

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS

2021

PAPER - II

**GOVERNMENT OF MEGHALAYA
DIRECTORATE OF EDUCATIONAL RESEARCH & TRAINING
NONGRIMMAW, SHILLONG- 793011**

CHILD DEVELOPMENT AND PEDAGOGY

(Paper-II)

Full marks: 30

1. **Understanding Development** **3 items= 3marks**
 - Meaning and Concept of Growth and Development.
 - Developmental characteristic with respect to Childhood and Adolescent stage.
 - Development of Children in a socio-cultural context and its relationship to learning.

2. **Aspects of Development** **4 items=4 marks**
 - Physical and Motor Development.
 - Cognitive Development. (Piaget's theory of Cognitive development)
 - Socio- Emotional Development.
 - Moral development (Kohlberg's theory of moral development)

3. **Gender Development** **4 items=4 marks**
 - Difference between Gender and sex.
 - Stages of gender development.
 - Stereotypes in the process of gender development.
 - Gender bias and educational Practices.
 - Gender identity in the family and in a matrilineal society.

4. **Methods of child study** **4 items=4 marks**
 - Cross-sectional, Longitudinal and Case Studies.
 - Naturalistic and participant observation.
 - Reflective journals.
 - Student portfolio.
 - Anecdotal records.
 - Interview.

5. **Inclusive Education and Children with Special Needs (CWSN)** **5 items= 5 marks**
 - Concepts, meaning of Inclusive Education.
 - Difference between Integrated and Inclusive Education.
 - Understanding Disability and types of Disability.
 - Barriers and Challenges to Inclusive Education.
 - Inclusive Education and children from different backgrounds (tribal students, under-privilege students, children from low financial background, children of literate parents etc)

6. Learning and Pedagogy

5 items=5 marks

- Concept of Learning and factors affecting learning.
- Information processing approaches (concept of working memory, long term memory, attention, encoding and retrieval).
- Piaget's Constructivism (what is learning, relationship between learning and development).
- Vygotsky's constructivism
- Teacher centered vs. Learners Centered approach of Teaching.
- Teaching skills and activity based teaching.
- Steps of preparation of teaching (Pre-teaching, Transaction of lesson and Post teaching including teaching plans/lesson plans).

7. Assessment of students Performance

5 items= 5 marks

- Formative and Summative Assessment.
- School Based Assessment (SBA).
- Assessment for Learning and Assessment of Learning.
- Techniques and tools of School Based Assessment including Activity Based Assessment.
- Blue Print and different types of Questions.
- Assessment and Remedial Measures.

MIL (Khasi)
(Paper – II)
Full Marks- 30.

Part –I Ka Sap Pule hapoh ka korikolom. (8 Marks)

- i. Skima (Schema)- ka nongrim jong ki skima, ka rukom treikam jong ki skima bad ban thaw ia ki skima.
- ii. Ki buit Pule - Top- up model, Top –down model and Interactive Model.
- iii. Ki Rukom pule- Summarizing, Skimming, Scanning, Know wish and learn (KWL), Survey Question Read Write and Recite (SQ3Rs), Note-Taking, Think aloud.

Part II- Ban thoh ban tar katkum ka korikolom. (5 Marks)

- i. Ki rukom thoh ba bun jait bad ki rukom thoh ban pynpaw shynna ia ki jingthmu. Ki jingthoh kiba iadei ha ka jingim ba man ka sngi . (ki jait jingkylli, ki jingthoh ban pyndap ia kaba la bthah lypa, ki jingthoh na ka bynta ban tynjuh jingtip).

Part III - Kumno ban hikai ia ka ktien.(5 Marks)

- i. Ki Rukom hikai- Ka plan hikai , ka Unit plan, ka Mind Map, ki tiar iarap hikai.

Part IV- Ban thew bad tynjuh jingtip.(3 Marks)

- i. Continuous and comprehensive Evaluation.
- ii. Ki tiar ban thew / tynjuh jingtip -- Port-folio , Questionnaire , Check list, Rubric, Observation Schedule.
- iii. Ki buit thew/tynjuh jingtip – Testing (kaba thoh bad kylli), kaba khmih shain (Observation),

Part V- Ki Bynta ka Kramar bad komposishon.. (6 Marks)

- i. Ki Pharshi,ki ktien kynnoh, ki Adberb, ki dak sangeh.

