 assessment of learning; School-Based Assessment, Continuous and Comprehension Evaluation: Perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and 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 and Emotions

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- Motivation and Learning
- Factors contributing to learning – Personal and environmental

II. Language-I (Punjabi) **30 Questions**

a. Language Comprehension

Reading unseen passage – two passages: one prose/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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

III. Language – II (English) **30 Questions**

a. Comprehension

Two unseen prose passages (discursive/literary/narrative/scientific) with questions on comprehension, grammar and verbal ability

b. Pedagogy of Language development

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- 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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

IV. Mathematics & Science **60 Questions**

i. **Mathematics** 30 Questions

a. Content

Number System

- Knowing our Numbers
- Playing with Numbers
- Whole Numbers
- Negative Numbers and Integers
- Fractions

Algebra

- Introduction to Algebra
- Ratio and proportion

Geometry

- Basic Geometrical Ideas (2-D)
- Understanding Elementary Shapes (2-D and 3-D)

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- Symmetry : (reflection)
- Construction (using straight edge scale, protactor, compasses)

Mensuration

Data Handling

b. Pedagogical Issues

- Nature of Mathematics / Logical Thinking
- Place of Mathematics in Curriculum
- Language of Mathematics
- Community Mathematics
- Evaluation
- Remedial Teaching
- Problems of teaching

ii. **Science** 30 Questions

a. Content

i. Food

- Sources of food
- Components of food
- Cleaning food

ii. Materials

- Materials of daily use

iii. The world of the living

iv. Moving things, people and ideas

v. How things work

- Electric currents and circuits
- Magnets

VI. Natural Phenomena

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VII. Natural Resources

b. Pedagogical Issues

- Nature and Structure of Sciences
- Natural Science / Aims and objectives
- Understanding & Appreciating Science
- Approaches / Integrated Approach
- Observation / Experiment / Discovery (Method of Science)
- Innovation
- Text Materials / Aids
- Evaluation – cognitive/psychomotor/affective
- Problems
- Remedial Teaching

V. Social Studies / Social Sciences **60 Questions**

a. Content

i. History

- When, Where and how
- The Earliest Societies
- The First Farmers and Herders
- The First Cities
- Early States
- New Ideas
- The First Empire
- Contacts with Distant lands
- Political Developments
- Culture and Science
- New Kings and Kingdoms
- Sultans of Delhi
- Architecture
- Creation of an empire
- Social Change

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- Regional Cultures
- The Establishment of Company Power
- Rural Life and Society
- Colonialism and Tribal Societies
- The Revolt of 1857-58
- Women and Reform
- Challenging the Caste System
- The Nationalist Movement
- India after Independence

ii. Geography

- Geography as a social study and as a science
- Planet : Earth in the Solar system
- Globe
- Environment in its totality : natural and human environment
- Air
- Water
- Human Environment : settlement, transport and communication
- Resources : Types-Natural and Human
- Agriculture

iii. Social and Political Life

- Diversity
- Government
- Local Government
- Making a Living
- Democracy
- State Government
- Understanding Media
- Unpacking Gender
- The Constitution

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- Parliamentary Government
- The Judiciary
- Social Justice and the Marginalised

b. Pedagogical Issues

- Concept and Nature of Social Sciences / Social Studies
- Classroom Processes, activities and discourse
- Developing Critical Thinking
- Enquiry / Empirical Evidence
- Problems of teaching Social Sciences / Social Studies
- Sources – Primary & Secondary
- Project Work
- Evaluation

NOTE : For a detailed syllabus of classes I – VIII, please refer to PSEB and NCERT syllabus and textbooks.

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TET Syllabus (Class 6th to 8th)

Health Education

(a)Aspect of Health Education

Physical Health,MentalHealth,SocialHealth,SpiritualHealth.

(b) Factor influencing health

(c) Assessment tools of physical Health

First Aid

- Meaning
- Objectives of First Aid
- Equipments of first Aid
- Rules of First Aid
- First Aider
- Qualities of First Aider
- Methods of Artificial Respiration
- Conditions in Which First Aid is given
- Treatments given by First Aiders
- Types of injuries in sports

Nutrition and Balanced Diet

- Meaning of Balanced Diet
- Balanced Diet for different People
- Elements of Balanced Diet
- , Types, Sources, functions,required quantity,
- Effects of deficiency of protein, carbohydrates ,Vitamins, Fats,Minerals and Water.

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- Effects of excessiveness of protein, carbohydrates ,Vitamins, Fats,Minerals and Water.
- Disease related to lack of Vitamins

Yoga

- Meaning
- Definitions
- History of Origin
- Objectives
- Importance of Yoga
- Guidelines of Yoga
- Ashtanga Yoga
  - (a) Meaning
  - (b) Parts of Ashtanga Yoga
- Surya Namaskara
- Cultural Asanas
- Meditative
- Relaxation Asanas
- Types ,Methods, Guidelines, Benefits and disadvantages of wrong Method.
- Pranayama – Definition, Meaning , Types ,Objectives , Guidelines and Benefits.

Personal Hygiene

- Meaning
- Definition
- Benefits
- Cleanliness of School, Home , Classroom and Surrounding.

