A HANDBOOK

ON THE

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

For

Elementary School Teachers

GOVERNMENT OF MEGHALAYA
DIRECTORATE OF EDUCATIONAL RESEARCH & TRAINING
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SHILLONG – 793011

Preface

The Handbook on Meghalaya Teacher Eligibility Test (MTET), provides clear instructions on the Procedure of conducting MTET for Elementary School Teachers are formalized through provisions of clear instructions, reference, needful information and processes.

The Handbook on MTET is based on the instruction and provisions of the RTE Act 2009 and the NCTE pertaining to Qualifications, Eligibility and necessary information aligning with the guidelines on the age limit, medium of Examination as well as the structure and content areas required for the Elemetary School Teachers that detailed towards the nature and standard of questions for both Paper I and Paper II ; the duration of examination, the center to be allotted as well as the Mode of Application.

It also includes Guidelines to Candidates indicating all that is necessary for applying and the procedure thereof till completion, that is Certification.

Another important section in the Handbook is the detailed Syllabus for MTET for both Paper I and Paper II.

It is hoped that the Handbook on the MTET for Elementary School Teachers, will be very useful as an essential reading for all the stakeholders who are working effortlessly towards in making the conduct of MTET for Elementary School Teachers a Success.

Dated : Shillong

The 30th April, 2026

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MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

1. Introduction

In accordance with the provisions of sub- section (1) of Section 23 of the RTE Act 2009, the National Council for Teacher Education (NCTE) Vide Notification dated 23.08.2010 laid down the minimum qualification for a person to be eligible for appointment as a teacher for teaching Classes I to VIII. It had also been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility (TET) which will be conducted by the appropriate Government in accordance with the Guidelines dated 11.02.2011 framed by the NCTE.

2. The Meghalaya Teacher Eligibility Test (MTET)

a. There shall be an eligibility test for all persons who are citizens of India and who are permanent residents of Meghalaya,

   i. In-service teachers teaching Classes I-V & Classes VI-VIII.

   ii. desirous of applying for appointment as school teachers for Classes I-V & Classes VI-VIII.

b. This would apply to schools referred to in clause (n) of Section 2 of the RTE Act 2009, which includes:

   i. A school established, owned or controlled by the appropriate Government or a local authority, referred to in sub-clause (i) of clause (n) of section 2 of the RTE Act.

   ii. An aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority, referred to in sub-clause (ii) of clause (n) of section 2 of the RTE Act and

   iii. An unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority, referred to in sub-clause (iv) of clause (n) of section 2 of the RTE Act.

3. Eligibility to Apply for Meghalaya Teacher Eligibility Test (MTET)

Minimum Qualifications

A. In-service Teachers

All in-service teachers are eligible to apply provided that they are currently teaching in any school within the State.

This provision is made in pursuance of the Supreme Court of India Judgment dated September 01, 2025.

B. Pre-Service Teachers

a. Classes I – V

Higher Secondary (or its equivalent) with at least 50% marks and 2-Year Diploma in Elementary Education (by whatever name known)

OR

Higher Secondary (or its equivalent) with at least 45% marks and 2-Year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms & Procedure), Regulations, 2002

OR

Higher Secondary (or its equivalent) with at least 50% marks and 4-Year Bachelor of Elementary Education (B.El.Ed)

OR

Higher Secondary (or its equivalent) with at least 50% marks and 2-Year Diploma in Education (Special Education)

OR

Graduation and 2-Year Diploma in Elementary Education (by whatever name known)

OR

A person who is pursuing any of the Teacher Education Courses (recognized by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 23rd August 2010.

b. Classes VI – VIII

Graduation and 2-year Diploma in Elementary Education (by whatever name known)

OR

At least 50% marks either in Graduation or in Post-Graduation and Bachelor of Education (B.Ed)

OR

Graduation with at least 45% and 1-Year Bachelor in Education (B.Ed), in accordance with NCTE (Recognition Norms and Procedure), Regulations issued from time to time in this regard.

OR

Higher Secondary (or its equivalent) with at least 50% marks and 4-Year Bachelor in Elementary Education (B.El.Ed)

OR

Higher Secondary (or its equivalent) with at least 50% marks and 4 year B.A/B.Sc.Ed or B.A. Ed./ B.Sc. Ed.

