

পশ্চিমবঙ্গে স্কুলের শিক্ষক/শিক্ষিকা নিয়োগের জন্য Upper Primary TET পরীক্ষার সিলেবাস অনুযায়ী
সমস্ত বিষয়ের বিষয়বস্তু ও MCQ-এর একটি স্বয়ংসম্পূর্ণ পুস্তক।

Complete Guide to Upper Primary TET Science and Mathematics

বিষয়বস্তু ও MCQ সহ

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(ERDRC)

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SYLLABUS

Part-A : CHILD DEVELOPMENT AND PEDAGOGY

30 Questions

(a) Child Development

- Concept and principles of development, growth and maturation, difference between growth and development, relationship of development with learning
- Heredity & Environment as factors of development
- Socialization processes: Social world & children (Teachers, Parents, Peers)
- The important period of lifespan after Arnest James and Rousseau; physical, psychological and social development according to each period of lifespan.
- Physical, Social, Emotional, Language and Cognitive development; Views of Piaget, Kohlberg and Vygotsky
- Personality: meaning, nature and theories (Freud, Erickson)
- Intelligence-meaning, nature and theories (Spearman, Thorndike, Guilford, Gardner, Sternberg) and their implications
- Individual differences among learners and its educational implications in teaching learning process

(b) Concept of Inclusive education and understanding children with special needs

- Addressing learners from diverse backgrounds including disadvantaged and deprived groups
- Addressing the needs of children with learning difficulties (physical, sensory, developmental and behavioural or emotional) types of learning disabilities (dyscalculia, dysgraphia, dyslexia, nonverbal learning disabilities).
- Addressing the Talented, Creative, Differently abled Learners, Learners with SLD
- Gender as a social construct; gender roles, gender-bias and educational practices

(c) Learning and Pedagogy

- Learning-meaning; nature; theories (Pavlov, Skinner, Thorndike, Gestalt) and their implications.
- Concepts of child-centred, learner-centred and progressive education
- Teaching-meaning, nature, phases of teaching, levels of teaching
- Constructivism: nature, principles, types and 5E model
- Motivation and learning-Maslow's theory, Achievement motivation
- Methods of teaching based on Lecture, Demonstration, Discussion, Discovery, Heuristic, Inductive, Deductive, Project and Problem solving
- Bloom's taxonomy of instructional objectives and learning outcomes
- Microteaching and Teaching skills
- Formative and Summative evaluation; Assessment for learning and Assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation, Diagnostic test
- Formulating appropriate questions for assessing learners, for enhancing learning and critical thinking in the classroom and for assessing learner's achievement.

Part-B: LANGUAGE - I (Bengali)

30 Questions

(a) Language Comprehension: 15 Questions

- Reading unseen 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: 15 Questions

- Learning and Acquisition.
- Principles of Language Teaching.

- Role of Listening and Speaking, function of language and how children use it as a tool.
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.
- Challenges of teaching language in a diverse classroom, language difficulties, errors and disorders.
- Languages skills.
- Evaluating language comprehension and proficiency : speaking, listening, reading and writing.
- Teaching-learning materials : Textbook, multimedia materials, multilingual resource of the classroom.
- Remedial teaching.

Part-C : LANGUAGE - II (English)

30 Questions

(a) Comprehension: 15 Questions

- Two unseen prose passages (discursive or literary or narrative or scientific) with questions on comprehension grammar and verbal ability.

(b) Pedagogy of Language Development: 15 Questions

- Learning and acquisition.
- Principles of language Teaching.
- Role of listening and speaking: function of language and how children use it as a tool.
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.
- Challenges of teaching language in a diverse classroom: language difficulties, errors and disorders.
- Language Skills.
- Evaluation language comprehension and proficiency: speaking, listening, reading and writing.
- Teaching-learning materials: Textbook, multimedia materials, multilingual resource of the classroom.
- Remedial Teaching.

Part-D : SCIENCE AND MATHEMATICS

I. SCIENCE

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 current and circuits
- Magnets

VI. Natural Phenomena

VII. Natural Resources

B. PEDAGOGICAL ISSUES

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

II. MATHEMATICS

A. CONTENT

- 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)
- Symmetry: (reflection)
- Construction (using Straight edge Scale, protractor, 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
- Problem of Teaching

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