

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Child Development and Pedagogy (Paper II: Upper Primary Level)

### Total Marks: 30

The MTET Child Development and Pedagogy syllabus for the Upper Primary Level assesses teacher candidates' knowledge of child development, inclusive education, learning theories and assessment methods. It aims to equip candidates with the skills needed to meet the learning needs of students in Classes VI–VIII effectively.

### Key Competencies

The Child Development and Pedagogy syllabus for MTET aims to ensure that teacher candidates:

1. Demonstrate an understanding of growth and development during childhood and adolescence, along with the factors influencing development in diverse socio-cultural contexts.
2. Analyse various aspects of child development, including physical, cognitive, socio-emotional and moral development and their implications for classroom learning.
3. Understand the concept of gender development, recognize gender biases in educational practices and promote gender-sensitive classroom approaches.
4. Apply appropriate methods of child study, such as observation, portfolios, reflective journals and case studies, to assess and document children's progress.
5. Develop strategies to support inclusive education and effectively address the learning needs of Children with Special Needs (CWSN).
6. Implement constructivist teaching-learning approaches (e.g., Piaget, Vygotsky) that prioritise learner-centered pedagogy.
7. Use diverse assessment techniques, including formative, summative and school-based assessments, to evaluate student learning outcomes and provide remedial measures.

Topics	Sub-Topics
1. Understanding Child Development	<ul style="list-style-type: none"><li>• Meaning and concept of growth and development.</li><li>• Developmental characteristics of childhood and adolescence.</li><li>• Development of children in socio-cultural contexts and its relationship to learning.</li><li>• Factors influencing development.</li></ul>
2. Aspects of Development	<ul style="list-style-type: none"><li>• Physical and motor development.</li><li>• Cognitive development (Piaget's theory of cognitive development).</li><li>• Socio-emotional development.</li><li>• Moral development (Kohlberg's theory of moral development).</li></ul>

### 3. Gender Development

- Difference between gender and sex.
- Stages of gender development.
- Stereotypes in gender development.
- Gender bias and its influence on educational practices.
- Gender identity within families and in matrilineal societies.

### 4. Methods of Child Study

- Cross-sectional, longitudinal and case studies.
- Naturalistic and participant observation.
- Reflective journals and student portfolios.
- Anecdotal records, interviews and narratives.
- Piaget's clinical method of child study.

### 5. Inclusive Education and Children with Special Needs (CWSN)

- Concepts and meaning of inclusive education.
- Difference between integrated and inclusive education.
- Understanding disabilities and types of disabilities.
- Barriers and challenges to inclusive education.

### 6. Learning and Pedagogy

- Concept of learning and factors affecting learning.
- Information processing approaches: Working memory, long-term memory, attention, encoding and retrieval.
- Piaget's constructivism: Relationship between learning and development.
- Vygotsky's constructivism: Scaffolding and the Zone of Proximal Development (ZPD).
- Teacher-centred vs. learner-centred approaches to teaching.
- Teaching skills and activities for active learning.
- Steps in lesson preparation: Pre-teaching, teaching transactions, post-teaching (including lesson planning).
- Use of learning resources and teaching-learning materials (TLMs).
- Concepts of assessment: Assessment for learning, assessment as learning and assessment of learning.
- School-Based Assessment (SBA): Purpose, features and techniques.
- Formative and summative assessment methods.
- Tools and techniques for assessment: Activity-based assessments, observation, rubrics and achievement tests.
- Blueprint design and types of questions.
- Diagnosis of learning difficulties and strategies for remedial teaching.

### 7. Assessment of Students' Performance

## Essential Readings

1. Understanding the Primary School Child, Basic Issues in Child Development – IGNOU.
2. D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.

## Meghalaya Teacher Eligibility Test (MTET)

### Syllabus for English

#### (Paper II: Upper Primary Level)

#### Total Marks : 30

The English syllabus for Upper Primary Level (Classes VI–VIII) is designed to assess candidates' knowledge, skills and pedagogical competencies to teach English at the UP level effectively. It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

#### Key Competencies

The English (Upper Primary) syllabus for the MTET aims to ensure that teacher candidates:

1. Demonstrate a strong understanding of the constructivist approach to language learning, including functional and social aspects of language.
2. Develop oral language skills through meaningful and activity-based strategies that promote literacy and engagement.
3. Enhance reading skills by fostering comprehension across various text types and contexts, including content-based and narrative texts.
4. Foster writing skills through purposeful and process-oriented approaches, making connections between reading and writing.
5. Apply effective assessment strategies in constructivist, process-oriented classrooms, including tools like portfolios and reflective journals.
6. Understand and address real classroom dynamics, including the influence of multilingualism, the role of mother tongue and the status of English in India.
7. Demonstrate proficiency in language comprehension, grammar and verbal ability, including interpreting unseen passages and applying grammatical concepts effectively.

