Category I - Paper I

(For Classes I to V)

KERALA TEACHER ELIGIBILITY TEST (K-TET)

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SYLLABUS

I. Child Development and Pedagogy — 30 Questions

Child Development and Learning (15 Questions)

- Methods of studying child behaviour - observation, case study, Interview, Psychological tests etc.
- Concept of development
- Principles of growth and development
- Influence of heredity and environment on human development
- Concept of learning
- Basic theories of learning : Conditioning (Pavlov, Skinner); Insight learning (Gestalt); cognitive learning (Piaget, Bruner and Vygotsky)
- Relation between development and learning : learner readiness of maturation
- Piaget, Kohlberg and Vygotsky : Constructs and critical perspectives.
- Concept of child - centered and progressive education - Activity based method of Teaching and Learning, Problem Based Learning
- Critical perspectives of construct of intelligence (Theories of Spearman, Guilford, Thurstone and Gardner).
- Language and Thought (Basic perspectives of Piaget, Chomsky and Vygotsky).
- 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 (Internal assessment)
- Continuous and comprehensive evaluation: Perspectives and practice
- Assessing learner achievement - grading
- Personality development - concept of personality and basic approaches to personality (Psychoanalytic and Trait) - Adjustment mechanisms

Concepts of inclusive education and understanding children with special needs (5 Questions)

- Concept of exceptional children
- Concept of children with special needs (CWSN)
- Addressing learners from diverse backgrounds including disadvantaged and deprived
- Concept of learning disability (LD) - Addressing the needs of children with learning disabilities
- Addressing the Talented, creative, specially abled children

Learning and pedagogy **(10 Questions)**

- How children think and learn: how and why children fail to achieve success in school performance
- Different factors influencing learning and achievement
- Basic process of teaching and learning: Children's strategies of learning - Learning as a social activity - social context of learning
- Child as a problem solver and 'scientific investigator' (concept of the nature of child by Piaget, Bruner and Vygotsky)
- Alternative concepts of Learning in children: Understanding children's' 'errors' as significant steps in the learning process (Self - corrective nature of the child)
- Cognition and Emotions - Emotion - Basic Emotions - characteristics of childhood emotionality. Emotional Development (Bridge's)- cognition (Thinking, Reasoning, Problems solving and Investigation)
- Motivation and learning - How does motivation influence learning - Maslow's theory of motivation
- Factors contributing to learning - Personal and environmental

Note:

(i) Emphasis should be given to questions related to classroom contexts,

(ii) Classroom context should be primary level.

Total 30 Questions 30 Marks

II. LANGUAGE I - MALAYALAM/KANNADA/TAMIL

A. MALAYALAM

30 Questions

1. **അവധാരണം (ഗദ്യം)** (അഞ്ച് ബഹു വികല്പചോദ്യങ്ങൾക്ക് 5 മാർക്ക്)
   - A. കേന്ദ്രാശയം കണ്ടെത്തൽ
   - B. നിഗമന രൂപീകരണം
   - C. വിശകലനം
2. **അവതരണം (പദ്യം)** (അഞ്ച് ബഹുവികല്പ ചോദ്യങ്ങൾക്ക് 5 മാർക്ക്)
   - A. കേന്ദ്രാശയം കണ്ടെത്തൽ
   - B. കാവ്യബിംബങ്ങൾ കണ്ടെത്തൽ
   - C. വ്യാഖ്യാനിക്കൽ
3. **മാതൃഭാഷാ ബോധനശാസ്ത്രം (I-V)** (പത്ത് ബഹുവികല്പചോദ്യങ്ങൾക്ക് 10 മാർക്ക്)
   - A. ഭാഷാപഠന സിദ്ധാന്തങ്ങൾ
   - B. വ്യത്യസ്ത കഴിവുകളുള്ള കുട്ടികൾക്ക് പ്രത്യേക പരിഗണന നൽകുന്ന ഭാഷാപഠനം
   - C. പാഠ്യപദ്ധതി വിനിമയത്തിന്റെ രീതിശാസ്ത്രം
4. **ഭാഷ സാഹിത്യം, സംസ്കാരം** (പത്ത് ബഹുവികല്പചോദ്യങ്ങൾക്ക് 10 മാർക്ക്)
   - A. ശൈലികളും പ്രയോഗങ്ങളും
   - B. പ്രായോഗിക വ്യാകരണം
   - C. പഴഞ്ചൊല്ലുകൾ \
   - D. സാഹിത്യരൂപങ്ങൾ
   - E. താളബോധം.