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Major Dhyan Chand

- Early Life
- Carrier
- Role in Indian Hockey
- Awards

Folk (Traditional) Games of Punjab

- Types – KotlaChhapaki, Bandar Killa , Rope Skipping , Pitthu.
- Importance
- Methods of fixing turn

National Song and National Anthem

- History
- Authors and Books
- Occasions
- Instructions
- Duration
- Precautions

Human Body

- Meaning
- Categories
- Body Posture – Meaning, Functions , How to cure and Improve.
- Body Functions – Meaning , Various systems of Human Body.

Physical Capacity

- Meaning

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- Qualities
- Importance
- Advantages of exercise

Safety education

- Meaning
- Causes of accidents on roads , Schools and Home
- Safety Guidelines.

National Flag

- History
- Shape
- Colours
- Size
- Occassions for hoisting and Unfirl.
- Precautions regarding the use of National Flag.

Kila Raipur

- History of village Kila Raipur
- Origin of Rural Olympics.
- Rural Sports in Kila Raipur.
- Modern Sports in Kila Raipur.
- Girls in Rural Olympics.
- ' Specialities of Kila Raipur Sports festival.
- Popularity of Kila Raipur games in foreign countries.

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- Early Life
- Interest in Shooting
- Training in Shooting
- Achievements

Discipline

- Meaning
- Types
- Need And Importance
- Role of Sports and Discipline

Posture and its deformities

- Meaning
- Causes
- Exercise to prevent

Sports injuries

- Meaning
- Causes
- Types
- Symptoms
- Treatment

Value of Sports

- Value for individual
- Value for Nation

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Scout and Guide

- History
- Importance
- Scout Law
- Scout Promise
- Scout MOTTO and Salute

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PART -1

ਜਿਓਮੈਟ੍ਰੀਕਲ ਡਰਾਇੰਗ /ਸਕੇਲ ਡਰਾਇੰਗ
GEOMETRICAL DRAWING /SCALE DRAWING

- ਜਿਓਮੈਟ੍ਰੀਕਲ ਡਰਾਇੰਗ /ਸਕੇਲ ਡਰਾਇੰਗ ਵਿੱਚ ਵਰਤੇ ਜਾਣ ਵਾਲੇ ਯੰਤਰ
  TOOLS USED IN GEOMETRICAL / SCALE DWAWING
- ਰੇਖਾਵਾਂ ਅਤੇ ਰੇਖਾਵਾਂ ਦੀਆਂ ਕਿਸਮਾਂ
  LINES AND TYPES OF LINE
- ਕੋਣ ਅਤੇ ਕੋਣਾਂ ਦੀਆਂ ਕਿਸਮਾਂ
  ANGLE AND TYPES OF ANGLES
- ਤਿਕੋਣ ਅਤੇ ਤਿਕੋਣਾਂ ਦੀਆਂ ਕਿਸਮਾਂ
  TRIANGLES AND TYPES OF TRIANGLES
- ਚਤੁਰਭੁਜ ਜਾਂ ਚਕੋਰ
  QUADRILATERALS
- ਬਹੁ-ਭੁਜਾਵਾਂ ਅਕਾਰ
  POLYGONS
- ਸਧਾਰਨ ਪੈਮਾਨੇ-ਕਰਨਵਤ ਪੈਮਾਨੇ
  SCALES AND DIAGONAL SCALES
- ਚੱਕਰ ਅਤੇ ਸਪਰਸ਼ ਰੇਖਾਵਾਂ
  CIRCLES
- ਅਨੁਪਾਤ ਅਤੇ ਸਮਾਨ ਅਨੁਪਾਤ
  RATIO AND PROPORTION
- ਸਮਰੂਪੀ ਆਕਾਰ
  SIMILAR FIGURES
- ਅੰਤਰੀ ਅਤੇ ਬਾਹਰੀ ਆਕਾਰ
  INSCRIBED AND DESCRIBED FIGURES
- ਠੋਸ ਜਾਂ ਨਿੱਗਰ ਜਿਉਮੈਟਰੀ (ਘਣ,ਬੇਲਣ, ਸੰਕੂ,ਗੋਲਾ ,ਚੌਮੁਖਾ,ਘਣਖੇਤਰ,ਮਿਨਾਰ)
  SOLIDS : CONE , SPHERE ,TETRAHEDRON ,PRISM ,PYRAMID ,CYLINDER ,CUBE
- ਖੜੇ ਧਰਾਤਲ ਦੇ ਨਾਲ ਠੋਸ ਕੋਣ ਬਣਾਉਣੇ
  LAYING SOLIDS INCLINED TO THE VERTICAL PLAN
- ਸਕੇਲ ਅਤੇ ਮਕੈਨੀਕਲ ਡਰਾਇੰਗ
  SCALES AND MECHANICAL DRAWING