OR

Graduation with at least 50% marks and 1-Year B.Ed. (Special Education)

OR

A person who is pursuing any of the Teacher Education Courses (recognized by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 23rd August 2010.

Note:

i. Relaxation up to 5% in the qualifying marks in the minimum Educational Qualification for eligibility shall be allowed to the candidates belonging to reserved categories of Meghalaya for SC/ST/OST and PwD.

ii. Only Diploma /Degree Course in Teacher Education recognized by the NCTE shall be considered. However, in case of D.Ed (Special Education) and B.Ed (Special Education), a course recognized by the RCI only shall be considered.

iii. A candidate has to ensure his/her eligibility in accordance to the above mentioned criteria.

4. Age Limit

There shall be no age limit for candidates applying for MTET.

5. Medium of Examination

The Medium of Examination shall be in English except for Language papers.

6. Structure and Content Areas of MTET

The Meghalaya Teacher Eligibility Test shall consist of a Written Examination as per the structure and content areas given below:

i. All questions will be Multiple Choice Questions (MCQs) carrying one mark each.

ii. There will be no negative marking.

iii. The Written Examination will consist of two (2) Papers.

(a) Paper I will be for a candidate aspiring to be a teacher for Classes I – V.

(b) Paper II will be for a candidate aspiring to be a teacher for Classes VI – VIII.

(c) A candidate aspiring to be a teacher for both Classes I to V and for Classes VI – VIII will have to appear in both papers (i.e., Paper I & Paper II)

PAPER – I (for Classes I-V)
Total number of MCQs: 150
Structure and Content Areas

Sl. No.	Content Areas	Total No. of Questions	Total Marks
i.	Child Development and Pedagogy	30 MCQs	30 Marks
ii.	Language I (Khasi/Garo/Assamese/Bengali/ Hindi/Nepali)	30 MCQs	30 Marks
iii.	Language II (English)	30 MCQs	30 Marks
iv.	Mathematics	30 MCQs	30 Marks
v.	Environmental Studies	30 MCQs	30 Marks

PAPER - II (for Classes VI-VIII)
Total number of MCQs: 150
Structure and Content Areas

Sl. No.	Content Areas	Total No. of Questions	Total Marks
i.	Child Development and Pedagogy (Compulsory)	30 MCQs	30 marks
ii.	Language I (Compulsory) (Khasi/Garo/Assamese/ Bengali/ Hindi/Nepali/ Urdu/Mizo)	30 MCQs	30 marks
iii.	Language II- Compulsory (English)	30 MCQs	v
iv.	(a) Mathematics & Science: For Mathematics and Science Teacher or (b) Social Science: For Social Science Teacher	60 MCQs	60 marks

Note : *For a candidate aspiring to be a teacher for Classes VI-VIII, he/she must appear in i, ii, iii and in either iv (a) or iv (b).*

7. Nature and Standard of Questions

a. Paper I:

i. 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, focussing on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.

ii. The test items for Language-I, will focus on the proficiencies related to the medium of instruction. (As chosen from list of prescribed language options in the application form).

iii. Language-II (English) - The test items in Language-II will focus on the elements of language, communication and comprehension abilities.

iv. The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. In all these subject areas, the test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for Classes I – V.

v. The test items for Paper I will be based on the topics of the prescribed syllabus of the State for Classes I – V, but their difficulty standard as well as linkages, could be up to the Secondary Stage.

b. Paper II:

i. The test items on Child Development and Pedagogy will focus on Educational Psychology of teaching and learning, relevant to the age group 11 – 14 years focussing on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.

ii. The test items for Language – I will focus on the proficiency related to the medium of instruction, as chosen from list of prescribed options in the Application Form.

iii. Language - II (English) - The test items in Language-II will focus on the elements of language, communication and comprehension abilities.

iv. The test items in Mathematics and Science, and Social Science will focus on the concepts, problem solving abilities and pedagogical understanding of these subjects. The test items shall be evenly distributed over different divisions of the syllabus of that subject as prescribed for Classes VI-VIII.

v. The questions in the tests for Paper II will be based on the topics of the prescribed syllabus of the State for Classes VI-VIII but their difficulty standard as well as linkages could be up to the Senior Secondary Stage.