Total 30 Marks

B. TAMIL

30 Questions

1. **Reading Comprehension - Prose** (5 Questions)
   - A. Comprehension of theme
   - B. Interpretation
   - C. Inference
2. **Reading Comprehension - Poem.** (5 Questions)
   - A. Comprehension of themes
   - B. Poetic images
   - C. Interpretation
3. **Pedagogical aspects of Mothertongue Education - Class - I - V** (10 Questions)
   - A. Principles of Language Learning
   - B. Classroom practices
   - C. Inclusion of differently abled children
   - D. Methodology of curriculum Transaction

4. Language, Literature and culture. (10 Questions)

A. Books and Authors

B. Functional Grammar

C. Proverbs

D. Forms of Literature

E. Tamil Festivals

Total 30 Marks

C. KANNADA

30 Questions

1. Reading comprehension - Prose (5 Questions)

A. Comprehension of Theme

B. Interpretation

C. Inference

2. Reading comprehension –Poem (5 Questions)

A. Comprehension of Theme

B. Poetic images

3. Pedagogical aspects of Kannada Language – Class 1 to 5 (10 Questions)

A. Principles of Language learning

B. Classroom Practices

C. Inclusion of differently abled children

D. Methodology of curriculum transaction

4. History of Language, Literature and Culture (10 Questions)

A. Idioms, Phrases and usages

B. Functional grammar

C. Proverbs

D. Rhythms

Total 30 Marks

III. LANGUAGE II - ENGLISH/ARABIC

A. ENGLISH

30 Questions

Language II will have questions for 30 marks, of which 15 marks will be for language comprehension and 15 marks for pedagogy. Each question carries one mark.

The language comprehension part questions, will be from an unfamiliar passage or poem to test reading comprehension, grammar and verbal ability.

A. Language Comprehension (15 Questions)

i) Comprehension passage :

The unfamiliar passages are intended to check factual, inferential, analytical and evaluative comprehension.

ii) Grammar

Language elements included in the Course books of standard I to V. Such as :

- Article
- Concord
- Interrogatives
  - Yes / No Questions
  - 'wh' - Questions
- Question tags
- Tense and Time
- Phrasal verbs
- Reflexive Pronouns
- Auxiliaries
- Prepositions
- Determiners
- Gerunds
- Linkers

iii) Verbal ability

- Vocabulary
- Inflexions
- Affixes
  - Prefix
  - Suffix
- Antonyms, Synonyms
- Idioms and Phrases

B. Pedagogy of language development (15 Questions)

Questions will be based on the present Kerala Primary school curriculum (English)

- Language Acquisition and Learning

  Learning vs acquisition - Major schools of thought .
- Principles of Language Learning

  Constructivism - Social Constructivism - Critical Pedagogy - Error Treatment - Cognitivism

- Language and Thought

  Different views of Whorf, Piaget, Vygotsky and Chomsky - Relationship between language and thought.
- Objectives of Teaching English

  Relevance of English - Curricular Objectives.
- Language skills and communication skills

  Ways of improving language / communication skills - classroom activities - tools.
- ICT based aids in language teaching
- Modern Strategies

  Nurturing multiple intelligence

  Instruction to cater individual differences - Teaching learners with special needs.
- Evaluation

  continuous and comprehensive evaluation - assessment of skills and products.

Total 30 Marks

B. ARABIC

30 Questions

تتضمن هذا قسمين. الأول استيعاب اللغة(Language Comprehension) والثاني العلم التربوي لتنمية اللغة(Pedagogy of Language development). وكلّ قسم يحتوي على خمسة عشر سؤالا. لكل سؤال علامة واحدة. والأسئلة في القسم الأول تكون على أساس فقرتين، نثرا ونظما– الغير المألوفة– وتستهدف هذه الأسئلة اختبار قابلية استيعاب اللغة وقابلية التخمين(inference) وقابلية تطبيق قواعد اللغة (Grammar)، وقابلية الألفاظ (Verbal ability). والفقرة النثرية ستكون أدبيا أو علميا أوحكائيا أو وصفيا من إحدى المصادر اللغوية.

قسم العلم التربوي لتنمية لغة الدارس يحتوي على المناطق التالية:

العلم التربوي لتنمية لغة الدارس.

- اللغة: تعريفها ووظائفها وأشكالها.
- اللغة العربية تاريخها وامتيازاتها وآدابها وأهميتها – في العصر الجاهلي والإسلامي والعصر الحديث عل نظرية عامة.
- دراسة اللغة واكتساب اللغة.
- مبادئ تدريس اللغة.
- دور الاستماع والتحدث.
- توظيف اللغة وكيف يستخدمها الدارس أداة.
- الرؤية الانتقادية عن دور قواعد اللغة للتواصل عما في ذهنه شفويا وتحريريا.
- تحديات تدريس اللغة في الصف المتنوع، المشكلات اللغوية والأخطاء والاضطرابات.