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PART -2

ਚਿੱਤਰ ਕਲਾ
DRAWING AND PAINTING

- ਕਲਾ : ਪਰਿਭਾਸਾ, ਕਿਸਮਾਂ, ਉਦੇਸ
  ART : DEFINITION,TYPES OF ART , AIMS OF ART
- ਕਲਾ ਦੇ ਤੱਤ : ਰੇਖਾ , ਆਕਾਰ, ਰੰਗ, ਟੈਕਸਚਰ, ਟੋਨ,
  ELEMENTS OF ART :LINE ,COLOUR ,TEXTURE ,TONE, FORM
- ਰੰਗਾਂ ਦੀ ਜਾਣਕਾਰੀ
  COLOUR THEORY
- ਡਿਜਾਇਨ, ਕਿਸਮਾਂ,ਅਤੇ ਡਿਜਾਇਨ ਦੇ ਨਿਯਮ (ਸੰਤੁਲਨ, ਲੈਅ ,ਪ੍ਰਬਲਤਾ,ਪਰਿਵਰਤਨ,ਦੁਹਰਾਈ, ਅਨੁਪਾਤ)
  DESIGN, TYPES OF DESIGN AND PRINCIPLES OF DESIGN (BALANCE , RHYTHM, DOMINANCE.TRANSITION ,RATIO ,REPETITION)
- ਕਲੇਅ ਮਾਡਲਿੰਗ ਅਤੇ ਤਕਨੀਕਾਂ
  CLAY MODELLING TECHNIQUE
- ਕੋਲਾਜ
  COLLAGE
- ਵਸਤੂ ਚਿਤਰਣ: (ਨਿਰੀਖਣ ,ਬਣਤਰ , ਅਨੁਪਾਤ , ਵਿਥ ਸੋਝੀ, ਰੋਸਨੀ ਤੇ ਪਰਛਾਵਾਂ)
  MODEL DRAWING : (OBSERVATION, DRAWING ,RATIO-PROPORTION,PERSPECTIVE, LIGHT AND SHADE)
- ਪੇਪਰ ਕਰਾਫਟ ਅਤੇ ਸਮੱਗਰੀ
  PAPER CRAFT AND MATERIAL
- ਅੱਖਰ ਲੇਖਣ ਕਲਾ
  ART OF LETTERING /CALLIGRAPHY
- ਪੋਸਟਰ ਅਤੇ ਲੇਅ-ਆਉਟ: (ਵਿਓਂਤ ਅਤੇ ਸੰਯੋਜਨ,ਚਿੱਤਰ,ਲਿਖਾਈ , ਸਲੋਗਨ,ਰੰਗ ਯੋਜਨਾਂ)
  POSTER AND LAY-OUT : (PLANNING AND COMPOSITION ,ILLUSTRATION , LETTERING, SLOGAN,COLOUR SCHEME)
- ਸਟੈਂਸਲ
  STENCILLING
- ਧਰਤੀ ਦ੍ਰਿਸ
  LANDCAPE DRAWING
- ਕਲਪਨਾਮਈ ਚਿਤਰ
  IMAGINATIVE DRAWING
- ਆਕਾਰੀ ਰੇਖਾ ਚਿੱਤਰ
  FIGURE DRAWING

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(24)

विषय: संस्कृत

परीक्षा की कठिनाई का स्तर सामान्य स्नातक स्तर तक

पाठ्यक्रम :- (संक्षिप्त रूप)

1. संख्यावाची शब्द । (1-50 तक)

2. शब्द रूप :- संज्ञा शब्द -

(i) अकारान्त पुल्लिंग शब्द :- बालक, देव, नर, अज, गज, अश्व, सिंह, कवि, काक, शुक, एक, छात्र ।

(ii) अकारान्त नपुंसकलिंग शब्द :- फल, वन, मित्र, ज्ञान, पुस्तक ।

(iii) आकारान्त स्त्रीलिंग शब्द :- लता, माला, बालिका, दया, रमा ।

(iv) इकारान्त पुल्लिंग शब्द :- मुनि, कवि, कपि, रवि ।

(v) इकारान्त स्त्रीलिंग शब्द :- मति, गति, भूमि, भूति, रात्रि, रीति ।

(vi) उकारान्त पुल्लिंग शब्द :- साधु, भानु, मधु ।

(vii) उकारान्त स्त्रीलिंग शब्द :- धेनु, तनु ।

(viii) ऋकारान्त पुल्लिंग शब्द :- पितृ, भ्रातृ, कर्तृ, मातृ ।

(ix) ऋकारान्त स्त्रीलिंग शब्द :- मातृ, स्वसृ ।

(x) सर्वनाम शब्द :- इदम्, तद्, एतद्, अस्मद्, युष्मद् ।

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3. धातु रूप : (लट् लकार, लङ् लकार, लृट् लकार, लोट् लकार, विधिलिंग लकार)

केवल परस्मैपद धातु :

(i) भ्वादिगण :- भू (भव्), हस्, खेल्, चल्, दा (यच्छ्), नम्, भ्रम्, तृ, स्था (तिष्ठ्)

(ii) तुदादिगण :- लिख्, मिल्, सिच् (सिंच्), तुद्, मुंच्, स्पृश्, प्रच्छ्, क्षिप्।

(iii) दिवादिगण :- नृत्, तुष्, कुप्, शुष्।

(iv) चुरादिगण :- चिन्त्, चुर्, कथ्, भक्ष्, क्षल्।

4. प्रत्यय : (i) क्त्वा, अनीयर्, क्त, तुमुन्, ल्युट्, यत्
इन प्रत्ययो का प्रयोग निम्न धातुओ पर करे :-
भू, पठ्, लिख्, नम्, हस्, वस्, चल्, पत्, खाद्, धाव्, क्रीड्, दृश्, स्था, पा, लभ्, नम्, नी, दा, पा, स्था।

