

## Goa TET Syllabus and Exam Pattern

All questions in GTET will be Multiple Choice Questions (MCQs), with four alternatives out of which one answer will be correct/most appropriate. Each question will carry one mark and there will be no negative marking.

There will be two papers of GTET.

(i) Paper I will be for a person who intends to be a teacher for classes I to V.

(ii) Paper II will be for a person who intends to be a teacher for classes VI to VIII.

**Note:** A person who intends to be a teacher for both levels (classes I to V and classes VI to VIII) will have to appear in both the papers (Paper I and Paper II).

### Paper I: Primary Stage (For Classes I to V)

**Duration of Examination: Two-and-a-half hours**

#### Structure and Content of Examination

|              |   |                |                  |
|--------------|---|----------------|------------------|
| (i)          | Child Development and Pedagogy (compulsory) | 30 MCQs        | 30 Marks         |
| (ii)         | Language I (compulsory)                     | 30 MCQs        | 30 Marks         |
| (iii)        | Language II (compulsory)                    | 30 MCQs        | 30 Marks         |
| (iv)         | Mathematics (compulsory)                    | 30 MCQs        | 30 Marks         |
| (v)          | Environmental Studies (compulsory)          | 30 MCQs        | 30 Marks         |
| <b>Total</b> |   | <b>150 MCQ</b> | <b>150 Marks</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 6-11 years. They will focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The test items in Language I will focus on the elements of language, communication and comprehension abilities.
- The test items in Language II will focus on the elements of language, communication and comprehension abilities.
- Language II will be a language other than Language I. English is treated as Language -I in GTET and for Language II a candidate may either choose Konkani or Marathi.
- The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding and applications of the subjects. In all these subject areas, the test items will be evenly distributed over different divisions of the syllabus (Appendix I) of that subject prescribed for classes I-V by the SCERT.
- The subject content questions will be based on the topics prescribed in syllabus of the SCERT for classes I - V but their difficulty level as well as linkages, could be up to the Secondary stage.

## Paper II: Elementary Stage (For Classes VI to VIII)

**Duration of Examination: Two-and-a-half hours**

### Structure and Content of Examination

|              |  |                 |                  |
|--------------|--|-----------------|------------------|
| (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)         | Mathematics and Science (for Mathematics and Science teacher)  | 60 MCQs         | 60 Marks         |
| (v)          | Social Studies/Social Science (for Social Studies/Social Science teacher) For any other teacher - either (IV) or (V) | 60 MCQs         | 60 Marks         |
| <b>Total</b> |  | <b>150 MCQs</b> | <b>150 Marks</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, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The test items in Language I will focus on the elements of language, communication and comprehension abilities.
- The test items in Language II will focus on the elements of language, communication and comprehension abilities.
- Language II will be a language other than Language I. English is treated as Language I in GTET and for Language II a candidate may choose either Konkani or Marathi.
- The test items in Mathematics and Science, and Social Studies/Social Science will focus on the concepts, problem solving abilities and pedagogical understanding and applications of the subjects. The test items of Mathematics and Science will be of 30 marks each. The test items will be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI-VIII by the SCERT.
- The subject content questions will be based on the topics prescribed in syllabus of the SCERT for classes VI - VIII but their difficulty level as well as linkages, could be up to the Senior Secondary stage.

### Structure And Content Of Syllabus

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

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

| Section | Topic                                     | Detail   | Total Questions |
|---------|---|--|-----------------|
| A       | <b>Child Development (Primary School)</b> | <ul style="list-style-type: none"><li>• Concept of development and its relationship with learning</li><li>• Principles of growth and development of children (up to 11 years)</li><li>• Causes of individual differences Heredity &amp; Environment</li><li>• Social and Emotional development, Piaget's stages of cognitive development</li></ul> | 10 Questions    |

