



TEACHERS' RECRUITMENT BOARD, TRIPURA (TRBT)

EDUCATION (SCHOOL) DEPARTMENT, GOVERNMENT OF TRIPURA

SYLLABUS

TEACHERS

TRIPURA TEACHERS' ELIGIBILITY TEST (T-TET)

PAPER - II

ELEMENTARY STAGE (CLASSES VI - VIII)

2020

T-TET PAPER-II

PART-I: CHILD DEVELOPMENT AND PEDAGOGY-(30 MCQs)

(A). CHILD DEVELOPMENT (ELEMENTARY SCHOOL CHILD):

- Concept of development and its relation with learning.
- Growth and development, stages of development, infancy, childhood and adolescence.
- Principles of development of childhood.
- Influence of heredity and environment on the development of child, role of the teachers.
- Socialization process, social world and children, role of parents, peers and teachers in the process of socialization.
- Piaget, Kohlberg, Vygotsky: constructs and critical perspectives, cognitive development theory of Piaget, moral development theory of Kohlberg, social constructivism theory of Vygotsky and their educational implications.
- Concept of child-centred and progressive education, methods of teaching and learning, concept of progressive education, role of teachers.
- Critical perspective of the construct of intelligence, multidimensional intelligence, Sternberg's information processing theory, intelligence tests, concept of IQ.
- Language and thought, different stages of language development, role of teacher in the process of language development.
- Gender as a social construct, gender roles, gender-bias and educational practices, gender equality, teachers' role.
- Individual differences among learners, understanding differences based on diversity of language, caste, gender, community and religion etc.
- Distinction between assessment for learning and assessment of learning, school based assessment, continuous and comprehensive evaluation, perspectives and procedures.
- Formulating appropriate questions for assessing readiness levels of learners for enhancing learning and critical thinking in the classroom and for assessing learners' achievement.

(B). CONCEPT OF INCLUSIVE EDUCATION AND UNDERSTANDING CHILDREN WITH SPECIAL NEEDS:

- Addressing learners from diverse back grounds, including disadvantaged and deprived, educational implications.
- Addressing the needs of children with learning difficulties, impairment etc., mentally retarded, physically challenged socially and culturally deprived, identification and remedial measures.
- Addressing the needs of exceptional children, talented, creative, specially abled learners.

(C). LEARNING AND PEDAGOGY:

- Basic process of teaching and learning, children's strategies of learning, learning as a social activity, social context of learning.
- Creative learning situations, criteria of learning experiences, different modes of learning, social learning, co-operative and collaborative learning, group discussion, role of teachers.
- 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: its process, perception, concept formation, thinking, imagination, reasoning-inductive and deductive, problem solving, memory.
- Emotion: characteristics, emotional maturity, emotional intelligence, emotional quotient (EQ).
- Motivation: concept, types and importance, theories of motivation.
- Motivation and learning: factors effecting learning, theories of learning-Pavlov, Thorndike, Skinner, Piaget and Vygotsky.
- Factors contributing to learning: personal and environmental.
- Personality and adjustment: concepts, approaches, types and traits, measurement of personality, projective and non projective techniques and adjustment mechanisms.

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PART-II; LANGUAGE-I, ENGLISH-(30 MCQs)

A. LANGUAGE COMPREHENSION:

(i) Two passages, one from prose/drama and the other from poetry with questions on comprehension, inference, grammar and test of vocabulary. (Prose passage may be literary, scientific, narrative or discursive).

(ii) Test of grammatical knowledge on the following items:

- Concord
- Question tags
- Prepositions
- Tense and time
- Determiners
- Phrasal verbs
- Gerunds
- Error identification
- Modals
- Degree of comparison
- Transformation of sentences

B. PEDAGOGY FOR LANGUAGE DEVELOPMENT:

- Language acquisition and learning.
- Principles of language teaching.
- Language skills - strategies to develop them.
- Critical perspective on the role of grammar in learning a language for communicating ideas in oral and written form.
- Challenges of teaching language in diverse classrooms - language difficulties, errors and disorders.
- Introduction to English Phonology-vowels and consonant classification as per IPA, syllable division.
- Teaching-learning materials: textbooks, multimedia materials, ICT, multilingual resources of the classroom.
- Evaluating language comprehension and proficiency in LSRW (listening, speaking, reading and writing)
- Strategies for teaching children with special needs (CWSN).
- Remedial teaching.