(ii) स्त्रीलिंग प्रत्यय : आ और इ का प्रयोग।

5. उपसर्ग : 10 वीं तक के सारे उपसर्ग।

6. सन्धि :- (i) स्वर सन्धि :- दीर्घ, गुण, यण्, वृद्धि, अयादि।

(ii) व्यंजन सन्धि :- अनुस्वार विधि, जश्त्वविधि, चत्वविधि, श्चुत्व विधि, खरविधि।

(iii) विसर्ग सन्धि :- सोपविधि, उत्वविधि, शत्वविधि, सत्वविधि, षत्वविधि।

7. समास : (i) द्वन्द्व समास
(ii) तत्पुरुष समास (सप्तमी विभक्ति तक)

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(iii) नञ् समास

(iv) अलुक् समास

पाठ्य पुस्तक भाग (6-8 तक)

1. पाठ्यपुस्तक से संस्कृत शब्दो का हिन्दी में अर्थ। 1
2. पाठ्यपुस्तक के अभ्यासों पर आधारित हिन्दी प्रश्न-उत्तर। 1
3. पाठ्यपुस्तक के अभ्यासों पर आधारित रिक्त स्थान पूर्ति। 2
4. पठित गद्यांश पर आधारित संस्कृत प्रश्न-उत्तर। 3
5. पठित पद्यांश पर आधारित संस्कृत प्रश्न-उत्तर। 3
6. संस्कृत लोकोक्तियों पर आधारित प्रश्न-उत्तर। 2

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ਵਿਸ਼ਾ: ਹੋਮ ਸਾਇੰਸ

1) ਪਰਿਵਾਰਿਕ **ਸਰੋਤ ਪ੍ਰਬੰਧ (ਗ੍ਰਹਿ ਵਿਵਸਥਾ)**

   I. ਗ੍ਰਹਿ ਵਿਵਸਥਾ ਦਾ ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਖੇਤਰ

   II. ਪਰਿਵਾਰਿਕ ਸਾਧਨਾਂ ਦਾ ਪ੍ਰਬੰਧ

   III. ਘਰ -ਲੇਤ, ਚੋਣ ਅਤੇ ਵਿਤੀ ਪ੍ਰਬੰਧ

   IV. ਘਰੇਲੂ ਸਮਾਨ ਦੀ ਸਾਫ਼ ਸਫ਼ਾਈ ਅਤੇ ਸੰਭਾਲ

   V. ਅੰਦਰੂਨੀ ਸਜਾਵਟ ਅਤੇ ਸੰਭਾਲ

   VI. ਅੰਦਰੂਨੀ ਸਜਾਵਟ ਅਤੇ ਥਾਂ ਦਾ ਸੁਚੱਜਾ ਪ੍ਰਬੰਧ

2) **ਵਸਤਰ ਅਤੇ** ਟੈਕਸਟਾਈਲ **ਵਿਗਿਆਨ**

   I. ਰੇਸ਼ੇ ਅਤੇ ਰੇਸ਼ਿਆਂ ਦਾ ਵਰਗੀਕਰਨ

   II. ਕੱਪੜਿਆਂ ਦੀ ਚੋਣ, ਦੇਖਭਾਲ ਅਤੇ ਸੰਭਾਲ

3) **ਭੋਜਨ ਅਤੇ ਪੋਸ਼ਣ ਵਿਗਿਆਨ**

   I. ਭੋਜਨ ਅਤੇ ਪੋਸਟਿਕ ਤੱਤ (ਸੋਮੇ, ਕੰਮ,ਅਧਿਕਤਾ ਅਤੇ ਘਾਟ ਦੇ ਪ੍ਰਭਾਵ)

   II. ਭੋਜਨ ਦੇ ਕੰਮ

   III. ਭੋਜਨ ਪਕਾਉਣ ਦੇ ਤਰੀਕੇ, ਸਿਧਾਂਤ ਅਤੇ ਭੋਜਨ ਦੀ ਸੰਭਾਲ

   IV. ਭੋਜਨ ਦੀ ਵਿਉਂਤਬੰਦੀ

4) **ਬਾਲ ਵਿਕਾਸ ਅਤੇ ਪਰਿਵਾਰਿਕ ਸਬੰਧ**

   I. ਬਾਲ ਵਿਕਾਸ ਦਾ ਅਰਥ ਅਤੇ ਮਹੱਤਤਾ

   II. ਮਨੁਖੀ ਵਿਕਾਸ ਦੇ ਪੜਾਅ

   III. ਪਰਿਵਾਰ

   IV. ਗਰਭ ਅਵਸਥਾ ਅਤੇ ਜਨਮ ਦੀ ਪ੍ਰਕਿਰਿਆ

   V. ਪ੍ਰਸੂਤ ਸਮੇਂ ਦੌਰਾਨ ਮਾਂ ਅਤੇ ਨਵਜੰਮੇ ਬੱਚੇ ਦੀ ਦੇਖਭਾਲ

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Page: 1

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1. نظم کی تعریف
2. غزل کی تعریف
3. رباعی کی تعریف

