

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

Complete Guide to Primary TET

বিষয়বস্তু ও MCQ সহ

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(ERDRC)



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প্রাইমারি TET-এর পাঠ্যক্রম

MCQ জাতীয় মোট প্রশ্ন সংখ্যা-150।

কাঠামো এবং বিষয় (Structure and Content) :
(সবই বাধ্যতামূলক)

(i) Child Development and Pedagogy (শিশুবিকাশ এবং শিক্ষণবিজ্ঞান)	30 MCQ	30 নম্বর
(ii) Language 1 (প্রথম ভাষা) বাংলা	30 ,,	30 ,,
(iii) Language 2 (2nd Language) English	30 ,,	30 ,,
(iv) Mathematics (গণিত)	30 ,,	30 ,,
(v) Environmental Studies (পরিবেশ বিদ্যা)	30 ,,	30 ,,

প্রশ্নের প্রকৃতি ও মান (Nature and Standard of questions) :

প্রথম পত্রের প্রশ্ন প্রস্তুত করার সময় পরীক্ষার সংশ্লিষ্ট ব্যক্তিগণ নিম্নলিখিত বিষয়গুলি বিবেচনা করবেন—

- শিশুবিকাশ এবং শিক্ষণবিজ্ঞান সংক্রান্ত প্রশ্নপদগুলি প্রস্তুতকরণের সময় সংশ্লিষ্ট ব্যক্তিগণ 6 থেকে 11 বৎসর বয়সের শিশুর বিকাশ এবং শিক্ষণ ও শিখন মনোবিজ্ঞানের উপর বিশেষ গুরুত্ব দেবেন। শিক্ষার্থীদের মধ্যে চাহিদা ও বৌদ্ধিক ক্ষমতার মধ্যে পার্থক্য, শিক্ষার্থীদের মধ্যে মিথস্ক্রিয়া এবং সু-শিক্ষকের গুণাবলির উপর গুরুত্ব আরোপ করতে হবে।
- প্রথম ভাষার প্রশ্নপদের ক্ষেত্রে শিক্ষার মাধ্যমের উৎকর্ষতাকে বিচার করতে হবে।
- দ্বিতীয় ভাষায় প্রথম ভাষা ব্যতীত একাধিক ভাষা অন্তর্ভুক্ত হবে। শিক্ষার্থী তার মধ্য থেকে একটি ভাষা পছন্দ করবে যা তার দরখাস্তে উল্লিখিত হবে। এই ভাষার উপর প্রশ্নপদের ক্ষেত্রে ভাষার উপাদান, যোগাযোগ এবং বোধগম্যতা ক্ষমতার উপর গুরুত্ব আরোপ করতে হবে।
- গণিত এবং পরিবেশবিদ্যার উপর প্রশ্নপত্রের ক্ষেত্রে ধারণা, সমস্যা সমাধান ক্ষমতা এবং বিষয় শিক্ষণবিজ্ঞানের উপর বিশেষ গুরুত্ব আরোপ করতে হবে। এইসব বিষয়ের উপর প্রশ্নপদ প্রস্তুত করার সময় সমগ্র পাঠ্যসূচিকে অন্তর্ভুক্ত করতে হবে। অর্থাৎ সমগ্র পাঠ্যসূচির উপর প্রশ্ন তৈরি করতে হবে।

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 of two unseen Passages - one from prose and another from poetry (Prose Passage may be linguistic, literary, scientific and discursive and poetry stanza may be descriptive and dramatic).
9 questions from prose and 6 questions from poetry may be given based on comprehension, grammar and language ability.

(b) Pedagogy of Language Development: 15 Questions

- Learning and acquisition.
- Basis of Language Teaching—Skills.
- Functions of Language skills—Role of listening and speaking: how learners use these as tools.
- Role of Grammar in Language learning for communication ideas both oral and written form.
- Difficulties and Challenges in Language teaching in diverse classrooms—errors and disorders.
- Teaching of first language in a multilingual classroom-transition from mono-lingual to multilingualism.
- Evaluation of language proficiency and comprehension—Development of Teaching learning materials—Text Books, Teaching Materials, multi-media materials with ICT, multilingual resources etc.
- Remedial Teaching
- Lesson Plan/design
- Microteaching
- Assessment and Evaluation

Part-C : LANGUAGE - II (English)**30 Questions****(a) Comprehension: 15 Questions**

- Two unseen prose passages (discursive, literary, narrative, scientific) with questions on comprehension, grammar and vocabulary.

(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.
- Approaches, Methods and Techniques of Teaching English.
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing.
- Teaching Learning Materials (TLM): Textbook, multi-media, multi-lingual resources to be used in classroom teaching.
- Remedial Teaching.

Part-D : MATHEMATICS**30 Questions****(a) Content: 15 Questions**

- | | | | |
|----------------------------|--------------------|---------------------------------|------------|
| (1) Geometry | (2) Shapes | (3) Numbers | |
| (4) Addition & Subtraction | (5) Multiplication | (6) Division—Division Algorithm | |
| (7) Area & Perimeter | (8) Time | (9) Patterns | (10) Money |

(b) Pedagogical Issues 15 Questions

1. Nature, characteristics and theoretical aspects of Mathematics education.
2. Aims and objectives of teaching Mathematics at primary stage.
3. Relevant curriculum and resource in Mathematics learning.
4. Mathematics teacher and teaching learning methods and approaches.
5. Pedagogic content knowledge.
6. Planning for teaching Mathematics.
7. Evaluation of Mathematics learning.
8. Mathematical problems based on deep concept to justify the teaching ability based on application concerning pedagogical issues.

Part-E : Environmental Studies**30 Questions****(a) Content 15 Questions**

- Physical and Social Environment
- Geographical location of India and West Bengal and their environment
- Environment related historical events
- Ecology and ecosystem, food chain
- Environmental pollution
- Natural resources
- Waste and waste management
- Environment and health
- Food, Shelter, Clothes, Travel
- Atmosphere, land, water
- Plants, animals, biodiversity
- Family and Friends
- Global environmental issues
- Human skill and endeavour

(b) Pedagogical Issues 15 Questions

- Concept and scope of EVS
- Environmental Studies & Environmental Education
- Scope and relation to Science and Social Science
- Approaches of presenting concepts, activities; Lesson plan/design
- Observation, Data Collection, Experimentation/Practical work
- Discussion, Explanation, Drawing inference, Judgement and justification
- CCE
- Problem solving and Reflective teaching practices in EVS
- Significance of EVS, integrated EVS
- Learning principles
- Teaching learning materials/aids
- Scope of ICT in teaching EVS

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