#### Topics

#### Sub-Topics

- |  |   |
|--|---|
| <b>1. Functional Aspects of Language</b> | <ul style="list-style-type: none"><li>• What is language? Purpose and meaningful use of language.</li><li>• Social context of language: Influence of mother tongue, multilingual classrooms and the status of English in India.</li></ul>   |
| <b>2. Oral Language Development</b>      | <ul style="list-style-type: none"><li>• Strategies for oral language development: Activities for developing extempore speech.</li><li>• Communicative Competence in children -roleplay, recitation, storytelling, debates, extempore speech, etc</li><li>• Developmental stages of reading and writing.</li></ul> |
| <b>3. Reading Skills</b>                 | <ul style="list-style-type: none"><li>• Types of reading: Reading across the curriculum (content-based and narrative texts).</li><li>• Role of schema in reading comprehension.</li></ul>   |

- Reading beyond textbooks: Encouraging critical engagement with diverse texts.

#### 4. Writing Skills

- Writing as a process and purpose-driven activity: Emphasis on audience, purpose and process over product.
- Connecting reading and writing to reinforce comprehension and creativity.

#### 5. Assessment in Language Learning

- Process-oriented assessment in constructivist classrooms: Evaluating content over form and structure.
- Use of portfolios and reflective journals for ongoing evaluation.

#### 6. Reflective practices

- Writing reports, maintaining student profiles and analysing classroom challenges.

#### 7. Language Comprehension and Grammar

- Reading unseen passages (prose/poetry) for comprehension and inference.
- Composition and grammar: Application of grammatical rules in writing and speaking.

### Essential Readings

1. D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
2. Hunsakes, R.A. (1990) Understanding and Developing the Skills of Oral Communication: Speaking and listening, 2nd edition, New York, NY.
3. Parrot. M. (1993) Tasks for Language Teachers Cambridge: Cambridge University Press: Cambridge.
4. Crystal, D (1999) The Cambridge Encyclopaedia of the English Language. Cambridge University Press: Cambridge.

## Meghalaya Teacher Eligibility Test (MTET)

### Syllabus for Mathematics

#### (Paper II: Upper Primary Level)

**Total Marks : 30**

The Mathematics syllabus for Paper II (Upper Primary Level) evaluates candidates' knowledge, understanding and pedagogical skills in mathematics for teaching Classes VI-VIII. It emphasises developing mathematical thinking, problem-solving abilities and practical applications in real-life scenarios.

#### Key Competencies

The Mathematics syllabus for the MTET aims to ensure that teacher candidates:

1. Understand the foundational structure of mathematics, including axioms, definitions, conjectures, proofs and counterexamples.
2. Relate mathematical concepts taught in the classroom to real-life applications and foster practical problem-solving skills.
3. Utilise appropriate teaching methods (e.g., inductive-deductive, problem-solving, project-based learning) to make mathematical concepts engaging and accessible.
4. Incorporate ICT tools and resources into teaching to enhance students' mathematical understanding.
5. Apply effective assessment and evaluation techniques to measure students' progress and provide constructive feedback.
6. Appreciate and Utilise community mathematics programs and resources to promote collaborative learning and local context integration.
7. Demonstrate proficiency in key mathematical concepts, including numbers, geometry, algebra and statistics and their relevance to real-world contexts.

<b>Topics</b>	<b>Sub-Topics</b>
<b>1. Foundations of Mathematics</b>	<ul style="list-style-type: none"> <li>• Building blocks of mathematics : Definitions, axioms, conjectures, proofs and counter examples.</li> <li>• Place of Mathematics in the school curriculum.</li> <li>• Mathematics outside the classroom: Relating mathematical concepts to daily life.</li> </ul>
<b>2. Teaching Methods in Mathematics</b>	<ul style="list-style-type: none"> <li>• Methods of teaching mathematics: Inductive-Deductive, Analysis-Synthesis, Problem-solving, Project-based learning and Discovery methods.</li> <li>• ICT tools and resources: Learning apps, software and interactive tools for teaching mathematics.</li> </ul>

### 3. Assessment and Evaluation

- Community Mathematics: Using local resources and collaborative programs to enhance learning.
- Assessment techniques: Formative and summative assessments and tools for evaluating mathematical understanding and application.

### 4. Number Systems

- Natural numbers, whole numbers, integers and rational numbers.
- Prime and composite numbers, divisibility, factors and multiples.
- Finding LCM and HCF and their applications in real-life problem-solving.

### 5. Ratio and Proportion

- Concepts of ratio and proportion and their applications.

### 6. Algebra

- Introduction to algebra: Variables, coefficients and constants.
- Linear equations and algebraic identities e.g.,  $(a \pm b)^2$ ,  $(a^2 - b^2)$  and their applications.