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PART-III: LANGUAGE-II, BENGALI-(30 MCQs)

১। অপঠিত গদ্যাংশ এবং অপঠিত পদ্যাংশ থেকে অববোধ (Comprehension), ব্যাকরণ ও ভাষামূলক দক্ষতা যাচাই করণ।

২। (ক) ভাষা ও উপভাষা সম্পর্কে ধারণা।

(খ) বাংলা ভাষা উদ্ভবের সাধারণ ধারণা।

(গ) ধ্বনি পরিবর্তনের কারণ ও বিভিন্ন ধারা।

(ঘ) শব্দার্থ তত্ত্ব ও পরিবর্তনের বিভিন্ন ধারা।

৩। সাহিত্য ও সংস্কৃতির জগতে নির্বাচিত কয়েকজন সম্পর্কে সাধারণ ধারণা:

(ক) বিদ্যাপতি, কৃত্তিবাস ওঝা, বৃন্দাবন দাস, মুকুন্দরাম চক্রবর্তী, কাশীরাম দাস, রামপ্রসাদ সেন।

(খ) ঈশ্বরচন্দ্র বিদ্যাসাগর, মধুসূদন দত্ত, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, দীনবন্ধু মিত্র, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, সুকুমার রায়, সুনির্মল বসু, নজরুল ইসলাম, জীবনানন্দ দাশ, বলাইচাঁদ মুখোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, আশাপূর্ণা দেবী, সুকান্ত ভট্টাচার্য।

৪। বাংলা ভাষার ব্যাকরণের সম্যক ধারণা:

(ক) বর্ণ, অক্ষর, শব্দ, পদ, বাক্য, বিভক্তি, উপসর্গ ও অনুসর্গ।

(খ) বাংলা শব্দভান্ডার: তৎসম শব্দ, তদ্ভব শব্দ, দেশি ও বিদেশি শব্দ।

(গ) বচন ও লিঙ্গ।

(ঘ) সন্ধি ও সমাস।

(ঙ) পদ পরিবর্তন।

(চ) বাচ্য ও বাচ্য পরিবর্তন।

(ছ) কারক ও বিভক্তি।

(জ) সমার্থক ও বিপরীতার্থক শব্দ।

(ঝ) অশুদ্ধি সংশোধন

৫। (ক) ভাষা শিখন ও শিক্ষণের প্রণালী।

(খ) শ্রবণ, কথন, পঠন ও লিখন এই চারটি ভাষা-কৌশলের ধারণা।

(গ) উত্তম শিক্ষক ও উত্তম শিক্ষণের বৈশিষ্ট্য।

(ঘ) পাঠ্যক্রম ও সহগামী প্রক্রিয়া (ভাষা শিখন ও শিক্ষণের নিরিখে)।

(ঙ) মূল্যায়নের ধারণা: নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন।

(চ) আদর্শ প্রশ্নপত্রের নির্মাণ কৌশল।

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PART-IV; LANGUAGE-II, KOKBORAK-(30 MCQs)

