

Government  of Karnataka

**TEACHER ELIGIBILITY TEST**

**KARTET-2018**

**Date of Examination: 03.02.2019 (Sunday)**

**OFFICE OF THE COMMISSIONER FOR PUBLIC INSTRUCTION,  
CENTRALISED ADMISSION CELL, KEMPEGOWDA ROAD, CENTRAL  
JUNIOR COLLEGE CAMPUS, BANGALORE – 560 009**

## STRUCTURE AND CONTENT OF SYLLABUS (Paper-I and Paper-II)

### Paper I (for classes I to V) Primary Stage:

#### **I. Child development and pedagogy**

**a) Child development :** Concept of development and its relationship with learning, Principles of the development of children, Influence of Heredity & Environment, Socialization processes: Social world & children (Teacher, Parents, 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 & 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 and assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation: perspective and practice, Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for 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 & Emotions, Motivation and learning ,Factors contributing to learning – personal & environmental

#### **II. Language I**

**a) Language Comprehension Reading unseen passages** – Answering the question based on the given unseen passage.(Prose, Drama or Poetry.)

**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 and in written form, Challenges of teaching language in a diverse classroom;, Language Skills, Teaching- learning materials: Textbook, multi-media materials, multilingual

resource of the classroom, Remedial Teaching

### **III. Language – II**

**a) Comprehension:** Reading unseen passages – 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:** 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 ,Evaluating language comprehension and proficiency: speaking, listening, reading and writing, Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom ,Remedial Teaching

### **IV) Mathematics:**

**a) Content :** Shapes & Spatial Understanding ,Solids around Us, Numbers Addition and Subtraction, Multiplication, Division, Measurement ,Weight, Time, Volume, Data Handling, Patterns ,Money Ratio and proportion and Fractions.

**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 learning and teaching, Diagnostic and Remedial Teaching.

### **V. Environmental Studies**

#### **a) Content**

Family and Friends: Relationships, Work and Play, Animals, Plants, Food, Shelter, Water, Travel and Things We Make and Do

#### **b) Pedagogical Issues**

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

## **VI Paper II (for classes VI to VIII) Higher Primary**

### **i) Child Development and Pedagogy**

**a) Child Development (Elementary School Child):** Concept of development and its relationship with learning, Principles of the development of children ,Influence of Heredity & Environment ,Socialization processes, Social world & children (Teacher, Parents, 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 & 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 and assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation: perspective and practice, Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.

**b) Concept of Inclusive education** and understanding children with special needs Questions, 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 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 ‘errors’ as significant steps in the learning process, Cognition & Emotions, Motivation and learning, Factors contributing to learning – personal & environmental

### **II. Language I.**

**a) Language Comprehension:** Reading unseen passages – 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 :** 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, Evaluating language comprehension and proficiency: speaking, listening, reading and writing, Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching

### **III. Language – II**

- a) Comprehension: Two unseen prose passages (discursive or literary or narrative or scientific) with question 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 and in written form, Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders, Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders, Evaluating language comprehension and proficiency: speaking, listening, reading and writing, Teaching– learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching

### **IV )Mathematics and Science:**

#### **1) Mathematics**

##### **a) Content:**

Number System, Knowing our Numbers, Playing with Numbers, Whole Numbers, Negative Numbers and Integers, Fractions, Introduction to Algebra, Ratio and Proportion,

Basic geometrical ideas Understanding Elementary Shapes Symmetry: (reflection), Construction (using Straight edge Scale, protractor, compasses), Mensuration, Data handling

- c) **Pedagogical issues:** Nature of Mathematics/Logical thinking, Place of Mathematics in Curriculum, Language of Mathematics, Community Mathematics, Evaluation, Remedial Teaching, Problem of Teaching

#### **2) Science**

##### **a) Content:**

Food, Sources of food, Components of food, Materials, Materials of daily use The World of the Living, Moving Things, How things work, Electric current and circuits, Magnets, Natural Phenomena, Natural Resources

**b) Pedagogical issues :**

Nature & Structure of Sciences, Natural Science/Aims & objectives, Understanding & Appreciating Science ,Approaches/Integrated Approach, Observation/Experiment/Discovery (Method of Science), Innovation, Text Material/Aids, Evaluation.- problems and remedial teaching.

**V) Social Studies/Social Sciences**

**a) Content:**

History When, Where and How, The Earliest Societies , 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, 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.

**b) 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

**c) Social and Political Life:**

Diversity, Government, Local Government, Making a Living, Democracy, State Government, Understanding Media, Unpacking Gender, The Constitution, Parliamentary Government, The Judiciary, Social Justice and the Marginalized.

**d) Pedagogical issues:**

Concept & Nature of Social Science/Social Studies, Class Room Processes, activities and discourse, Developing Critical thinking, Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies, Sources – Primary & Secondary, Project Work, Evaluation.

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Commissioner

Department of Public Instruction