### 7. Geometry

- Lines, angles, triangles and their properties.
- Symmetry: Reflection, line of symmetry and symmetrical figures.
- Area and perimeter of triangles, rectangles, parallelograms and circles, including applications.

### 8. Statistics and Data Handling

- Measures of central tendency: Mean, median and mode.
- Bar graphs: Reading, interpreting and representing data graphically.

### Essential Readings

- MBOSE textbooks for Class 6 to 8.
- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Science (Paper II : Upper Primary Level)

**Total Marks : 30**

The MTET Science syllabus for the Upper Primary Level (Classes VI–VIII) is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates. It emphasises conceptual understanding, application of scientific knowledge and innovative teaching strategies appropriate for the Upper Primary level.

### Key Competencies

The Science syllabus for MTET aims to ensure that teacher candidates:

1. Understand the nature of science and its key aspects, including scientific knowledge, inquiry and attitudes.
2. Apply the objectives of science education as outlined in the NCF 2005, focusing on holistic and contextual learning.
3. Use effective assessment techniques to monitor and support students' progress, including remedial teaching.
4. Employ innovative teaching-learning approaches such as observation, experimentation and concept mapping to connect science to real-life scenarios.
5. Utilise diverse teaching-learning resources, including local materials, ICT, field trips and science exhibitions, to foster a deeper understanding of scientific concepts.
6. Demonstrate a comprehensive understanding of key scientific concepts, including motion, heat, light, states of matter and biological processes in plants and animals.

<b>Topics</b>	<b>Sub-Topics</b>
<b>Nature of Science</b>	Scientific knowledge and inquiry.  Scientific methods and attitudes.
<b>Learning Objectives</b>	Aims and objectives of teaching Science as outlined in NCF 2005.
<b>Assessment</b>	Types, purpose, tools and techniques of assessment in Science.  Remedial teaching strategies.
<b>Approaches to Teaching-Learning</b>	Observation, experiment, hands-on activities and concept mapping.  Application of inquiry-based and experiential learning methods.
<b>Teaching-Learning Resources</b>	Local resources, ICT, textbooks, laboratories, films and field trips.  Organization of science exhibitions and use of visual aids.

**Science Content Areas**

**Motion:** Different views and principles of motion.

**Heat and Temperature:** Concepts and applications.

**Light and Electricity:** Understanding basic principles and their real-life implications.

**States of Matter:** Properties and applications of solids, liquids and gases.

**Acids, Bases and Salts:** Identification, properties and their applications.

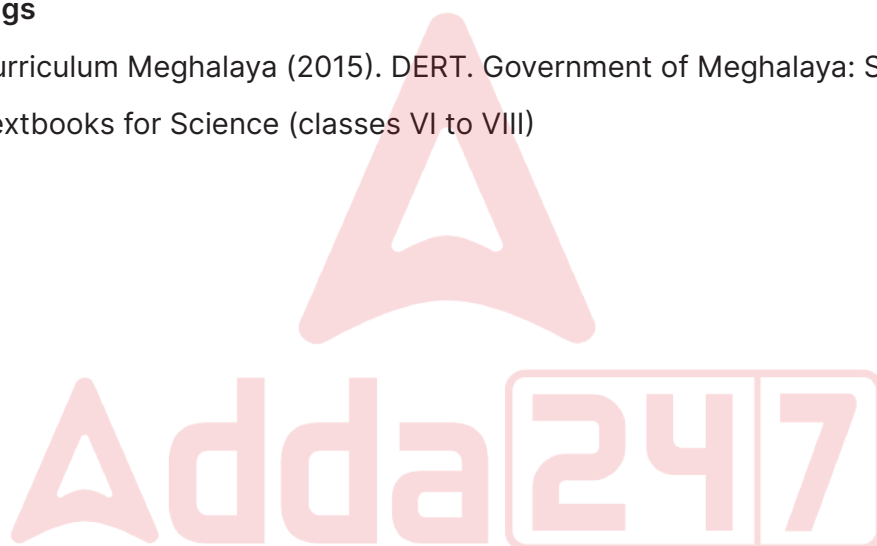
**Water and Air:** Properties and their importance in daily life.

**Plant and Animal Cells:** Structure and functions.

**Biological Processes:** Nutrition, respiration, locomotion and movement in plants and animals.

**Essential Readings**

- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
- MBOSE textbooks for Science (classes VI to VIII)





## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Social Science (Paper II: Upper Primary Level)

**Total Marks : 60**

The MTET Social Science syllabus for Upper Primary Level (Classes VI–VIII) assesses candidates' understanding of key concepts, historical and geographic knowledge, civic principles and pedagogical strategies. It emphasises critical thinking, reflective learning and interdisciplinary teaching approaches.