1. পৰিজাকয়া ককবম তেই ককলবনি সাঙমুঙনি বিসিংতাই সিরাকমা (Comprehension), ককমা তেই ককনি রাঙমান' আমজকমুঙ ।
2. (i) ককবরক ককনি গাঁৱিঙ তেই ককবরক ককদেকরগন' (উপভাষা) সাউই মানমুঙ।
(ii) ককবরক কক তেই ককরাবাইনি লাইবুমান' সাউই মানমুঙ।
3. ককবরক ককরাবাই তেই ছকুমনি হাপার' মুঙগীনাঙ রাবাইফাঙরগন' সাউই মানমুঙ:
(i) ককসীলাইজাক ককবরক ককরাবাই।
(ii) রাবাইফাঙরগ : কাজি দৌলত আহমেদ , রাধামোহন ঠাকুর , সোনাচরণ দেববৰ্মা , মহেন্দ্র দেববৰ্মা , রামচরণ দেববৰ্মা , সুধনা দেববৰ্মা , দশরথ দেব , শান্তিময় চক্রবর্তী , রমেশ দেববৰ্মা , অলিন্দ্রলাল ত্রিপুরা, যোগেন্দ্র চন্দ্র দেববৰ্মা , কুমুদ রঞ্জন দেববৰ্মা , কুমুদ কুন্ডু চৌধুরী , শ্যামলাল দেববৰ্মা , নগেন্দ্র জমতিয়া, গোপী বল্লভ কলই , নন্দকুমার দেববৰ্মা , নরেন্দ্র দেববৰ্মা , চন্দ্রকান্ত মুড়াসিং , নিত্যানন্দ দেববৰ্মা , নিখিল দেববৰ্মা , রবীন্দ্র কিশোর দেববৰ্মা , নরেশ চন্দ্র দেববৰ্মা , ড: নিতাই আচার্য , সুধনা ত্রিপুরা , সুনীল দেববৰ্মা , উৎপল দেববৰ্মা , হরিপদ দেববৰ্মা , বিকাশ রায় দেববৰ্মা , বিজয় দেববৰ্মা , ডঃ বুদরায় দেববৰ্মা , বিনয় দেববৰ্মা , ডঃ অতুল দেববৰ্মা , সবিতা দেববৰ্মা , স্নেহময় রায় চৌধুরী ।
4. ককবরক ককমান' সাউই মানসুকমুঙ:
(i) সায়খাই (বৰ্ণ) , ককখর (অক্ষর) , ককখাই (শব্দ) , ককবাক / ককবকচ' (পদ) , ককবীতাং (বাক্য) , সিনিমারি (বিভক্তি) , ডাসা (উপসর্গ) তেই ডাখীলাই (প্রত্যয়)।
(ii) ককবরক ককখাই সানামমুঙ তেই জুদা জুদা ককখাইরগ:
সাগনি ককখাই (নিজস্ব শব্দ), গথকরিজাক / কীৰীঙজাক ককখাই (আত্মীকৃত শব্দ) , লাকাই ককখাই (ঋণকৃত শব্দ) , সানামজাক ককখাই (নবগঠিত শব্দ) , পুঙমুঙ ককখাই (ধ্বন্যাত্মক শব্দ) , য়ামরক ককখাই (অনুকার শব্দ), বজর' ককখাই (যুগ্ম শব্দ) , সামলাই ককখাই (শব্দদ্বৈত) ।
(iii) সীক বাই সির (বচন ও লিঙ্গ) ।
(iv) খরাঙমানজু বাই ককখাই মানজু (সন্ধি ও সমাস) ।
(v) ককবাক/ককবকচ' সীলাইমুঙ (পদ পরিবর্তন) ।
(vi) খীলাইহালক তেই খীলাইহালক সীলাইমুঙ (বাচ্য ও বাচ্য পরিবর্তন) ।
(vii) তাঙহালক তেই সিনিমারি (কারণ ও বিভক্তি) ।
(viii) সলনকসা ককখাই বাই ককমাঙফিল ককখাই (সমোচ্চাৰিত ও বিপৰীতার্থক শব্দ) ।
5. (i) ককবরক সীৰীঙমুঙ তেই ফীৰীঙমুঙ রাইদারগ ।
(ii) খানামুঙ (শ্রবণ) , সামুঙ (কথন) , পরিমুঙ (পঠন) , তেই সায়মুঙ (লিখন) - অ ককরাঙমুঙ (Language skills)রগন' সামুঙগ' ফীনাঙমুঙ ।
(iii) ফীৰীঙনাই কীৰীঙ তেই ফীৰীঙমুঙ কাহামনি গীৰীঙরগ ।
(iv) ফীৰীঙখল (পাঠ্যক্রম) - ন সাউই মানমুঙ ।
(v) আমজকমুঙ : থাগয়াউই তেই জত' খবাই (নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন) ।
(vi) সাঙমুঙ বালাই (প্রশ্নপত্র) তাগমুঙ রাইদা ।
(vii) ফীৰীঙবালাই (Lesson Plan) ।

T-TET PAPER-II

PART-V: MATHEMATICS AND SCIENCE-(60 MCQs)