8. Qualifying Marks

The pass percentage for MTET is 60% with a relaxation of 15 % for SC/ST/OST of Meghalaya and PwD candidates. i.e., the qualifying marks is 90 out of 150. The qualifying marks for SC/ ST/OST of Meghalaya and PwD candidates are 68 marks out of 150.

Note : *Qualifying the MTET would not confer a right on any candidate for recruitment/ employment as it is only one of the eligibility criteria for appointment.*

9. Duration

The duration of the Written Examination shall be 2 ½ (two and a half hours) for each paper.

Reporting Time	-	8:00 AM
Paper I	-	10:00 AM – 12:30 PM
Paper II	-	2:00 PM – 4:30 PM

30 minutes extra will be given for Person with Disability (PwD).

10. Centre

The MTET will be conducted Sub-Divisional School Education Office (SDSEO)–wise.

11. Mode of Application

Application will be through online mode only.

12. Notes to candidates

i. Candidates need to visit the official website of the Education Department/DERT web portal.

ii. Candidates need to apply separate applications for Paper-I and Paper-II.

iii. An application form without the candidate's recent passport size photo and signature will be rejected.

iv. An application form should be carefully and completely filled in by the candidate.

v. Correspondence/ request pertaining to errors committed by a candidate will not be entertained and such applications will be rejected.

vi. Applicants should create their own email ID for all MTET related correspondence.

vii. Applicants are instructed to go through the preview page of their application form before the final submission.

viii. It is mandatory for candidates to retain the same address, contact number and email id submitted in the applications for all correspondence.

ix. No change of address, contact number and email Id will be entertained, and DERT will not be held responsible for non-receipt of communication/letters, etc.

x. Candidates are to note down their OTP/ Password and other Login details.

xi. Candidates providing false and misleading information will be rejected/ disqualified at any stage of the Examination Process.

MTET Application Form: Photograph and Signature

Document	Details	Size	File Format
Photograph	Recent passport size coloured photograph against a white background	20 KB - 100 KB	jpg/jpeg/png
Signature	Signature should be legible	20 KB - 100 KB	jpg/jpeg/png

13. Examination Fees

Sl. No	Levels	Fees	
1	Paper – I	General	SC/ST/OST of Meghalaya
		Rs. 1000	Rs. 500
2	Paper – II	Rs. 1000	Rs. 500
3	For both papers (Paper I & II)	Rs. 2000	Rs. 1000

Note : *PwD candidates are exempted from paying Examination Fees.*

14. Admit Card

Admit Cards can be downloaded from the official website of the Education Department at www. megeducation.gov.in

If a candidate is not able to download the Admit Card, he/she may report the matter to the concerned Officer-in-Charge, at least 5 days before the date of the examination.

15. Results

a) The Answer Keys will be available in the official website www.megeducation.gov.in

b) In case a candidate is not satisfied with any of the uploaded Answer Keys, he/she can contest through written application via a valid personal email address to dert.megh@gmail.com.

c) A separate Notice will be issued relating to the uploading of the Answer Keys. [No application of contest will be entertained after the last date.]

d) The MTET results will be available in the official website of the Education Department at www.megeducation.gov.in

e) Re-evaluation of OMR Answer Sheet (s) will not be entertained at any cost.

16. Certification

The MTET Passed Certificate will be issued by the Directorate of Educational Research and Training to the qualified candidates through the respective/concerned Officer-in-charge (DERT/DIETs).

17. Error in the Certificate

In case a candidate finds an error in the MTET Passed Certificate, the same may be reported with a written application through respective/ concerned Officer-in-charge (DERT/DIETs) within 45 days from the date of issuing of the certificate.

18. Validity

The validity period of MTET qualifying certificate shall remain valid for life.

19. Expulsion of Candidates

i) Candidate (s) found using unfair means such as copying from fellow candidates, copying from loose sheets or printed books or papers, writing or scribbling on any other materials for writing the test will be expelled and will be barred from appearing the MTET in future.

ii) Answer sheets must be immediately taken away along with all the incriminating materials found in his/her possession.

MEGHALAYA TEACHER ELIGIBILITY TEST

(MTET)

SYLLABUS FOR PAPER-I

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET) SYLLABUS FOR CHILD DEVELOPMENT AND PEDAGOGY PAPER - I

Total Marks: 30

The Child Development and Pedagogy syllabus for the Paper-I is designed to assess the candidate's understanding of child development, teaching-learning processes, inclusive practices and assessment strategies required to teach children in Classes I–V.