### Key Competencies

The Social Science syllabus for MTET aims to ensure that teacher candidates:

1. Understand the nature and scope of Social Science, including their distinct purposes and integration in the school curriculum.
2. Apply a variety of pedagogical strategies, such as inquiry-based learning, cooperative learning and contextualization teaching, to make Social Science engaging and meaningful.
3. Demonstrate proficiency in historical, geographic, political and economic concepts, including local, national and global contexts.
4. Utilise diverse learning resources, including print, non-print and digital media, to enhance the teaching-learning process.
5. Design and apply effective assessment tools and techniques, including formative, summative assessments and to evaluate student understanding.
6. Relate Social Science concepts to real-life scenarios, promoting active citizenship and critical thinking in learners.

Main Topic	Sub Topics
1. Nature and Scope of Social Science	<ul style="list-style-type: none"><li>• Concept of Social Science.</li><li>• Differences between Social Science and Social Science.</li><li>• Aims of Social Science Education.</li><li>• Approaches in Social Sciences: Systematic and Regional Approach.</li><li>• Traditional and Modern Approach.</li><li>• Reconstruction of History through evidences.</li><li>• Inter-Disciplinary Approach.</li><li>• Theme based approach.</li><li>• Inquiry and Reflective Approach.</li></ul>
2. Pedagogical Strategies	<ul style="list-style-type: none"><li>• Oral Histories.</li><li>• Issue based learning.</li><li>• Co-operative Learning.</li><li>• Experiential Learning.</li><li>• Concept Mapping and Mind Mapping.</li><li>• Discovery Learning.</li><li>• Problem Solving.</li><li>• Contextualization.</li><li>• Inquiry learning.</li><li>• Digital Pedagogy.</li></ul>

**3. Learning Resources**

- Print; Non-Print; Digital Learning Resources.

**4. Assessment for Social Science**

- Formative and Summative Assessment.
- Assessment Techniques and Tools.
- Recording, Reporting and Documentation of assessment outcomes.

**5. Social Science Knowledge****History**

- Sources of History.
- Earliest civilizations.
- The Mughal Empire in India.
- Indian National Movements and Contributions of Tirot Sing, Kiang Nangbah and Pa Togan Sangma in the Indian National Movement.
- Partition, Transfer of Power and Making of the Indian constitution.
- Hill State Movement in Meghalaya.

**Civics**

- The Indian Constitution: Preamble and Salient Features of Indian Constitution.
- Organs of the Government.
- Forms of Government: Democracy (Direct, Indirect and Representative Democracy) and Dictatorship.
- Structure of Government: Unitary and Federal, Parliamentary and Presidential Government.
- Concept of Nation and State.
- Social Structure and Social Stratification.
- Community and Socio-Political groups.
- Government for Development.
- Understanding Media.

**Geography**

- Map: Features and Types.
- The Earth and its Movements.
- Rocks and Minerals.
- Weather and Climate.
- Drainage system.
- Oceans Currents.
- Physical features of India & Meghalaya.
- Resources of India (Land and soil, Water, Forest, Minerals).
- Agriculture of India & Meghalaya.
- Manufacturing Industries of India.
- Transport and Communication of India.
- Demography of India and Meghalaya.

**Economics**

- Sectors of the Indian Economy.
- Understanding Banking; Types of Accounts.
- Consumer Right and Protection.

**Essential Readings**

- Pedagogy in Social Sciences by S.K. Mangal and U. Mangal.
- D El Ed Curriculum, DERT, 2015.
- MBOSE Social science Textbooks.
- NCERT Social Science Textbooks.
- Source Books on Assessment for Classes VI-VIII.
- Pedagogy in Social Sciences, NISHTHA, NCERT Officials

**Additional Readings**

- National Curriculum Framework-School Education-2023.
- National Curriculum Framework-2005.
- Learning Curve, Azim Premji Foundation.
- Coded Learning Outcomes (Social Science), DERT Publication.

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Khasi (Paper II: Upper Primary Level)

**Total Marks : 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Khasi at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

### Key Competencies

The MTET Khasi Paper II syllabus aims to assess the following key competencies in teacher candidates:

- Ka jinglah ban shemphang ia ka jingthoh prous bym pat ju iohi da kaba pyniasnoh bad ki jait skima ba u nongpule u la don lypa.
- Ka jinglah ban shemphang ia ka jingthoh poitri bym pat ju iohi da kaba pyniasnoh bad ki jait skima ba u nongpule u la don lypa.
- Ka jingtip bad jingsngewthuh kumno ban pyndonkam ia ka skima bad kumno ka jabieng ka leh haba ngi pyrshang ban sngewthuh ia kaei kaei kaba ngi pule.
- Ka jingtip bad jingsngewthuh ia ki jait jingthoh ba bunjait bad kumno ki iapher kawei na kawei pat.
- Ka jingtip bad jingsngewthuh ia ki rukom hikai ba bun jait ba dei ban pyndonkama katkum ki jait lynnong.
- Ka jingnang ban pynshongdor ia ka jinglah jong ki khynnah da kaba pyndonkam ia ki buit bad tiar pynshongdor kiba iahab katkum ki khep.
- Ka jingtip bad jingsngewthuh ia ki jinglong tynrai jong ka ktien Khasi.