Part VI – Internship.(3 Marks)

- i. Ka rwat, ka Case study, ka jingpule shaphang ki jingthung bad ki mrad,ki rukom pyniaid/ pynlong ia ki prokram ha ki skul, ka jingbuh beit buh ryntih ia ki kaiphod ba pher, ka jingtih bniah shaphang ki briew bad ka kam ba ki trei, Ka skim Bam –sngi ki khynnah, ka rutin skul , ka Almanak hikai ia ki khynnah Skul.

M.I.L (GARO)
Paper – II
Full Marks - 30

1. Comprehension and meaning making- Schema Theory
 - Meaning
 - Role,
 - Activating schema
 - Building schema
2. Reading Strategies:
 - KWL
 - SQ3R
 - Note-taking
 - Summarizing
 - Skimming
 - Scanning
 - Think aloud by the teacher to demonstrate meaning making
3. Teaching Grammar
 - Parts of speech : Simple Exercises
 - Subject and predicate : How to break up subject and predicate
 - Tense: Identification of kinds of tenses in a sentence,
 - Object: Identification of object in a given sentence.
4. How to teach prose and poetry using different methods and strategies.
5. Writing across the curriculum:
 - Understanding the process of writing
 - Writing with a sense of Audience
 - Creative writing and composition
6. Assessment: Continuous and Comprehensive Evaluation (CCE)
 - Observation Schedule
 - Checklist
 - Rubrics
 - Portfolio

Suggested Reading:

1. Poraiani Ki-tap from Class IV to VIII : Meghalaya Board of School Education Tura.
2. A-chik Grammar: E.G. Philips, M.A, Tura Book Room, West Garo Hills, Meghalaya
3. Handbook on Continuous and Comprehensive Evaluation: Directorate of Educational Research & Training (DERT), Meghalaya, Shillo

M.I.L (ASSAMESE)
Paper – II
Full Marks - 30

Unit- I (5 Marks)

- a. Asomia bhasar jonma, vikash samporke dharona
- b. Asomia bhasar upabhasar sadharon porisoi.

Unit- II (10 Marks)

- a. Adhunik asomiya sahityar prakhyat lekhok, kobi-
1. lakhminath Bezbaruah, 2. Padmanath Gohain Boruah 3. Chandra Kumar Agarwala 4.
Debakanta Boruah 5. Homen Borgohain 6. Nabakanta Boruah 7. Bhabendra Nath Saikia 8.
Jyoti Prasad Agarwala 9. Birinchi Kumar Boruah

Unit-III (10 Marks)

1. Grammar-
1. Bibhokti
2. Sandhi aru Somakhr Parthaikya
3. Joti sinor prayugor su- sposta dharona
4. Jatuwa thas aru khanda bikyar prayougik dharona
5. Samarthok aru biporritarthok sabdar prayougik gyan

Unit- IV (5 Marks)

Shrenikuthat Shrobon, Kothon, Pothon, Likhon ai cgaritar moulik koukhal prayoug korrute anchal bhede sanmukhin hobo loga poristhiti samporke bastob udahoran soho dharona.

Suggested Reading Books:

1. Asomor Bhasa: Bhimkanta boruah
2. Path Porikolpana: Runu Bora Saikia, tarun saikia, Bedakumar Chaliha.
3. Any Assamese Grammar
4. Asamiya Sahityar Samikhatmok Etibitra: Satyendra Nath Sarma

MIL (Bengali)
(Paper-II)
Full Marks - 30

1. Sandhi :-
Sandhir Prokar (definition with Suitable Examples) 4
Sandhi bichhed
2. Kal –
Prokar O Wdhadhoron (examples) 4
3. Karak (Definition) (1 + 2) = 3
Karok O → Bibhakti
4. Somas-
Prokar O Nirnoy (2+2) = 4
5. Ek Kothay Prakas 2
6. Drthosoho bakyarochona (1+2)=3
7. Kobi/Sahithik Porichiti 4
Kobi Nazrul Islam, Mudhusudhun Dutta
Zibananda Das
Tarashankar Bandopadhya
Sukanto Bhattacharjee
8. Jekunu bishoye Onuchhed Ranehona 2
9. Bhabsamposaran 4
Jibe Prem Kore Zeizon Zezon Shebichey Iswar
Khoma Mohot Dharma
Kormo Jibon
Bonnera bone Sundar Shishura Matikrore