Key Competencies

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

1. Demonstrate understanding of the nature and principles of child development, including the physical, cognitive, social, emotional and moral aspects of development in children from infancy to childhood.
2. Analyze factors influencing child development in diverse socio-cultural and gender contexts to create supportive and inclusive learning environments.
3. Demonstrate an understanding of inclusive education and effectively support the learning needs of children with disabilities and exceptional learners.
4. Apply child study methods such as observation, reflective journals, case studies and portfolios to monitor and document children's progress.
5. Implement developmentally appropriate teaching and learning strategies, including learner- centered and constructivist approaches, to cater to diverse learning styles.
6. Utilize assessment techniques such as formative, summative and school-based assessments to evaluate and enhance student performance.

Topics	Sub-Topics
1. Understanding Child Development	Concept and nature of development.
	Stages of development: Infancy to childhood.
	Factors affecting child development in socio-cultural contexts.
2. Aspects of Child Development	Physical and motor development.
	Cognitive development: Piaget's stages of development.
	Social and emotional development.
	Moral development: Kohlberg's theory.
	Language and communication development.

3. Gender Development	Concept of gender and sex.
	Gender socialization during childhood.
	Issues of gender inequality: Gender bias and inequities in educational practices.
	Role of the teacher in promoting gender equality and sensitivity.
4. Methods of Child Study	Methods of studying children:
	Naturalistic observation and participant observation.
	Case study and anecdotal records.
	Reflective journals and student portfolios.
	Questionnaires and unstructured interviews.
5. Inclusive Education and CWSN	Concepts and meaning of inclusive education.
	Difference between integrated and inclusive education.
	Understanding disability: Types of disabilities and challenges faced by learners.
	Understanding exceptional learners: Gifted, talented, creative, slow learners and underachievers.
	Role of the teacher in creating inclusive classrooms and supporting children with special needs (CWSN).
6. Learning and Pedagogy	Concept of teaching and learning: Factors affecting learning.
	Basic learning styles: Audio, visual and tactile/kinesthetic learners.
	How children learn: Observation, inquiry and exploration.
	Teaching skills and classroom activities.
	Steps in lesson planning: Pre-teaching, transaction of lessons and post-teaching.
	Approaches to teaching: Teacher-centered, learner-centered and constructivist approaches.
	School internship experiences and reflective practices.
7. Assessment of Students' Performance	Assessment for, as and of learning.
	Types of assessment: Formative, summative and diagnostic assessment.
	School-Based Assessment (SBA): Characteristics, features and importance.
	Techniques and tools of SBA: Activity-based assessments, observation, rubrics and achievement tests.

Essential Readings

1. Understanding the Primary School Child, Basic Issues in Child Development – IGNOU.
2. How Children Learn? – Holt, J.
3. D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR ENGLISH
PAPER – I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching English at Classes I - V. It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

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

1. Develop Oral Language Skills: Facilitate effective listening and speaking for classroom communication and expression.
2. Enhance Reading Skills: Guide students in understanding and analyzing diverse texts to foster a love for reading.
3. Cultivate Writing Skills: Support purposeful writing across various forms to enhance clarity and creativity.
4. Understand Classroom Dynamics: Adapt teaching strategies to address real classroom situations effectively.
5. Utilize Learning Resources: Analyze and use textbooks and other resources to optimize teaching and learning.
6. Apply Assessment Techniques: Implement diverse methods to evaluate and improve student language skills.
7. Demonstrate Language Proficiency: Exhibit strong comprehension, grammar and verbal skills to support foundational learning.

Topics	Sub-Topics
1. Oral Language Development	• Listening skills: Comprehension of instructions, classroom discussions, poetry recitation, newspaper reading, stories, films and note-taking.
	• Speaking skills: Fluency in expressing, summarizing, analyzing, critiquing and opinion-building.
2. Reading Skills	• Reading with understanding: Comprehending various text types, including stories, poems, plays, riddles, jokes, advertisements and instructions for games.
	• Using resources: Dictionary, encyclopedia, internet, newspapers, magazines.
	• Audience performance reading: Reading aloud effectively for an audience.