#### Topics

#### Sub-Topics

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Ka jingthoh bym pat ju iohi (unseen passage)</li> </ul>                           | <p>Ban jubab ia ki jingkylli ba la ai halor ka jingthoh prous kaba ym pat ju iohi.</p>  |
| <ul style="list-style-type: none"> <li>• Ka poim bym pat ju iohi (unseen poem)</li> </ul>                                  | <p>Ka skima (schema) – Kaei ka skima, ki jait skima, rukom pyndonkam ia ka haba pule kot, kumno u nonghikai u tei ia ka ha ki nongpule, kumno u khynnah u pyndonkam ia ka.</p> <p>(b). Ki rukom shemphang ia ka jingthoh ba ngi pule: Top-down model, Bottom-up model bad Interactive model.</p> <p>(c). Ki jait bad rukom pule ia kano kano ka jait jingthoh – Summarizing, Skimming, Scanning, Know-Want-Learnt (KWL), Survey- Question- Read- Write and Recite (SQ3R), note-taking, think aloud.</p> |
| <ul style="list-style-type: none"> <li>• Ki bynta kiba iasnoh bad ka jingpyrshang sngewthuh ia kaei ba ngi pule</li> </ul> | <p>Ki rukom thoh ba bun jait: Ki jait jingthoh creative, expository, expressive, summarizing, arguing/persuading, narrating, evaluating, analyzing, responding, examining/investigating, thoh shithi, thoh application, thoh notice, pyndap form.</p>   |

- Ki rukom thoh jingthoh ha ki kyrdan ba kham shalor
  - (a) Ki rukom hikai ba bun jait ha ka kyrdan Upper Primary
  - (b) Ka plan hikai
  - (c) Ka mind mapping bad concept mapping
  - (d) Ki tiar iarap hikai
  
- Kumno ban hikai ia ka ktien
  - (a) Continuous and comprehensive evaluation
  - (b) Ki buit (techniques) thew jingtip – Observation, Oral testing, Written Test, Practical work
  - (c) Ki tiar (tools) ban thew jingtip ha ka jingnang ia ka ktien: Port-folio, Questionnaire, Check-list, Rubric, Observation schedule, Rating scale, Anecdotal records worksheet, homework, project work
  
- Ki rukom thew jingtip bad pynshongdor
  - (a) Ka Kramar
    1. Ki adverb
    2. Ki dak sangeh
    3. Ka rukom pyndonkam ia kajuha ka kyntien ha ka dur jong ka Noun ne ka Berb ne kiwei pat ki jait klas kyntien.
  - (b) Ki jinglong tynrai jong ka ktien
    1. Ki Sur sawa ha ka Ktien Khasi
    2. Ki Ktien Kynnoh
    3. Ki Ktien phawer pharshi
    4. Ki Ktien ba iajan jingmut/iapher jingmut
  
- Ka kramar bad ki jinglong tynrai jong ka ktien Khasi

### Essential Reading :

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Khasi textbooks (Classes VI to VIII) prescribed by MBOSE.

**Meghalaya Teacher Eligibility Test (MTET)  
Syllabus for Garo  
(Paper II: Upper Primary Level)**

**Total Marks: 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Garo at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

**Key Competencies**

The MTET Garo Paper II syllabus aims to assess the following key competencies in teacher candidates:

- Schemani gimin tale u-ia aro uko jakkale poraiae u-iani aro miksonganiko bikotna sapa.
- Poraiano tarisamsoaniko name ma-sie uko nangani kri jakkalna sapa.
- Sentenceara maia, uni niamrangko aro maidakgipa bewalrango jakkala uko u-ie ra-na man-a.
- Dingtang dingtang skiani bewalrang aro skina tarisamsoanirangko jakkale prose aro poetryko skiani bewalrangko jakkalna sapa.
- Dingtang dingtang seani bewalrangko masie ra-na man-a.
- Continuous aro Comprehensive Evaluation-o pangchake dingtang dingtang porikka ra-ani cholrangko u-ie jakkalna sapa.
- Songsalo agan-me-apa aro Katta Ku-jikseko maikai somoini kri jakkale uarangni ning-tugipa miksonganirangko aro bewalrangko u-ie ra-ani