½ نظم گو شعراء

1. اقبال
2. الطاف حسین حالی
3. نظیر اکبر آبادی
4. پنڈت برج نارائن چکبست
5. جوش ملیح آبادی
6. اسماعیل میرٹھی
7. اختر شیرانی
8. ساحر لدھیانوی

غزل گو شعراء

1. میر تقی میر
2. مرزا غالب
3. شیخ ابراہیم ذوق

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رباعی گو شعراء

1 امجد حیدر آبادی
2 حکمت موہن لال رواں

(نثر نگار)

1 داستان (میر امن)
2 افسانہ (منشی پریم چند، قرۃ العین حیدر، بلونت سنگھ
عصمت چغتائی)
3 طنز و مزاح / انشائیہ (خواجہ حسن نظامی، کنہیا لال کپور
مشتاق احمد یوسفی)
4 سفرنامہ (رام لعل)
5 ڈرامہ (حبیب تنویر)
6 خطوط نگاری (مرزا غالب)
7 مکتوب نگاری (ڈپٹی نذیر احمد، شبلی نعمانی، میر باقر علی داستان
عرشت کاکوروی)

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Page : 3

1 اسم کی تعریف
2 اسم کی قسمیں (اسم نکرہ، اسم معرفہ)
3 فعل کی تعریف
4 فعلِ ماضی، فعلِ حال، فعلِ مستقبل
5 فاعل کی تعریف
6 مفعول کی تعریف
7 صفت کی تعریف
8 موصوف کی تعریف
9 ضمیر کی تعریف

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SUBJECT - MUSIC

SYLLABUS FOR TET

1) Knowledge Of Musical Terms:

- Laya,(Types of Laya)
- Alankar, Aroh, Avroh,Pakad
- Vadi Swar, Samvadi Swar, Vivadi Swar, Anuvadi Swar, Varjit Swar
- Adhvadarshak Swar, Shudh Swar, Komal Swar, Teevra Swar
- Matra, Sam, Tali, Khali, Thah, Dugun, Chaugun
- Vibhag, Alap, Taan, Kampan
- Greh-Ansh, Niyas, Apanias, Aplatva, Bahutva, Tirobhav-Avirbhav
- Upaj, Baaj, Jod-Alap, Maseetkhani Gat, Razakhani Gat, Mijrab
- Nada, Swar, Shruti, Saptak, Sangeet
- Raga, Sargam Geet, Sthai-Antra
- Margi-Deshi, Varan, Kan, Jamjma, Meend, Khatka, Murki,Ghaseet, Mukhda, Gamak

2) Explain The Following Gayan Shailies:

- Dhamar, Dhrupad
- Khyal(Drut And Vilambit)
- Thumri
- Tarana
- Tappa
- Geet, Lok-Geet
- Bhajan, Shabad

3) Musical Definitions

- Definition Of Raga
- Shudh Raga
- Chayalag Raga
- Sankeeran Raga
- Janya Raga
- Ashraya Raga.
- Rules Of Ragas (Jaties And Upjaties Of Ragas).
- Agra Gharana (Vocal)
- Gwalior Gharana (Vocal)
- Punjab Gharana (Tabla)
- Delhi Gharana (Tabla)
- Jaipur Gharana (Sitar)
- Lakhnow Gharana (Sitar)

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4) Detailed Study Of The Following Instruments:-
- Tanpura
- Tabla
- Sitar
- Harmonium

5) Biographical Sketches And Contributions Towards Music Of The Following Musicians:
- Tansen
- Ust. Faiyaz Khan
- Pandit Bhimsen Joshi
- Sardar Sohan Singh
- Ustad Bade Ghulam Ali Khan Sahib
- Ustad Allaudin Khan Sahib
- Pandit Ravi Shankar
- Ustad Kishan Ji Maharaj,
- Ustad Alla Rakha Khan
- Pandit Nikhil Banerjee.

6) Detailed Knowledge Of Ragas In Indian Classical Music.
- Bhupali
- Kalyan
- Khamaj
- Bhairav
- Bhairavi
- Des
- Vrindavani Sarang
- Alahiya Bilaval
- Malkauns
- Bageshri
- Bihag
- Kedar
- Bheemplasi

7) Detailed Knowledge Of Talas In Indian Classical Music
- Dadra
- Roopak
- Teevra
- Kehrwa
- Jhaptal
- Sooltal
- Ektal
- Chautal
- Dhamar
- Deepchandi
- Teental
- Tilwada.

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वैज्ञानिक तथा औद्योगिक अनुसंधान परिषद
COUNCIL OF SCIENTIFIC & INDUSTRIAL RESEARCH
अनुसंधान भवन, 2 रफी मार्ग, नई दिल्ली - 110001
Anusandhan Bhawan, 2, Rafi Marg, New Delhi - 110 001

(1)

सा०/No. : 5-1(39)/2008-PD

दिनांक/Dated: 15.03.2019

प्रेषक / From :

संयुक्त सचिव (प्रशासन)
Joint Secretary (Admn.)