A. MATHEMATICS-(30 MCQs)

- Number System: Knowing our numbers, whole numbers, positive and negative integers, rational numbers-their properties, fractions and decimals, playing with numbers
- Algebra: Formation of algebraic expressions, idea about monomials, binomials and Polynomials, addition, subtraction, multiplication and division of algebraic expressions, some identities as $(a+b)^2 = a^2 + 2ab + b^2$, $(a-b)^2 = a^2 - 2ab + b^2$, $a^2 - b^2 = (a+b)(a-b)$ and their applications, formation and solution of linear equation for one unknown variable, factorization using identities, factorisation in $(x+a)(x+b)$ form exponents and powers.
- Arithmetic: Square and square root, cube and cube root, ratio and proportion, inverse proportion as proportionality with the reciprocal, percentage, profit and loss, simple and compound interest.
- Geometry: basic geometrical ideas (2-D), understanding elementary shapes (2-D and 3-D).
- Lines and angles, triangles and its properties, congruency of triangles, classification of quadrilaterals as rectangle, square, rhombus, parallelogram, trapezium, and their various characterization, idea of various polygons, practical geometry (triangle and quadrilateral), symmetry, construction (using straight edge scale, protector, compasses)
- Mensuration: Perimeter and area of rectangle, square, parallelogram, rhombus, trapezium, triangle and circle, the idea about cuboid, cube, cylinder and their surface area and volume.
- Data handling: Graphical representation, representing numerical data, as pictographs, bar graphs, double bar graph and pie chart, tabular representations, representing numerical data as frequency table, mean, median, mode and their applications.

PEDAGOGICAL ISSUES IN MATHEMATICS:

- Nature of mathematics, logical thinking, understanding children's thinking and reasoning, language of mathematics, community 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.
- Mathematics, trends and developments, historical development of mathematics, history of great mathematicians and their contributions.
- Approach to mathematics learning, proper learning experiences keeping in mind the characteristics of children, natural learning capacity and the learning process of the child, theoretical base of learning mathematics.
- Problem of teaching, different teaching learning methods, inductive and deductive methods, analytic and synthetic method, project method, laboratory method, planning of a lesson,
- Learning materials in mathematics, textbook and handbooks, mathematics collection, collection of mathematical puzzles, riddles, etc.
- Mathematics learning evaluation: Concept of continuous and comprehensive evaluation, evaluation activities, grading the performance and recording the results, diagnosis, remedial teaching and error analysis.

B. SCIENCE-(30 MCQs: T-TET PAPER-II, PART-V)

- Food and Nutrition: definition , sources of food, components of food, type of food, balanced food, ideal food, nutrition and its importance, cleaning food, human digestive system and digestion process, food adulteration, plant nutrition (autotroph, heterotroph, parasite, insectivorous, plants, symbiosis, interrelationship between plants and animals (coexistence),
- Micro organism and activities: definition, types microorganisms with examples, beneficial organisms and their role, diseases caused by different micro-organisms, their mode of transmission, symptoms and preventive measures.
- Circulation and conduction: definition, blood & its composition, heart structure, arteries, vein and capillaries, circulation pattern in animals, conduction in plants.
- Ecosystem and Natural Resources: ecosystem and its components, food chain, its types with examples, food web, food pyramid, energy flow in ecosystem, biosphere, biodiversity and conservation, renewable and non-renewable resources, reserve forest, sanctuaries, national parks.
- Agriculture and Tools: crops, types, harvest and management, agricultural tools, fertilisers, manures and pesticides, irrigation and technique, crop protection, plant diseases and control, taxonomy, systematise, classification, binomial nomenclature.
- Pollution: definition, types of pollution and pollutants, green house effect, global warming, acid rain, impacts of different types of pollutants upon animal lives and control measures, biodegradable, non- biodegradable pollutants.
- Motion, Force and Pressure: rest and motion, graphical presentation of straight line motion, Newton laws of motion and their application, different types of force, concept of thrust and pressure, atmospheric pressure, barometer.
- Thermal Physics: heat and temperature, thermal conductivity, radiation, application of thermal insulators, thermometer.
- Sound: characteristic of sound, application of sound, intensity of sound, sound pollution.
- Electrostatics, current electricity and magnetism, frictional electricity, electroscope, earthling, lightning, electric current and circuits, electric cell, heating, chemical and magnetic effects of current, magnets, properties of magnet, applications, earth's magnetism.
- Optics: reflection in plane and spherical mirrors, image in lenses.
- Solar System: sun, planets, satellite, comets, galaxy.
- Metal and Non-metal: acid, base, chemical properties of metal and non-metal physical and chemical changes of materials.