3. Writing Skills	• Writing with a sense of purpose: Crafting meaningful written forms such as letters, messages, notices, posters, slogans and labelling diagrams/pictures.
	• Reflective writing: Reporting on school events (e.g., assemblies, annual sports, school day) and reflections about learners and their performance.
4. Understanding Classroom Situations	• Textbook analysis: Examining books as effective learning resources and their use in classroom teaching.
5. Assessment Techniques	• Daily classroom assessment: Evaluating students through various activities such as comprehension, inference tasks, grammar exercises and verbal ability.
6. Language Comprehension	• Reading unseen passages: Interpreting prose or poetry for comprehension and inference.
	• Grammar and composition: Assessing the ability to apply grammatical rules and compose written pieces effectively.

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
- MBOSE textbooks for English (Classes I to V)

MEGHALAYA TEACHER ELIGIBILITY TEST SYLLABUS FOR MATHEMATICS
PAPER – I

Total Marks: 30

The mathematics syllabus for Paper-I is designed to evaluate candidates' knowledge, skills and pedagogical competencies in teaching mathematics to young learners. It emphasizes foundational mathematical concepts, problem-solving abilities and effective instructional strategies.

Key Competencies

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

1. Demonstrate a clear understanding of the nature of mathematics, including its precision, abstraction, sequential nature and application of patterns and logic.
2. Apply appropriate teaching strategies such as games, puzzles and play-based methods to make mathematics engaging and accessible for young learners.
3. Relate and apply learning theories, such as those by Piaget and Skemp, to create developmentally appropriate learning experiences.
4. Identify and address issues in learning mathematics, including language barriers and math anxiety (mathematics phobia).
5. Utilize ICT tools and software effectively to enhance teaching and learning in mathematics.
6. Use assessment and evaluation techniques to monitor student progress and provide meaningful feedback.
7. Demonstrate content mastery in numbers, measurements, geometry, patterns, data handling and problem-solving to support the development of numeracy skills in young learners.

Topics	Sub-Topics
1. Nature of Mathematics	• Characteristics of mathematics: Precision, abstraction, hierarchical/sequential structure, patterns and logic.
2. Pedagogical Approaches	• Techniques of teaching mathematics: Games, puzzles, play-based learning.
	• Theories of learning mathematics: Piaget's theory and Skemp's relational understanding of mathematics.
	• Addressing challenges in learning mathematics: Overcoming language barriers and reducing math anxiety.
	• Use of ICT in teaching mathematics: Software tools and applications.

3. Assessment and Evaluation	• Assessment methods: Formative and summative evaluation, tools and techniques for assessing student understanding and skills.
4. Number Systems	• Counting, place value and arithmetic operations (addition, subtraction, multiplication, division).
	• Problem-solving using natural numbers, whole numbers and basic operations.
5. Fractions and Decimals	• Concepts of fractions and decimals: Types, operations (addition, subtraction, multiplication, division) and real-world applications.
6. Percentage	• Understanding percentages and their practical applications in problem-solving.
	• Standard measurement concepts: Length, area, weight, volume, time and money.
8. Geometry and Spatial Understanding	• Identifying and analyzing simple shapes and spatial attributes.
7. Measurement	• Symmetry: Identifying symmetrical figures and understanding the concept of symmetry.
	• Solids around us: Recognizing three-dimensional shapes and their properties.
9. Patterns and Logic	• Numerical and geometrical patterns : Identification, generation and analysis.
10. Data Handling	• Sorting, classification, frequency distribution and simple graph reading.

Essential Readings

- MBOSE textbooks for Class 1 to 5.
- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET) SYLLABUS FOR ENVIRONMENTAL STUDIES (EVS) PAPER-I

Total Marks: 30

This EVS syllabus is designed to assess the knowledge, skills and pedagogical competencies of aspiring Lower Primary teacher candidates in Environmental Studies (EVS). It emphasizes understanding foundational concepts of EVS, connecting them to daily life and fostering a sense of environmental responsibility.