**Topics**

**Sub-Topics**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Poraie u-iani aro miksonganiko bikotani-<br/>Schema theory</li> <li>• Poraianina tarisamsoani</li> <li>• Grammarko skiani</li> </ul> | <ul style="list-style-type: none"> <li>• Miksongani (meaning)</li> <li>• Kam (role)</li> <li>• Schemako jakkalani (activating Schema)</li> <li>Schemako ong-atani (building Schema)</li> <li>• KWL</li> <li>• SQ3R</li> <li>• See ra-aniko tariani (Note- taking)</li> <li>• Kan-dike agangopani (Summarising)</li> <li>• Skimming</li> <li>• Scanning</li> <li>Miksonganiko bikotaniko mesokna skigipani gam-e<br/>chanchiani</li> <li>Poraiano tarisamsoaniko name ma-sie uko nangani kri<br/>jakkalna sapa.</li> </ul> |
|---|---|

- Dingtang dingtang skiani bewalrang aro skina Sentenceara maia, uni niamrangko aro maidagipa tarisamsoanirangko jakkale maikai prose aro bewalrangko jakkala uko u-ie ra-na man-a. poetryko skigen.
- Curriculumko ga-bate Seani (writing across the curriculum) Dingtang dingtang skiani bewalrang aro skina tarisamsoanirangko jakkale prose aro poetryko skiani bewalrangko jakkalna sapa.
- Porikka niani (Assessment): Continuous aro Comprehensive Evaluation Continuous aro Comprehensive Evaluation-o pangchake dingtang dingtang porikka ra-ani cholrangko u-ie jakkalna sapa.
- A-chik ku-siko bikote seani (Composition) Songsaloagan-me-apa aro Katta Ku-jikseko maikai somoini kri jakkale uarangni ning-tugipa miksonganirangko aro bewalrangko u-ie ra-ani

### Essential Readings

1. A-chik Grammar, E.G. Philips, M.A, Tura Book Room, West Garo Hills, Meghalaya.
2. Handbook on Continuous and Comprehensive Evaluation: Directorate of Educational Research & Training (DERT). Meghalaya, Shillong.
3. A-chik Composition by Keneth M. Momin. Tura Book Room, Tura
4. D.El.Ed Curriculum Meghalaya (2015) DERT, Government of Meghalaya: Shillong.
5. Garo Textbooks (Classes VI to VIII) prescribed by MBOSE.

**Meghalaya Teacher Eligibility Test (MTET)**  
**Syllabus for Hindi**  
**(Paper II: Upper Primary Level)**

**Total Marks : 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Hindi at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

**Key Competencies**

The MTET Hindi Paper II syllabus aims to assess the following key competencies in teacher candidates:

Hindi Bhasa main sahitya ke vibhinna vidhaon/rupon jaise kavita, kahani nivandh, lekh aur natak aadi ko samajh kar padh sakenge aur apne rai, vichar, bhav aadi ko tarkik rup main maukhik, sanketik evam likit roop main abhivyakth kar sakenge.

Bhasa Kaushal ke vibhinna rupon ke prabhavi vikas aur Hindi vyakarna ki samajh se sahi aur prabhavshali bhasa paryog main sahayak aur saksham honge.

**Topics**

**Unit I: PADYA**

1. Pushpa Ki Abhilasha
2. Christmas ka Bara Din
3. Basanti Hawa
4. Krishna Ki Chetavani

**Unit II: GADYA**

1. Namak Ka Daroga
2. Galta Loha
3. Bharatmata
4. Adarsh Mahila-Sita

**Unit III: Vyakaran Aur Rachana**

1. Bhasa Kaushal Vikas
2. Sarvanam
3. Visheshan
4. Kriya
5. Sandhi
6. Paryayavachi Shabda
7. Vilom Shabda
8. Muhavare Aur Lokoktiyan

**Essential Readings**

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Hindi textbooks (Classes VI to VIII) prescribed by MBOSE.



## Meghalaya Teacher Eligibility Test (MTET)

### Syllabus for Assamese

#### (Paper II: Upper Primary Level)

**Total Marks: 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Assamese at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

#### Key Competencies

The MTET Assamese Paper II syllabus aims to assess the following key competencies in teacher candidates:

- Asamiya bhasha aru Asamat basabas kara bibhinna janagosthir bishaye jyan labh Kariba pariba
- Asamiya sahityar Jonaki jugar bibhinna sahittikar sahittik nidarshan samparke jyan labh Kariba pariba
- Matribhashar prayojaniyata aru iyar upajogitar bishaye buji paba
- Natta Bidhi aru Shatta Bidhir niyam samuh jani loi iyaksuddhakoi byabahar Kariba pariba
- Sandhir bibhinna prakarsamuhar bishaye jani loi Asamiya bhasha kaote aru likhote nar Shuddha byabahar Kariba pariba
- Pratay samparke jani loi iyar Shuddha byabahar Kariba pariba