M.I.L (Hindi)
Paper –II
Full Marks - 30

Unit – I

Poetry :

1. Wah Desh Kaun-sa Hai
2. Mool mantra
3. Seekho

Unit – II

Story, Essay & Drama :

1. Dharti Me Sona
2. Kargil ka Amar Shaheed Captain Nongrum
3. Kekde Ki Katha
4. Ishwar Jo Karta Hai Achha Hi Karta Hai

Unit – III

Grammar and Composition :

1. Sangya, sarvanam, visheshan, kriya
2. Anek shabdon ke badle ek shabd
3. Sandhi vichchhed
4. Vaakya parichay
5. Muhavre aur lokoktiyaan

Marks distribution :

Unit I = 5 marks

Unit II = 10 marks

Unit III = 15 marks

Total = 30 marks

Books for reference :

- (a) Meghalaya Hindi Reader – Part 6- Salil Gewali, Gewali Publications
- (b) Meghalaya Hindi Reader – Part 7 – Salil Gewali, Gewali Publications
- (c) Meghalaya Hindi Reader – Part 8 – Salil Gewali, Gewali Publications
- (d) Hindi Vyakaran evam Rachna- Dr. Avadhesh Vashishth & Mamta Sharma, Varun Publishing House

MIL (Nepali)
(Paper- II)
Full Marks – 30

Each Unit Contain 6 marks:

1. Unit I – Adhayan Kausal-(Simple Pedagogy and teaching skills)

- a. Vidhya haru ko Parichay(Poetry, story)
- b. Druthvacham ko vikash (development of Rapid fire speech)
- c. Chhamta ko vikash (Ability progress)
- d. Vasik Sudharta ki gyan (correct knowledge of language)

2. Unit II – Jeewan Ra Vyaktitwa (Life and works)

- a. Babu Mani Singh Gurung – Chet Narayan Joshi
- b. Captain Bhuvan Singh Rai – Gandhar Pathak
- c. Shahid Durga Mall - Sita Ram Powdel
- d. Shahid Captain Nongrum - Salil Gewali

3. Unit III- Katha Ra Kavita (Story and Poetry)

- a. Desh Ki Vikash – Madhav Prasad Ghimirey
- b. Haraye ko sari – Keshav Lal Ghimirey
- c. Samastipur ko Sunwala - D.P. Joshi
- d. Anitya Jiwan – Haribhakt Katuwal

4. Unit IV – Nibandh Ra Gadhya Akayan – (Essay and Prose)

- a. Anukaram Shabd –Shiv Kumar Rai
- b. Dasai – Sharad Gewali
- c. Bhanubhakt Ra Ghanse – Raj Narayan Pradhan
- d. Meghalaya - Chandramani Adhikari

5. Unit V- Vyakran Ra Rachana (Grammar and Composition)

- a. Vakya Prakar ra anuchhed lekhan
- b. Karak ra Vivakti
- c. Ukhan ra tukka
- d. Patra lekhan

Sandarbh Gantu Suchi (Reference books for the above syllabus)

1. Madhyamik Nepali Sahitya, Bhag-2
2. Madhyamik Nepali Sahitya, Bhag-4
3. Madhyamik Nepali Sahitya, Bhag-3
4. Madhyamik Nepali Vyakran Ra Rachana