Key Competencies

The EVS syllabus aims to ensure teacher candidates:

1. Demonstrate knowledge and understanding of the nature, scope and importance of EVS at the elementary stage.
2. Apply learning objectives of EVS as outlined in the NCF 2005, emphasizing the integration of EVS with daily life.
3. Use a variety of approaches to teaching-learning EVS, including observations, activities, group work and field visits.
4. Design and apply assessment methods to evaluate students' progress effectively in EVS.
5. Utilise diverse teaching-learning resources, including local materials and multimedia, to enhance student understanding.
6. Analyse and teach concepts related to natural resources, biodiversity and sustainable practices, with a focus on Meghalaya's unique environment and culture.

Topics	Sub-Topics
Introduction to EVS	Nature, scope and importance of EVS at the elementary stage.
	Relationship of EVS with Science and Social Science.
	Environmental Studies and Environmental Education.
Learning Objectives	Aims and objectives of teaching EVS with reference to NCF 2005.
Approaches to Teaching-Learning EVS	Observations, activities, discussions, group work, field visits, projects, surveys and experimentation.
Assessment in EVS	Types, purpose, tools and techniques of assessment in EVS.

Learning-Teaching Resources	Local resource materials (e.g., newspapers, films, photographs).
	Collections such as seeds, leaves, stamps, stones and local maps.
Content Areas	Natural resources: Air, water, soil and their conservation.
	Plants and animals: Their significance in the environment.
	Food: Types and importance of healthy food.
	Things around us: Public properties and their importance.
	Biodiversity: Concepts, causes of loss and conservation.
	Meghalaya's physical features, vegetation, climate, wildlife, origin and life of the Khasis and Garos and their occupations.
Environmental Conservation	Pollution: Causes, types (air, water, soil, industrial) and sustainable practices.

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
- MBOSE textbooks for EVS (Classes III - V)
- Source Book in Assessment in EVS -NCERT

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR KHASI
PAPER I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Khasi at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Khasi Paper I 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 ki sap bapher jong ka ktien ha ki khep kiba iahab.
- Ka jingnang kumno ban pyndonkam ia ki buit, ki rukom hikai bapher bapher katkum ki jait lynnong ha ka por hikai bad ka jingnang kumno ban pyndonkam ia ki rukom pynshongdor bapher bapher.
- Ka jingtip bad jingsngewthuh ia ki jinglong tynrai jong ka ktien Khasi practices, with a focus on Meghalaya's unique environment and culture.

Topics	Sub-Topics
• Ka jingthoh bym pat ju iohi (unseen passage)	Ban jubab ia ki jingkylli ba la ai halor ka jingthoh kaba ym pat ju iohi.
• Ka poim bym pat ju iohi (unseen poem)	Ban jubab ia ki jingkylli ba la ai halor ka poim kaba ym pat ju iohi

• Ki sap bad bor jinglah bapher ha ka jingpyndonkam ia ka ktien lajong bad ka jingpyndonkam ia kiwei pat ki jait ktien.	(a) Ki sap bapher: 1. Ka sap ban sngap – Ki jait jingsngap, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka. 2. Ka sap ban kren – Ki jait rukom kren, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ki khep bapher bapher, jingiadei para briew bad ki jingthmu bapher bapher. 3. Ka sap ban pule – Ki rukom pule bapher bapher, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ka jingkwah ne jingdawa, ki jingbakla ha ka rukom pule kot. 4. Ka sap ban thoh - Ki jait jingthoh bapher bapher, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ka jingkwah ne jingdawa. (a) Jingpyndonkam bun ki jait ktien ha ka jinghikai (multilingualism) : 1. Ka ktien ba kren ha la Ïieng. 2. Ka jingpyndonkam ia ka ktien kren ha ka jingim kaba manla ka sngi. 3. Kumno ka ktien khun/ktien tnat ka kylla ktien pdeng. 4. Jingpynroi bad jingpyndonkam ia kiwei pat ki ktien, ha ki skul/ki Ïieng ki sem ne ka imlang sahlang.
• Ki buit, rukom hikai bad ki rukom thew.	(a) Ki buit bad rukom hikai: 1. Ki buit bad rukom hikai ia ki khynnah katkum ka rta bad kyrdan pule. 2. Ki buit bad rukom hikai katkum ki jait lynnong bad jait jingthoh. 3. Ki rukom pynkhreh ia ki lynnong hikai. 4. Ki rukom shna bad pynkhreh ia kino kino ki tiar iarap hikai. 5. Ki rukom pynkhih jingmut ia ki khynnah. 6. Ki rukom kylli jingkylli ia ki khynnah ha ka por ba hikai. 7. Ki rukom thew ia ka jingioh jinghikai ki khynnah ha ka por ba dang hikai. (a) Ki rukom pynshongdor: 1. Ka rukom shna ia ki jait jingkylli. 2. Ki buit pynshongdor ia ka jingtbit katkum ki jait jingtbit ha ka ktien. 3. Ki buit pynshongdor jingtbit katkum ka rta bad kyrdan pule ki khynnah. 4. Ki buit pynshongdor jingtbit katkum ki jait jingthoh ba la pule da ki khynnah. 5. Ki tiar ban thew jingtbit ia ki khynnah.