|          |   |  |              |
|----------|---|--|--------------|
|          |   | <ul style="list-style-type: none"> <li>• Concepts of child-centred and progressive education</li> <li>• Concept and types of Intelligence, Multiple Intelligence, Emotional Intelligence</li> <li>• Measurement of Intelligence</li> <li>• Concept of Personality, Development of Personality in Childhood</li> <li>• Adjustment and Mental Health</li> </ul>  |              |
| <b>B</b> | <b>Learning</b>   | <ul style="list-style-type: none"> <li>• How children think and learn</li> <li>• Concept and nature of learning, learning styles</li> <li>• Theories and principles of Conditioning, Cognitivism and Constructivism</li> <li>• Factors affecting Learning: Motivation, Attention, Memory, Emotion etc.</li> <li>• Transfer of Learning: Concept, Types, Methods</li> <li>• Information Processing and thinking: Critical thinking, problem solving, divergent thinking, creativity and innovation.</li> </ul>  | 10 Questions |
| <b>C</b> | <b>Curriculum, Pedagogy and Evaluation</b>  | <ul style="list-style-type: none"> <li>• Concept and Principles of Curriculum</li> <li>• Types of Curriculum</li> <li>• Factors affecting Curriculum Transaction</li> <li>• Concept and Forms of Evaluation</li> <li>• Continuous &amp; Comprehensive Evaluation: perspective and practice</li> <li>• Different type of tests, Marking, grading of scholastic and co-scholastic achievement of children.</li> <li>• Principles of test construction and characteristics of a good test</li> <li>• Question Bank, Blue Print and Item Analysis</li> </ul> | 7 Questions  |
| <b>D</b> | <b>Concept of Inclusive education and understanding children with special needs</b> | <ul style="list-style-type: none"> <li>• Features, characteristics and Educational Provision for:</li> <li>• Gifted children, Slow Learners, Physically challenged and children with Learning Disabilities</li> <li>• Concept and strategies for Inclusive Education</li> </ul>  | 3 Questions  |

## II-Language I (English) 30 Questions

| Section  | Topic                         | Detail  | Total Questions |
|----------|-------------------------------|---|-----------------|
| <b>A</b> | <b>Language Comprehension</b> | <ul style="list-style-type: none"> <li>• Reading unseen passage – two passages one prose or drama and one poem with questions on comprehension, inference,</li> </ul> | 15 Questions    |

|          |   |   |              |
|----------|---|---|--------------|
|          |   | grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive)   |              |
| <b>B</b> | <b>Pedagogy of Language Development</b> | <ul style="list-style-type: none"> <li>Principles, aims and objectives of English language teaching</li> <li>Approaches, Methods and techniques of teaching English</li> <li>Learning and acquisition of English language skills: Pronunciations, Stress and Modulation</li> <li>Role of listening and speaking: function of language and how children use it as a tool</li> <li>Communicative and writing skills in English</li> <li>Role of grammar in learning English language for communicating ideas verbally and in written form</li> <li>Challenges of teaching English language: Prose, Poetry, Composition, Letter Writing, creative writing etc.</li> <li>Evaluating English language comprehension and proficiency: speaking, listening, reading and writing</li> <li>Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom</li> <li>Diagnostics Test and Remedial Teaching</li> </ul> | 15 Questions |

### III. Language – II Marathi/Konkani 30 Questions

| Section  | Topic                                   | Detail  | Total Questions |
|----------|---|---|-----------------|
| <b>A</b> | <b>Comprehension</b>                    | <ul style="list-style-type: none"> <li>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)</li> </ul>  | 15 Questions    |
| <b>B</b> | <b>Pedagogy of Language Development</b> | <ul style="list-style-type: none"> <li>Principles, aims and objectives of language teaching</li> <li>Approaches, Methods and Techniques of teaching language</li> <li>Learning and acquisition of language skills: Pronunciations, Stress and Modulation</li> <li>Role of listening and speaking: function of language and how children use it as a tool</li> <li>Communicative and Writing skills</li> </ul> | 15 Questions    |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Role of grammar in learning language for communicating ideas verbally and in written form</li> <li>• Challenges of teaching language: Prose, Poetry, Composition, letter writing, creative writing etc.</li> <li>• Evaluating language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> |  |
|--|--|---|--|