PEDAGOGICAL ISSUES IN SCIENCE

- Nature and structure of sciences, natural science-aims and objectives, understanding and appreciating science, methods of science-observation, experiment, discovery, innovations, questions, approaches to the science curriculum, criticism of contemporary science education, aims and objectives of science education, science literacy, approaches of science education, integrated approach, taxonomy of science education, knowledge domain problem solving skills, creativity domain, attitudinal domain, application domain, scientific inquiry, pedagogic strategies, activity based collaborative and cooperative learning, significance of the history of science, evaluation-cognitive, psychomotor, affective, significance of laboratory evaluation, continuous and comprehensive evaluation (CCE), assessment of performance, scientific attitude, role of science teacher, text material and teaching and learning aids, psychological basis of science learning, problems and remedial teaching.

T-TET PAPER-II
PART-VI: SOCIAL STUDIES-(60 MCQs)

1. GEOGRAPHY: (15 MCQs)

- Geography as social study and as science.
- The Solar System.
- Globe, Latitudes and Longitudes.
- Interior of the Earth.
- Rocks: types and characteristics.
- Our changing earth: weathering and erosion.
- Geomorphic process: endogenous process and landforms, folding, faulting, earth-quake and volcanic activities, exogenous process and resultant landforms-works of river, glacier, winds and waves.
- Atmosphere: composition, structure, temperature, pressure, wind system and precipitation,
- Hydrosphere: ocean currents (Indian, Pacific, Atlantic) and tides.
- Economic geography: resources, types-natural and human.
- Agriculture: types of farming.
- Industry: classification, locational factors of industries: iron and steel industry, cotton textile industry, automobile industry, information technology (IT) industry.
- Human Environment: settlement, transport and communication.
- Physical Environment: concept and nature.
- Pollution of air and water, deforestation and its impact, ozone depletion and green-house effect.
- Concept of hazard and disaster, industrial hazard, biological hazard, wild fire hazard, landslides.
- India as a physical unit (relief drainage).
- Forest, mineral and power resources of Tripura.

2. HISTORY: (15 MCQs)

- Civilization: Egypt, Mesopotamia, Harappa and Aryan Civilization, Buddhism and Jainism, First Cities, Early Societies, First Farmers and Herders.
- Sixteen Mahajanapada and the First Empire: Asoka the Great, Contact with Distant Lands, Political Developments, Science and Literature in Gupta Age, Art and Architecture of Pallavas.
- Sultans of Delhi - 1st and 2nd Battle of Tarain, Foundation and Consolidation of Delhi Sultanate, The Slave Dynasty – Iltutmish, Khalji Dynasty – Allauddin. Taimur's Invasion Architecture, The Bhakti and Sufi Movements.
- Beginning of the Mughal Rule – Babar, 1st and 2nd Battle of Panipath, Battle of Khanuar, Battle of Chousa, Akbar the Great, Mughal Art and Architecture, Social Change, Regional Cultures.
- The Establishment of Company Power in India, Battle of Palashi, Battle of Buxar, Grant of Diwani, Rural life and Society, Colonialism and Tribal Societies, Agrarian Revolts- Indigo, Santal, Munda, The Revolt of 1857, Social and Cultural Reform Movements of India in 19th Century India, Challenging the Caste System, Women and Reforms.
- The National Movement - Gandhian Era, Role of Netaji Subhas Chandra Bose.
- India after Independence.
- Tribal Society and Festivals of Tripura.

3. SOCIAL AND POLITICAL LIFE: (15 MCQs)

- Diversity in Indian Society: Society and Institutions, Unpacking Gender Inequality, Social Justice and the Marginalized, Human Rights, Understanding Media.
- Democracy, Government, Legislature, Executive, Judiciary, the Constitution of India, Parliamentary System of Government, Central Government, State Government, Local Self-Government in Tripura, Election Process in India.

4. PEDAGOGICAL ISSUES IN SOCIAL STUDIES: (15 MCQs)

- Concept and Nature of Social Studies/ Social Science.
- Nature, Scope and Significance of Social Science Curriculum: Trends, Principles and Organizations, Techniques and Planning of Instructions, Class-room Processes and Activities, Types of Learners and Requirements (Academic and Environmental), Problems of Teaching Social Science, Developing Critical Thinking, Sources of Knowledge in Social Science-Primary, Secondary, Concept and nature of Project Works, Co-Curricular Activities, Purpose and Modern Trends of Evaluation.