सेवा में / To :

सी.एस.आई.आर. की सभी राष्ट्रीय प्रयोगशालाओं/संस्थानों/मुख्यालय/एककों के निदेशक/प्रधान
The Directors/Heads of all CSIR National Labs./Instts./Hqrs./Units

महोदय/Sir / महोदया/Madam,

मुझे भारत सरकार द्वारा जारी किए गए निम्नलिखित कार्यालय ज्ञापनों को आपकी जानकारी, मार्गदर्शन और अनुपालन के लिए अग्रेषित करने का निदेश हुआ है:

I am directed to forward herewith the following Office Memoranda issued by the Government of India for your information, guidance and compliance:

क्रम सं. Sl. No.	कार्यालय ज्ञापन सं/ . Office Memorandum No.	विषय/ Subject
1.	भारत सरकार, सामाजिक न्याय और अधिकारिता मंत्रालय, दिव्यांगजन सशक्तिकरण विभाग के दिनांक 29.08.2018 के कार्यालय ज्ञापन सं० 34-02/2015-DD-III GoI, MoSJ&E, Department of Empowerment of Persons with Disabilities (Divyangjan) OM No. 34-02/2015-DD-III dated 29.08.2018	Guidelines for conducting written examination for Persons with Benchmark Disabilities.
2.	भारत सरकार, सामाजिक न्याय और अधिकारिता मंत्रालय दिव्यांगजन सशक्तिकरण विभाग के दिनांक 08.02.2019 के शुद्धिपत्र सं० 34-02/2015-DD-III(pt) GoI, MoSJ&E, Department of Empowerment of Persons with Disabilities (Divyangjan) Corrigendum No. 34-02/2015-DD-III(pt) dated 08.02.2019	

भवदीय/Yours faithfully

15/03/19

(संतोष कुमार/ Santosh Kumar)
अनु. अधि. (नीति प्रभाग)/ SO(PD)

संलग्न/Encl. : यथोपरि/As above

प्रतिलिपि/Copy to:

1) आई.टी. प्रभाग प्रमुख वेबसाइट और पॉलिसी रिपॉजिटरी पर इस परिपत्र को उपलब्ध कराने के अनुरोध के साथ/
Head, IT Division with the request to make this circular letter available on the website & Policy Repository.

2) कार्यालय प्रति/Office copy.

Phone: EPABX-23710138, 23710144, 23710158, 23710468, 23710805, 23711251, 23714238, 23714249, 23714769, 23715303
Fax: 91-11-23714788, Gram: CONSEARCH, NEW DELHI, E-mail: jsa@csir.res.in

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F. No. 34-02/2015-DD-III

Government of India

Ministry of Social Justice & Empowerment

Department of Empowerment of of Persons with Disabilities (Divyangjan)

***

Pt. Deendayal Antyodaya Bhawan,
C.G.O. Complex, New Delhi -110003
Dated: the 29th August, 2018

Office Memorandum

Subject: Guidelines for conducting written examination for Persons with Benchmark Disabilities

The undersigned is directed to say that this Department had issued the guidelines for conducting written examination for persons with disabilities defined in terms of erstwhile Persons with Disabilities (Equal Opportunities, Protection for Rights and Full Participation) Act, 1995 vide OM No. 16-110/2003-DD.III dated 26/02/2013. The Department had constituted a Committee under the Chairmanship of Secretary, DEPwD in March, 2015 to review the said guidelines based on the issues raised by Union Public Service Commission and others. Meanwhile the Central Government enacted the Rights of Persons with Disabilities Act, 2016 (RPwD Act, 2016) which came into force from 19.04.2017. The Act provides for reservation in Government jobs for persons with benchmark disabilities as defined under section 2 (r) of the said Act.

Based on the findings of the Committee, the Central Government hereby lays down the revised guidelines for conducting written examination for persons with benchmark disabilities in supersession of the earlier guidelines issued vide OM No. 16-110/2003-DD.III dated 26/02/2013 as under:

I. These guidelines may be called as "Guidelines for conducting written examination for persons with benchmark disabilities 2018".

II. There should be a uniform and comprehensive policy across the country for persons with benchmark disabilities for written examination taking into account improvement in technology and new avenues opened to the persons with benchmark disabilities providing a level playing field. Policy should also have flexibility to accommodate the specific needs on case-to-case basis.

III. There is no need for fixing separate criteria for regular and competitive examinations.

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IV. The facility of Scribe/Reader/Lab Assistant should be allowed to any person with benchmark disability as defined under section 2(r) of the RPwD Act, 2016 and has limitation in writing including that of speed if so desired by him/her.

In case of persons with benchmark disabilities in the category of blindness, locomotor disability (both arm affected-BA) and cerebral palsy, the facility of scribe/reader/lab assistant shall be given, if so desired by the person.

In case of other category of persons with benchmark disabilities, the provision of scribe/reader/lab assistant can be allowed on production of a certificate to the effect that the person concerned has physical limitation to write, and scribe is essential to write examination on his behalf, from the Chief Medical Officer/Civil Surgeon/ Medical Superintendent of a Government health care institution as per proforma at **APPENDIX-I**.

V. The candidate should have the discretion of opting for his own scribe/reader/lab assistant or request the Examination Body for the same. The examining body may also identify the scribe/ reader/lab assistant to make panels at the District/Division/ State level as per the requirements of the examination. In such instances the candidates should be allowed to meet the scribe **two days** before the examination so that the candidates get a chance to check and verify whether the scribe is suitable or not.

VI. In case the examining body provides the scribe/reader/lab assistant, it shall be ensured that qualification of the scribe should not be more than the minimum qualification criteria of the examination. However, the qualification of the scribe/reader should always be matriculate or above.