#### IV. Mathematics 30 Questions

| Section | Topic              | Detail  | Total Questions |
|---------|--------------------|---|-----------------|
| A       | Content            | <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Shapes &amp; Spatial Understanding</li> <li>• Solids around Us</li> <li>• Numbers</li> <li>• Addition and Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Measurement</li> <li>• Weight</li> <li>• Time</li> <li>• Volume</li> <li>• Data Handling</li> <li>• Patterns</li> <li>• Money</li> </ul>  | 15 Questions    |
| B       | Pedagogical issues | <ul style="list-style-type: none"> <li>• Aims and objectives of teaching Mathematics</li> <li>• Place of Mathematics in school Curriculum</li> <li>• Methods of teaching Mathematics: inductive, deductive, analytic, synthetic, heuristic</li> <li>• Approaches and techniques involved in teaching of Mathematics</li> <li>• Competency based teaching in Mathematics (class-I-IV)</li> <li>• Concept Attainment Model of teaching in Mathematics</li> <li>• Challenges of Teaching Mathematics</li> <li>• Teaching – learning materials: Textbook, Mathematical Kit, Models, other aids</li> <li>• Evaluation through formal and informal methods</li> </ul> | 15 Questions    |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Error analysis and related aspects of learning and teaching</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> |  |
|--|--|--|--|

## V. Environmental Studies 30 Questions

| Section | Topic              | Detail   | Total Questions |
|---------|--------------------|--|-----------------|
| A       | Content            | <ul style="list-style-type: none"> <li>• Family and Friends:</li> <li>• Relationships</li> <li>• Work and Play</li> <li>• Animals</li> <li>• Plants</li> <li>• Food Shelter</li> <li>• Water</li> <li>• Travel</li> <li>• Things we Make and Do</li> </ul>   | 15 Questions    |
| B       | Pedagogical Issues | <p>Meaning, scope and purpose of EVS</p> <p>Significance of EVS as an integrated area of study at primary level</p> <p>Environmental Studies in relation to Science &amp; Social Studies</p> <p>Methods of teaching EVS: Observation Method, Project Method, Role Play, Storytelling, Environmental Games, Exhibition etc.</p> <p>Approaches to teaching EVS: Activity based, Exploration, Discovery, Experimentation/ Practical Work, Reporting</p> <p>Teaching-learning materials: Textbook, Computer aided Learning, Models, other locally relevant resources etc.</p> <p>Evaluation of learning objectives of EVS: Achievement test, Environmental Awareness test, assessment of attitude towards Environment, Interest etc.</p> <p>Diagnostic Test and Remedial Teaching in EVS</p> | 15 Questions    |

## B. Paper II: Elementary Stage (for classes VI to VIII)

### I. Child Development and Pedagogy 30 Questions

| Section | Topic                                 | Detail  | Total Questions |
|---------|---------------------------------------|---|-----------------|
| A       | Child Development (Elementary School) | <ul style="list-style-type: none"> <li>• Meaning and Nature and Scope of Educational Psychology</li> <li>• Concept and Principles of Growth and Development and its relationship with learning</li> </ul> | 10 Questions    |

|          |   |  |              |
|----------|---|--|--------------|
|          |   | <ul style="list-style-type: none"> <li>• Characteristics of growth and development of children (Physical, Emotional, Social)</li> <li>• Causes of Individual differences: Heredity &amp; Environment,</li> <li>• Social and Emotional development, Piaget's stages of cognitive development</li> <li>• Concepts of child-centred and progressive education</li> <li>• Concept and types of Intelligence, Multiple Intelligence, Emotional Intelligence</li> <li>• Measurement of Intelligence</li> <li>• Concept of Personality, Development of Personality in Childhood</li> <li>• Adjustment and Mental Health at home and school</li> <li>• Self-Concept, attitude, interest, values</li> </ul> |              |
| <b>B</b> | <b>Learning</b>   | <ul style="list-style-type: none"> <li>• How children think and learn</li> <li>• Concept and nature of Learning, Learning styles</li> <li>• Laws of Learning</li> <li>• Theories and principles of Conditioning, Cognitivism and Constructivism</li> <li>• Factors affecting Learning: Concept, Types, Methods</li> <li>• Information Processing and thinking: Critical thinking, problem solving, divergent thinking, creativity and innovation</li> </ul>  | 10 Questions |
| <b>C</b> | <b>Curriculum, Pedagogy and Evaluation</b>              | <ul style="list-style-type: none"> <li>• Concept and Principles of Curriculum</li> <li>• Bases of Curriculum Development: Models of Curriculum Development</li> <li>• Types of Curriculum Development</li> <li>• Factors affecting Curriculum Transaction</li> <li>• Concept and Forms of Evaluation</li> <li>• Continuous &amp; Comprehensive Evaluation: perspective and practice</li> <li>• Different type of tests: Marking, grading of scholastic and co-scholastic</li> <li>• Achievement of children.</li> <li>• Principles of test construction and characteristics of a good test</li> <li>• Question Bank, Blue Print and Item Analysis</li> </ul>                                       | 7 Questions  |
| <b>D</b> | <b>Concept of Inclusive education and understanding</b> | <ul style="list-style-type: none"> <li>• Features, Characteristics and Educational Provision for:</li> </ul>   | 3 Questions  |