- المهارات اللغوية.
- تقويم استيعاب اللغة وإتقانها: الاستماع والتحدث والقراءة والكتابة.
- الوسائل التدرّسية والتدريسية: الكتاب المقرر، الوسائل ذات متعدد الوسائط(Multimedia ، المصادر اللغوية المتعددة.
- التدريس العلاجي.

Total 30 Marks

IV. Environmental Science

30 Questions

a. Content (20 questions)

- Family → Relationships, job and duties of family members
- Water → Water sources, conservation of water, water pollution, prevention of water pollution
- Agriculture → Different types of agriculture, tools of agriculture, agricultural product, herbal garden
- Vehicles → Types of vehicles used
- Soil → Different soils, soil pollution. Prevention of soil pollution, soil erosion
- Earth → Ecosystem, environmental protection, impact of pollution on earth, remedial measures
- Shelters → Types of shelters, characteristics of animal shelters
- Diseases → Different types of diseases, causes, remedial measures, healthy habits
- Food → Types of food - natural and artificial foods, their merits and demerits
- Jobs → Types of jobs, different types of tools
- Public Institute → Services of people by public institute
- Energy → Types of energy, conservation of energy
- Animal world → Varieties of animals, movement, food habits, uses of animals
- Plants → Variety of plants-uses-herbal garden, photosynthesis
- First aid → Different types of first aid, need for first aid box
- Solar system → Plants, stars, sky, water
- Air → Importance of nature, air pollution, remediation
- Light → Eye, protection of eye, sources of light. reflection of light, shadow.

b. Pedagogy (10 questions)

- Science → Scope, meaning, history of science, role of science in human development
- Aims of learning science → Cognitive area, process skill area, scientific attitude, application area, scientific creativity

- Supplementary activities for enhancing science learning
  → Bulletin board, science club, wall magazine, day celebrations, quiz etc
- Scientific process → Steps in scientific process
- Different process skills → Its developmental strategies
- Characteristics of science teaching
- Approaches of science teaching
  → Nature of learning activities, evaluation process etc
- Integrated approach in environmental science
- Evaluation strategy in science classes
  → Grading
- Different strategies in science teaching-learning process
  → Projects, seminars, debates, experiments, field trips etc
- Role of science teacher
- Learning aids → need, scope
- Unit analysis → Comprehensive planning - teaching manual
- Pedagogic analysis
- Analysis of primary science curriculum
- Action Research
- Evaluation system → Grading - continuous evaluation - preparation and administration of evaluation tools

Total 30 Marks

V. MATHEMATICS

30 Questions

The examination will be broadly based on topics prescribed for class 1 to 5 in the Kerala State Syllabus for Mathematics, but some problems may have links to extensions of these concepts to the secondary stage.

1. Content (20 questions)

Numbers:

Natural Numbers : Place value, ordering, addition, subtraction, multiplication and division of natural numbers, factors and multiples, prime numbers, practical problems.

Fractions : Fraction of a measure such as metre, litre, gram. Fractional parts of objects. Equal fractions, Operations on fraction. Decimal representation of fractions related to metric units of length, volume, weight. Operations on decimals, practical problems.

Geometry :

Perimeter of rectilinear figures (polygons), area of rectangles, patterns of geometrical figures, practical problems.

Measurements :

Basic operations in solving problems involving, length, weight, capacity, time, money and practical problems.

2. Pedagogy (20 questions)

Nature of Mathematics

Abstraction, Understanding children's thinking and reasoning. Language of Mathematics.

Place of Mathematics in Curriculum

Aims and objectives of learning mathematics in primary classes -Values of mathematics learning

Correlation with other subjects, Lower Primary and Upper Primary Mathematics, curriculum, syllabus

Mathematics - Trends and Developments

Historical development of mathematics great mathematicians and their contributions

Approach to Mathematics Learning

Proper learning experiences keeping in mind the characteristics of children, their natural learning capacity and the learning process

Theoretical base of learning mathematics

Teaching of Mathematics - Strategies and Methods

Teaching strategies- Concept attainment, process oriented teaching, projects, seminars, assignments, field trip.

Different teaching learning methods –Inductive and deductive method, analytic and synthetic method, project method, laboratory method.

Learning Materials in Mathematics

Textbook and handbooks, information technology, mathematics club, mathematics laboratory, mathematics fair, mathematics library collecting mathematical puzzles, riddles.

Mathematics Learning - Evaluation

Concept of continuous and comprehensive evaluation, evaluation activities, grading and recording the results diagnosis, remedial teaching and error analysis.