M.I.L (URDU)
Paper – II
Full Marks - 30

- a. Language comprehension: **15 MCQS of 1 mark each**
Zuban-O-Adap Ki Fahm-O-Idraak
Reading unseen passages and verses (Ghair Darsi Ektebasaat ur Bund)- One from Drama or Prose (Nasr) may be literary (Adbi), Scientific (Saainsi) narrative or discursive (Beyania ya Ghair Beyania) and one from peom (Nazm), with questions on comprehension (Idraak our Fehm-O-Samajh), Inference (Istennebaat our Nataiej), Urdu Grammar (Quwaeid) and Verbal Ability (Zubani, Adbi our lesani Liyaquat).
- b. Pedagogy of Language Development: **15 MCQs of 1 mark each**
(Zuban-O-Adad Ki Farogh-O- Taraquee Mein Muallami)
- i. Learning and acquisition (Seekhna our Ma-hasal)
 - ii. Principles of language teaching (Zaban-O-Adap Parhaney ke Asool)
 - iii. Role of listening and speaking, function of language and how children use it as a tool
 - iv. Critical perspective on the role of Urdu grammar in learning a language for communicating ideas verbally and in written form.
 - v. Challenges of teaching Urdu language in a diverse classroom, language difficulties, error and disorders.
 - vi. Language skills
 - vii. Evaluating language comprehension and proficiency: speaking, listening, reading and writing Urdu language.
 - viii. Teaching- Learning material: Textbook, multi- media, material, multilingual resource of the classroom.
 - ix. Remedial teaching.

MIL (Mizo)
(Paper- II)
Full Marks - 30

A. Prose:

- | | |
|-------------------------------|-----------------|
| 1. Engkawng Nge Izawh Dawn ? | -MBSE |
| 2. Kei Leh Ka Chenna | -Lalawia |
| 3. Thawhrim Hlutna | -Lalzuia Colney |
| 4. Mizo Thufing | |
| 5. Thailungi | |
| 6. Ho Mai Mai | |
| 7. Raldawna Leh Tum Chhingi | |
| 8. AIA Upate Zah Thiam | |
| 9. Tlawmngaih An Inzirtir Dan | |

B. Poetry:

- | | |
|-------------------------------|---------------------|
| 1. Duhaisam | -T.Zdrampela |
| 2. Thawk Lo Chuan Ei Suh Se | -Thandanga |
| 3. Sawmfang Duhawm | -Saidailova |
| 4. Lawmthu Kan Hrilh Che | - C. Saikhuma |
| 5. Tlawmngaihna Hlu | -Rokunga |
| 6. Min Hruai La, Min Kai Rawh | -Lalruali |
| 7. Rimawi Ram | -Vankhama |
| 8. Zotui Thiangte | -Biakliana |
| 9. Inpumkhatna | -Lalsangzuali Sailo |

C. Grammar:

1. Gender
2. Mizo Tawng Hman Dan Dikleh Dik Lo
3. Thu Ziak Zawn Leh Zawn Loj Turte
4. Tawng Upa
5. Part of Speech
6. Numbers

D. Rapid Reader:

1. Liandova Te Unau Cmizo Thawnthu)

Prescribed Text Book:

1. Mizo Pawl Nga Zirlai Bu MBSE 2009-10
 2. Mizo Pawl Ruk Zirlai Bu MBSE 2009-10
 3. Mizo Pawl Sarih Zirlai Bu MBSE 2009-10
- Mizo Pawl Riat Zirlai Bu MBSE 2007-08

LANGUAGE II (English)

(Paper – II)

Full Marks- 30

A. Constructivist Approach to Language Learning:

Create awareness about making connections between the child's language (Home language) and School language inside and outside the classroom

1. **Functional Aspects of Language** **(3)**
 - What is Language?
 - Construct language in different situations
 - Functions of language

2. **Social Context of Language** **(3)**
 - Influence of mother tongue on language learning
 - Multilingual nature of classroom
 - Status of English in India

3. **Early Literacy** **(6)**
 - Oral language development through activities (requests and commands, story-telling, role-plays, songs/rhymes/poems, language games & chants)
 - Developmental stages of reading and writing
 - Phonemic awareness

4. **Reading** **(5)**
 - Types of Reading
 - Reading across the curriculum (content and narrative texts)
 - Role of Schema
 - Reading beyond the Textbooks

5. **Writing** **(5)**
 - Process and purpose of writing (sense of audience; writing process rather than product)
 - Composition
 - Making reading and writing connections

- B. Assessment** **(2)**
 - Understanding assessment in a constructivist, process-oriented classroom (ability to respond to content rather than form and structures; using portfolios)

- C. Internship** **(4)**
 - Reflective Journals (writing report
 - Maintain profiles of children

MATHEMATICS
(Paper –II)
FULL MARKS: 30

Pedagogical Issues: (10 MCQs)

- 1 Building blocks of mathematics— definition, axioms, conjecture, proof and counter examples.
- 2 Problem solving method— a process.
- 3 Place of mathematics in the school curriculum.
- 4 Learning mathematics outside the classroom.
- 5 ICT tools and resources; learning apps and software.
- 6 Assessment and evaluation (CCE tools and techniques)