|  |                                    |   |  |
|--|------------------------------------|---|--|
|  | <b>children with special needs</b> | <ul style="list-style-type: none"> <li>• Gifted children, Slow Learners, physically challenged and children with Learning Disabilities</li> <li>• Concept and strategies for Inclusive Education</li> </ul> |  |
|--|------------------------------------|---|--|

## II. Language I (English) 30 Questions

| Section | Topic                                   | Detail  | Total Questions |
|---------|---|---|-----------------|
| A       | <b>Language Comprehension</b>           | <ul style="list-style-type: none"> <li>• Reading unseen passage – 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)</li> </ul>   | 15 Questions    |
| B       | <b>Pedagogy of Language Development</b> | <ul style="list-style-type: none"> <li>• Principles, aims and objectives of English language teaching</li> <li>• Approaches, Methods and techniques of teaching English</li> <li>• Learning and acquisition of English language skills: Pronunciations, Stress and Modulation</li> <li>• Role of listening and speaking: function language and how children use it as a tool</li> <li>• Communicative and writing skills in English</li> <li>• Role of grammar in learning English language for communicating ideas verbally and in written form</li> <li>• Challenges of teaching English language; Prose, Poetry, composition, letter writing, creative writing etc.</li> <li>• Evaluating English language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> | 15 Questions    |

## III. Language - II: Marathi/Konkani 30 Questions

| Section | Topic                | Detail  | Total Questions |
|---------|----------------------|---|-----------------|
| A       | <b>Comprehension</b> | <ul style="list-style-type: none"> <li>• Reading unseen passage – 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)</li> </ul> | 15 Questions    |



|          |   |  |              |
|----------|---|--|--------------|
| <b>B</b> | <b>Pedagogy of Language Development</b> | <ul style="list-style-type: none"> <li>• Principles, aims and objectives of language teaching</li> <li>• Approaches, Methods and techniques of teaching language</li> <li>• Learning and acquisition of language skills: Pronunciations, Stress and Modulation</li> <li>• Role of listening and speaking: function of language and how children use it as a tool</li> <li>• Communicative and writing skills</li> <li>• Role of grammar in learning language: Prose, Poetry, composition, letter writing, creative writing etc.</li> <li>• Evaluating language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> | 15 Questions |
|----------|---|--|--------------|

#### IV. Mathematics and Science 60 Questions

##### (i) Mathematics 30 Questions

| <b>Section</b> | <b>Topic</b>              | <b>Detail</b>  | <b>Total Questions</b> |
|----------------|---------------------------|--|------------------------|
| <b>A</b>       | <b>Content</b>            | <ul style="list-style-type: none"> <li>• Number System</li> <li>• Knowing our Numbers</li> <li>• Playing with Numbers</li> <li>• Whole Numbers</li> <li>• Negative Numbers and Integers</li> <li>• Fractions</li> <li>• Algebra</li> <li>• Introduction to Algebra</li> <li>• Ratio and Proportion</li> <li>• Geometry</li> <li>• Basic geometrical ideas (2-D)</li> <li>• Understanding Elementary Shapes (2-D and 3-D)</li> <li>• Symmetry: (reflection)</li> <li>• Construction (Using Straight edge Scale, protractor, compasses)</li> <li>• Mensuration</li> <li>• Data handling</li> </ul> | 20 Questions           |
| <b>B</b>       | <b>Pedagogical issues</b> | <ul style="list-style-type: none"> <li>• Aims and objectives of teaching Mathematics</li> <li>• Place of Mathematics in school Curriculum</li> </ul>   | 10 Questions           |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Methods of teaching Mathematics: inductive, deductive, analytic, synthetic, heuristic</li> <li>• Approaches and techniques involved in teaching of Mathematics</li> <li>• Competency based teaching in Mathematics (class-I-IV)</li> <li>• Concept Attainment Model of teaching in Mathematics</li> <li>• Challenges of Teaching Mathematics</li> <li>• Teaching – learning materials: Textbook, Mathematical Kit, models, other aids</li> <li>• Evaluation through formal and informal methods</li> <li>• Error analysis and related aspects of learning and teaching</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> |  |
|--|--|---|--|