Topics	Sub-Topics
Asamiya bhasha aru Asamar janagosthi	a. Asamiya bhashar Parichay b. Asamar bibhinna janagosthisamuhar parichay
Asamiya Sahityar Buranji[Jonaki jug]	Lakshminath Bejbaruah, Chandra Kumar Agarwala, Hemchandra Goswami ittadi (all others sahittik)
Matribhashar prayojaniyata aru upajogita	
Shraban, Kirtan, Pathan, Likhan, Uccharan adir dharana	
Natta Bidhi aru Shatta Bidhi	Natta Bidhi aru Shatta Bidhir niyamsamuh
Sandhi prakaran	Swar sandhi, Byanjan sandhi, Bisarga sandhi
Pratay	Krit pratay, Taddhit pratay

#### Essential Readings

- D.El.Ed Curriculum Meghalaya (2015) DERT, Government of Meghalaya: Shillong.
- Assamese Textbooks (Classes VI to VIII) prescribed by MBOSE.
- Asamiya Sahityar Samikkhatmak Itibrita, by Satyendranath Sharma
- Asamiya matribhashar sikkhan paddhati by Haliram Das
- Bhashabijyan by Upendranath Goswami

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Bengali (Paper II: Upper Primary Level)

**Total Marks: 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Bengali at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

### Key Competencies

The MTET Bengali Paper II syllabus aims to assess the following key competencies in teacher candidates:

1. Exhibit understanding of the constructivist approach in language learning.
2. Promote reading skills and comprehension across various texts, types and contexts.
3. Foster writing skills purposefully.
4. Display proficiency in applying grammatical concepts effectively.

Topics	Sub-Topics
• Dhvani paribartan	a. Swarsangati, Swarbhakti, Apinihiti, Abhishruti Bomobiparjoy Swaragam, Bornodwitto, Samibhabon.
• Sandhi Bicched	
• Sadhubhasa theke cholita bhasay O Chalita theke sadhu bhasay paribartan.	
• Somaccharita Bhinnartak Shobdo	
• Arthasaha Bagdhara	
• Shabda bhandar	Tatsama Shabda, Tadbhaba Sabda, Ardha Tatsama Shabda
• Samas	Byas bakya soha somar nirnoy
• Bakya Songkochon (Ek Kothay Prakash)	
• Sahityik Parichiti	Ishwarchandra Vidyasagar, Micheal Madhusudan Dutta Rabindranath Thakur, Kazi Nazrul Islam, Sharat Chandra Chattopadhyay, Tarashankar Bondyapadhyay Shanka Gosh. Gadya
• Nirbachita Gadya O Padya	<ul style="list-style-type: none"> <li>• Postmaster -by Rabindranath Tagore</li> <li>• Samudrer swadh-by Manik Bandyopadhaya</li> <li>• Bharatbassha-by S. Wazed Ali</li> <li>• Padya</li> <li>• Bharat tirtha- Rabindranath Tagore</li> <li>• kandari hushiyar- Nazrul Islam</li> <li>• Banglar mukh- by Jibonananda Dash</li> </ul>

### Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
- Bengali textbooks (Classes VI to VIII) prescribed by MBOSE.

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Nepali (Paper II: Upper Primary Level)

**Total Marks: 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Nepali at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

### Key Competencies

The MTET Nepali Paper II syllabus aims to assess the following key competencies in teacher candidates:

1. Exhibit understanding of the constructivist approach in language learning.
2. Promote reading skills and comprehension across various texts, types and contexts.
3. Foster writing skills purposefully.
4. Display proficiency in applying grammatical concepts effectively.

Topics	Sub-Topics
Unit I Adhayan Kausal (simple pedagogy and teaching skills)	a. Vidharu ko Parichay b. Drutvachan Kala (Development of Speed Reading Skills) c. Agragati Kushalta (Progress Ability) d. Bhashik Kalako Gyan (knowledge of language Skills)
Unit-II Jeewom Vyaktitwa (life and works)	a. Babu Mani Singh Gurung - Chet Narayan Joshi b. Captain Bhuvan Singh Rai - Gangadhar Pathak c. Shahid Durga Malla - Sita Ram Powdel d. Charlie Chaplin -D.P. Joshi
Unit-III Katha Rakavita (Story and Poetry)	a. Upahar- Bikram Bir Thapa b. Chhimeki - Guru Prasad Mainali c. Sahashi jahan Ubhincha - Madhav Prasad Ghimire d. Khukuri Bhandu Kalam Veer - Anamika Rai
Unit IV NibandhRa Gadhya Akayan- (Essay and Prose)	a. Hawa Jahaj - Dr. Sanata Ram Joshi b. Meghalaya - Chandra Mani Adhikari c. Anukaran Sabda - Shiv Kumar Rai d. Chitthi - Badri Nath Bhattarai
Unit - V Vyakaran RaRachana (Grammar and Composition)	a. Linga, Vachan b. Paryawachi Shabda c. Karak ra Bhibhaktai ra Upsarga d. Viparitarthak Shabda

### Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Nepali textbooks (Classes VI to VIII) prescribed by MBOSE.