Content Knowledge: (20 MCQs)

- 1 Number System— natural number, whole number, rational numbers and integers.
- 2 Prime and composite numbers.
- 3 Factors and multiples including LCM & HCF.
- 4 Ratio and proportion with applications.
- 5 Discount, profit and loss.
- 6 Introduction to Algebra.
- 7 Variables, coefficient to variables and constants.
- 8 Linear equations, algebraic identities e.g. $(a \pm b)^2$; $a^2 - b^2$ and their applications.
- 9 Lines, angles, triangles and their properties.
- 10 Area and perimeter of triangle, rectangle, parallelogram and circle with applications
- 11 Bar Graph, mean, median, mode

SCIENCE
(Paper – II)
Full Marks – 30

Section - A (15 marks) Pedagogy

- Unit-I** Nature of Science- process, characteristics, scientific knowledge, scientific Inquiry, scientific method, scientific attitude.
- Unit-II** Learning objectives- Science with reference to NCF 2005
- Unit-III** Assessment- formative and summative, nature of Assessment; use of CCA; recording and reporting; Assessment tools and techniques.
- Unit-IV** Approaches to teaching Science - Different methods in teaching-learning Science; observation, experiments, Hands on Activities, Concept Map, constructivism.
- Unit-V** Learning Resources and classroom Transactional Strategies - Use of local resources, Textbooks, ICT, Laboratories, field trip, films, science exhibition, use of locally available resources.

Section – B (15 marks)

- Unit-V I** School Science Concepts - Content Areas
- Motion
 - Heat
 - Light
 - Electricity
 - Plants and Animals Cell
 - Respiration in plants and animals
 - Living and non-living things
 - Locomotion and Movement in plants and animals
 - Water
 - Air

SOCIAL STUDIES
(Paper – II)
Full Marks: 60

- 1 Nature and Scope of Social Science at the Elementary Level. (5 items)**
 - 1.1 Concept of Social Science
 - 1.2 Differences between Social Studies and Social Science.
 - 1.3 Learning objectives of Social Science with special reference to NCF 2005.
 - 1.4 Approaches in Social Sciences.

- 2 Pedagogical approaches and Learning Resources. (16 items)**
 - 2.1. Oral Histories
 - 2.2. Case Studies.
 - 2.3. Critical Pedagogy.
 - 2.4 Co operative Learning.
 - 2.5. Experiential Learning.
 - 2.6. Projects.
 - 2.7. Observations.
 - 2.8 . Concept Mapping.
 - 2.9. Discovery Learning.
 - 2.10. Problem Solving.
 - 2.11. Role Play
 - 2.12. Dramatization.
 - 2.13. Contextualisation.
 - 2.14. Picture Analysis
 - 2.15. Stories.
 - 2.16. Learning Resources: Print; Non-Print; Digital Learning Resources

- 3 Assessment for Social Science Learning at the Elementary Level. (10 items)**
 - 3.1 Understanding concept of assessment and continuous and comprehensive assessment (CCA) in Social Science learning.
 - 3.2 Differences between assessment and evaluation.
 - 3.3 Learning outcomes and learning indicators in Social Science at the upper primary level.

3.4 Ways of assessment for and of learning in Social Science.

3.5 Recording and reporting of assessment outcomes.

4 **Social Science Knowledge. (30 items)**

4.1 Sources of History.

4.2 Earliest civilizations.

4.3 Foundation and consolidation of the Mughal empire in India.

4.4 Indian national movements and contribution of Tirot Sing, Kiang Nangbah and Pa Togan Sangma in India's freedom movement.

4.5 India after independence.

4.6 Key elements of Democracy.

4.7 The Indian Constitution.

4.8 Traditional Institutions of Meghalaya.

4.9 Judiciary.

4.10 Parliamentary system of Government.

4.11 Understanding media.

4.12 Government for development.

4.13 The earth and its movements.

4.14 The globe

4.15 Weather and climate.

4.16 Natural vegetation and wildlife.

4.17 Physical and political features of India.

4.18 Agriculture.

4.19 Managing disasters.

4.20 Understanding banking, types of accounts and consumer protection.