In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The persons with benchmark disabilities opting for own scribe/reader should submit details of the own scribe as per proforma at **APPENDIX-II**

VII. There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency. The candidates should also be allowed to take more than one scribe/reader for writing different papers especially for languages. However, there can be only one scribe per subject.

VIII. Persons with benchmark disabilities should be given, as far as possible, the option of choosing the mode for taking the examinations i.e. in Braille or in the computer or in large print or even by recording the answers as the examining bodies

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can easily make use of technology to convert question paper in large prints, e-text, or Braille and can also convert Braille text in English or regional languages.

IX. In case, the persons with benchmark disabilities are allowed to take examination on computer system, they should be allowed to check the computer system one day in advance so that the problems, if any in the software/system could be rectified. Use of own computer/laptop should not be allowed for taking examination. However, enabling accessories for the computer based examinations such as keyboard, customized mouse etc should be allowed.

X. The procedure of availing the facility of scribe should be simplified and the necessary details should be recorded at the time of filling up of the forms. Thereafter, the examining body should ensure availability of question papers in the format opted by the candidate as well as suitable seating arrangement for giving examination.

XI. The disability certificate issued by the competent medical authority at any place should be accepted across the country.

XII. The word "extra time or additional time" that is being currently used should be changed to "compensatory time" and the same should not be less than 20 minutes per hour of examination for persons who are allowed use of scribe/reader/lab assistant. All the candidates with benchmark disability not availing the facility of scribe may be allowed additional time of minimum of one hour for examination of 3 hours duration. In case the duration of the examination is less than an hour, then the duration of additional time should be allowed on pro-rata basis. Additional time should not be less than 5 minutes and should be in the multiple of 5.

XIII. The candidates should be allowed to use assistive devices like talking calculator (in cases where calculators are allowed for giving exams), tailor frame, Braille slate, abacus, geometry kit, Braille measuring tape and augmentative communication devices like communication chart and electronic devices.

XIV. Proper seating arrangement (preferably on the ground floor) should be made prior to the commencement of examination to avoid confusion or distraction during the day of the exam. The time of giving the question papers should be marked accurately and timely supply of supplementary papers should be ensured.

XV. As far as possible, the examining body should also provide reading material in Braille or E-Text or on computers having suitable screen reading software for open book examination. Similarly online examination should be in accessible format i.e. websites, question papers and all other study material should be accessible as per the international standards laid down in this regard.

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XVI. Alternative objective questions in lieu of descriptive questions should be provided for Hearing-Impaired persons, in addition to the existing policy of giving alternative questions in lieu of questions requiring visual inputs, for persons with Visual Impairment.

XVII. As far as possible the examination for persons with disabilities should be held at the ground floor. The examination centres should be accessible for persons with disabilities.

2. It is requested to ensure that the above guidelines are scrupulously followed while conducting examination for persons with benchmark disabilities. All the recruitment agencies, Academics/Examination Bodies etc. under the administrative control of each Ministry/Deapartment may be advised appropriately to ensure compliance of implementing these guidelines. Action taken in this regard may be intimated to this office.

3. The above guidelines are issued with the approval of Hon'ble Minister (Social Justice & Empowerment).

Yours faithfully,

(D.K. Pannda)
Under Secretary to the Government of India
Tele. No. 24369059

To

1. Secretary of all Ministries/Department.

2. Secretary, UPSC, Shahjahan Road, New Delhi.

3. Chairman, SSC, Block No.12, CGO Complex, Lodhi Road, New Delhi-110003.

4. Chairman, University Grants Commission with a request to issue necessary instructions to all universities including Deemed Universities for compliance.

5. Chairman, Railway Board

6. All National Institutes and RCI under administrative control of Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of SJ&E, New Delhi

Copy for information to: CCPD, Sarojini Bhawan, Bhagwan Dass Road, New Delhi

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APPENDIX- I

Certificate regarding physical limitation in an examinee to write

This is to certify that, I have examined Mr/Ms/Mrs _____ (name of the candidate with disability), a person with _____ (nature and percentage of disability as mentioned in the certificate of disability), S/o/D/o _____, a resident of _____ (Village/District/State) and to state that he/she has physical limitation which hampers his/her writing capabilities owing to his/her disability.

Signature

Chief Medical Officer/Civil Surgeon/ Medical Superintendent of a Government health care institution

Name & Designation.

Name of Government Hospital/Health Care Centre with Seal

Place:

Date:

Note:

Certificate should be given by a specialist of the relevant stream/disability (eg. Visual inpairment - Ophthalmologist, Locomotor disability – Prthopaedic specialist/PMR).

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APPENDIX- II

Letter of Undertaking for Using Own Scribe

I _____, a candidate with _____ (name of the disability) appearing for the _____ (name of the examination) bearing Roll No. _____ at _____ (name of the centre) in the District _____, _____ (name of the State). My qualification is _____.

I do hereby state that _____ (name of the scribe) will provide the service of scribe/reader/lab assistant for the undersigned for taking the aforesaid examination.

I do hereby undertake that his qualification is _____. In case, subsequently it is found that his qualification is not as declared by the undersigned and is beyond my qualification, I shall forfeit my right to the post and claims relating thereto.