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Urdu (Paper II: Upper Primary Level)

**Total Marks: 30**

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Urdu at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

### Key Competencies

The MTET Urdu Paper II syllabus aims to assess the following key competencies in teacher candidates:

- To understand and reflect on objectives of language teaching in terms of language skills- listening and speaking, reading, writing, grammar vocabulary and so on.

Topics	Sub-Topics
[A] Language comprehension	<p><b>Unseen passages:</b></p> <p>Two passages one prose or drama and one poem with questions on comprehensions, inference, grammar and verbal ability (prose passage may be literary, scientific or discursive)</p> <p>[Gair nazri iqtabasat padhna] : 2 ektibas, ek nasar ya drama aur ek nazm jis me tafheem, maakhaj, qawaid aur zabani salahiyaton per mubni sawalaat pooche jayenge. (nasri iqtibaas, adbi, scienci, wazahati ya istadaali ho sakta hai)</p>
[B]. Pedagogy of Language Development:	<p>Zaban ki nash-o-nama ka ilm Tadrees:</p> <ol style="list-style-type: none"> <li>Learning and acquisition (aamojash aur iktisab /hasuli)</li> <li>Principles of language teaching (tadrees zaban ke asool nazaryat)</li> <li>Role of listening and speaking, function of language and how children use it as a tool. (sunne aur bolne ka kirdar, zaban ka kaam, aur bache zaban ko bator waseela kaise istemal karte hain)</li> <li>Critical perspective on the role of Urdu grammar in learning a language for communicating ideas verbally and in written form. (zabani aur tehreeri taur per khiyalaat ki tarseel keliye zaban ki aamojash me qawayed ke kirdaar ka tanquidi pehlu)</li> <li>Challenges of teaching urdu language in a diverse classroom, language difficulties, error and disorder (kaseer laasani zamayat me zaban ki tadrees ke masail, zaban ki pecheedgiyan, galtiyan aur naqayes)</li> <li>Language skills (zabani maharatein)</li> <li>Evaluating language comprehension and proficiency: speaking, listening, reading and writing Urdu language. (zaban ki tafheem aur salahiyat ka andaj-o-qadar karna, urdu adab sunna, bolna, parhna aur likhna)</li> <li>Teaching-Learning material: Textbook, multi- media, material, multilingual resource of the classroom. (Tadreesi, aamojashi, mawad dari kitaab, multimedia mewaad, class room ke kaseer laasani wasayal.)</li> <li>Remedial teaching. (islaahi tadrees)</li> </ol>

### Essential Readings

- Urdu textbooks (Classes VI to VIII) prescribed by MBOSE.

## Meghalaya Teacher Eligibility Test (MTET) Syllabus for Mizo (Paper II: Upper Primary Level)

### Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Mizo at the Upper Primary Level (Classes VI to VIII). It emphasises developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

### Key Competencies

The MTET Mizo Paper II syllabus aims to assess the following key competencies in teacher candidates:

- read, and learn to seek information, gain knowledge and learn how to apply in practical life. Helps them to know and understand the meaning of life and responsibility.
- help in reciting poems, words, poetical words and phrases, learn more words, pronunciation, correct reading and knowledge.
- use and learn correct words and grammatically correct sentences. Helps to know more new words and knowledge.

Topics	Sub-Topics
Prose	<ol style="list-style-type: none"> <li>1. Sihchangnei i thawnthu</li> <li>2. Zuk leh hmuam</li> <li>3. Thailungi</li> <li>4. Ho Mai Mai</li> <li>5. Nungcha</li> <li>6. Liandova te unau</li> </ol>
Poetry	<ol style="list-style-type: none"> <li>1. Lawmthu Kan Hrilh Che</li> <li>2. Bei La, Beinawn Rawh</li> <li>3. Aw Chhandamtu Sual Leh Buaina Karah -</li> <li>4. Tlawmngaihna Hlu</li> <li>5. Kanu Hmangaihna Aw Nern Chuan</li> <li>6. Zotui Thiang Te</li> </ol>
Grammar	<ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Comprehension</li> </ol>

### Essential Readings

- Thanseia-MBSE
- R.C.Thanga-MBSE
- C. Saikhuma-MBSE Zosaphara-MBSE Suakliana-MBSE Thanga-MBSE Rokunga-MBSE M.S.Dawngliana-MBSE
- C. Chhuanvawra-MBSE Kaphleia- MBSE
- Lettu-Biakliana-MBSE
- Mizo School textbooks (Classes VI to VIII) prescribed by MBOSE.