(ii) Science 30 Questions

| Section | Topic              | Detail  | Total Questions |
|---------|--------------------|---|-----------------|
| A       | Content            | <ul style="list-style-type: none"> <li>• Food</li> <li>• Sources of food</li> <li>• Components of food</li> <li>• Cleaning food</li> <li>• Materials</li> <li>• Materials of daily use</li> <li>• The World of the Living</li> <li>• Moving Things People and Ideas</li> <li>• How things work</li> <li>• Electric Current and Circuits</li> <li>• Magnets</li> <li>• Natural Phenomena</li> <li>• Natural Resources</li> </ul>   | 20 Questions    |
| B       | Pedagogical issues | <ul style="list-style-type: none"> <li>• Nature, aims and objectives of teaching Sciences</li> <li>• Correlation of Science with other subjects in the curriculum</li> <li>• Methods and teaching Strategies of Science: Lecture, Demonstration. Heuristic, Inductive-deductive, Project etc.</li> <li>• Observation/Experiment/Discovery (Methods of Science)</li> <li>• Teaching Resources: Textbooks, charts, models, specimen, use of mass media, use of ICT</li> <li>• Science Laboratory, Science Club, Science Exhibition</li> </ul> | 10 Questions    |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Scientific Attitude</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> |  |
|--|--|--|--|

## V. Social Studies/ Social Science 60 Questions

| Section | Topic   | Detail  | Total Questions |
|---------|---------|---|-----------------|
| A       | Content | <p><b>History (20 Questions)</b></p> <ul style="list-style-type: none"> <li>• When, Where and How</li> <li>• The Earliest Societies</li> <li>• The First Cities</li> <li>• Early States</li> <li>• New Ideas</li> <li>• The First Empire</li> <li>• Contacts with Distant lands</li> <li>• Political Developments</li> <li>• Culture and Science</li> <li>• New Kings and Kingdom</li> <li>• Sultans of Delhi</li> <li>• Architecture</li> <li>• Creation of an Empire Social Change</li> <li>• Regional Cultures</li> <li>• The Establishment of Company Power</li> <li>• Rural Life and Society</li> <li>• Colonialism and Tribal Societies</li> <li>• The Revolt of 1857-58</li> <li>• Women and reform</li> <li>• Challenging the Caste System</li> <li>• The Nationalist Movement</li> <li>• India After Independence</li> </ul> <p><b>Geography (10 Questions)</b></p> <ul style="list-style-type: none"> <li>• Geography as a social study and as a science</li> <li>• Planet: Earth in the Solar system</li> <li>• Globe</li> <li>• Environment in its totality: natural and human environment Air Water</li> <li>• Human Environment: Settlement, transport and Communication</li> <li>• Resources: Types- Natural and Human</li> <li>• Agriculture</li> </ul> <p><b>Social and Political Life (10 Questions)</b></p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Government</li> <li>• Local Government</li> <li>• Making a Living Democracy</li> <li>• State Government</li> </ul> | 40 Questions    |

|          |                           |   |              |
|----------|---------------------------|---|--------------|
|          |                           | <ul style="list-style-type: none"> <li>• Understanding media</li> <li>• Unpacking Gender</li> <li>• The Constitution</li> <li>• Parliamentary Government</li> <li>• The Judiciary</li> <li>• Social Justice and the Marginalized</li> </ul>   |              |
| <b>B</b> | <b>Pedagogical issues</b> | <ul style="list-style-type: none"> <li>• Nature, aims and objectives of teaching Social Studies (History, Geography, Social and Political Life)</li> <li>• Correlation of Social Studies with other subjects in the curriculum</li> <li>• Methods and Teaching Strategies of Social studies: Lecture, Story Telling, Dramatization, Discussion, Brain Storming, Field trips, project methods etc.</li> <li>• Observation/Excursion/Regional (Method of social studies)</li> <li>• Teaching Resources: Textbooks, charts, models, News Paper, Historical Lab, Geography room, Museum, Exhibition</li> <li>• Practical Geography</li> <li>• Infusion of Local History</li> <li>• Diagnostic Test and Remedial Teaching</li> </ul> | 20 Questions |