(Signature of the candidate with Disability)

Place:

Date:

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F. No. 34-02/2015-DD-III (pt)

Government of India

Ministry of Social Justice & Empowerment

Department of Empowerment of of Persons with Disabilities (Divyangjan)

***

डायरी क्रमांक/Diary No. 574
प्राप्ति/Received on 21-02-19
प्रेषण/Sent on 21-02-19
Office of DG, CSIR & Secretary, DSIR

Pt. Deendayal Antyodaya Bhawan,
C.G.O. Complex, New Delhi -110003
Dated the 8th February, 2019

Corrigendum

Sub:- Guidelines for conducting written examination for Persons with Benchmark Disabilities

This Department's O.M. No.34-02/2015-DD.III dated 29/08/2018 prescribing the guidelines for conducting written examination for persons with disabilities is amended as under:

Para XII on page 3 of the above guidelines may be substituted with the following-

"The word "extra time or additional time" that is being currently used should be changed to "compensatory time" and the same should not be less than 20 minutes per hour of examination for persons who are allowed use of scribe/reader/lab assistant. All the candidates with benchmark disabilities who are eligible for availing the facility of scribe in terms of guidelines IV may be allowed additional time of minimum of one hour for examination of 3 hours duration whether they use the facility of scribe or not. In case the duration of the examination is less than an hour, then the duration of additional time should be allowed on pro-rata basis. Additional time should not be less than 5 minutes and should be in the multiple of 5"

(K.V.S. Rao)
Director
Tele. No. 24369054

To

1. Secretary of all Ministries/Department.
2. Secretary, UPSC, Shahjahan Road, New Delhi.
3. Chairman, SSC, Block No.12, CGO Complex, Lodhi Road, New Delhi-110003.
4. Chairman, University Grants Commission with a request to issue necessary instructions to all universities including Deemed Universities for compliance.
5. Chairman, Railway Board
6. All National Institutes and RCI under administrative control of Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of SJ&E, New Delhi

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Guidelines for Scriber

1. ਉਮੀਦਵਾਰ ਲਿਖਾਰੀ ਦਾ ਪ੍ਰਬੰਧ ਆਪ ਕਰੇਗਾ।
2. ਲਿਖਾਰੀ ਦੀ ਯੋਗਤਾ ਮੈਟ੍ਰਿਕ ਤੋਂ ਵੱਧ ਨਹੀਂ ਹੋਣੀ ਚਾਹੀਦੀ।
3. ਲਿਖਾਰੀ ਉਮੀਦਵਾਰ ਦਾ ਰਿਸ਼ਤੇਦਾਰ ਨਾ ਹੋਵੇ।
4. ਉਮੀਦਵਾਰ ਦੇ CMO ਵੱਲੋਂ ਜਾਰੀ 40% ਜਾਂ 40% ਤੋਂ ਜ਼ਿਆਦਾ ਅਪੰਗਤਾ ਸਰਟੀਫਿਕੇਟ ਚੈੱਕ ਕਰਨ ਉਪਰੰਤ ਹੀ ਲਿਖਾਰੀ / ਵਾਧੂ ਸਮੇ ਦੀ ਆਗਿਆ ਦਿੱਤੀ ਜਾਵੇਗੀ।
5. ਲਿਖਾਰੀ ਦੀ ਸੁਵੀਧਾ ਕੇਵਲ (handicapped from arms, blindness, cerebral palsy) ਵਾਲੇ ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਹੀ ਮਿਲੇਗੀ।
6. ਪ੍ਰੀਖਿਆਰਥੀ ਨੂੰ ਟੈੱਟ ਦੀ ਪ੍ਰੀਖਿਆ ਦੌਰਾਨ ਹਰ ਘੰਟੇ ਪਿੱਛੋਂ 20 ਮਿੰਟ ਭਾਵ ਕੁੱਲ 50 ਮਿੰਟ ਦਾ ਵਾਧੂ ਸਮਾਂ Compensatory ਤੋਰ ਤੇ ਦਿੱਤਾ ਜਾਵੇਗਾ।
7. ਲਿਖਾਰੀ ਉਮੀਦਵਾਰ ਦਾ ਰਿਸ਼ਤੇਦਾਰ ਨਾ ਹੋਵੇ।
8. ਲਿਖਾਰੀ ਦੁਆਰਾ ਪਰੀਖਿਆ ਦੌਰਾਨ ਕੀਤੇ ਗਏ ਕਿਸੇ ਵੀ ਦੁਰਵਿਵਹਾਰ ਲਈ ਉਮੀਦਵਾਰ ਖੁੱਦ ਜ਼ਿੰਮੇਵਾਰ ਹੋਵੇਗਾ।
9. ਐਮਰਜੈਂਸੀ ਦੀ ਸਥਿੱਤੀ ਵਿੱਚ ਲਿਖਾਰੀ ਸੰਬੰਧੀ ਕੋਈ ਤਬਦੀਲੀ ਕਰਨ ਲਈ (ਉਕਤ ਹਿਦਾਇਤਾਂ ਅਨੁਸਾਰ) ਮੌਜੂਦਾ ਕੇਂਦਰ ਸੁਪਰਡੰਟ ਸਮਰੱਥ ਅਧਿਕਾਰੀ ਹੋ।

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