• Ka kramar bad ki jinglong tynrai jong ka ktien Khasi	(a) Ka Kramar 1. Ki adverb 2. Ki dak sangeh 3. Ka rukom pyndonkam ia kajuh 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

Essential Readings

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

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR GARO
PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Garo at the Lower Primary Level (Classes I to V). It emphasises foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

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

- Ku·sik aganani ba ku·riting aganna man·ani kam bewalrangko skie ra·a.
- Songsalni obostao ku·sikko nangani kri jakkalna sapa.
- Mingbri ku·sikko skie ra·anio changa-sapanirangni gamchatanirangko skie ra·na man·a.
- Skie ra·ram biapo changa-sapanirangko aro skianio nanggipa bosturangko uie jakkalna sapa.
- Knatimna sapanirangko namdapatani cholrangko skie ra·a.
- Aganna sapanirangko namdapatani cholrangko skie ra·a.
- Poraina sapanirangko namdapatani cholrangko skie ra·a.
- Sena sapanirangko namdapatani cholrangko skie ra·a.
- Sentenceko u·ie uko rikna sapaniko, subject aro predicateko , object aro parts of speechni gimin u·ie uarangko jakkalna sapa.

Topics	Sub-Topics
• Ku·sik aganani ba ku·riting aganna man·ani kam bewal	• Noko agangipa ku·sik ba skulo agangipa ku·sik • Ku·sikni Kamrang Ku·sikko man·ani
• Songsalni obostao ku·sikko jakkalani	• Bi·sani Ma·ani Ku·sik (Child's Mother Language)/ Noko agangipa ku·sik aro uni gamchatan Standard Ku·sik aro Dialectrang
• Mingbri Ku·sikko skie ra·anio changa-sapanirangni gamchatanirang	• Knatimna sapanirang • Aganna sapanirang • Poraina sapanirang • Sena sapanirang

• Skie ra·ram biapo changa- sapanirangko jakkalani	• Mingbri changa-sapanirangko jakkale dingtangmancha-gipa katta bichongko skiani bewalrang Skichakram biapo lessonko skina, skianio kra- ma·gapgipa bosturangko jak-kalani
• Maikai knatimna sapanirangko namdapatgen?	• Golpoko knatimani • Poedoko knatimani • Agangrikaniko knatimani
• Maikai aganna sapanirangko namdapatgen?	• Golpo aganani • Dakmesokani • Agangrikani • Dialogue aro Role Playrang • Mingani (Recitation) • Gitrang • Rhymerang • Poedorang • Ku·sikko jakkale kal·anirang (Language Games) Ma·rap- ma·rap ring·taitaianirang ba mingtaitaianirang (Chants)
• Maikai poraina sapanirangko namdapatgen?	• Golpoko u·i-ma·sie poraiani • Poedoko u·i-ma·sie poraiani • Katta grigipa noksani ki·taprang • Noksako poraiani ba noksa gnanggipa ki·tapko poraiani Skigipani gam·e poraiani
• Maikai sena sapanirangko namdapatgen	• Chitti seani aro dorgasto (Application) seani • Paragraph seani • Punctuationko tik ong·e jakkalani • Noksako bikote salani • Environmental print aro skichakramo gapchipe noksa ba seanirangko bikotani
• Grammarko skiani	• Sentence aro uko rikani • Subject aro predicate • Object • Parts of speech

Essential Reading :

- Aesopni Golporang: Tura Book Room.
- History of Garo Literature: M.S. Sangma.
- A·chik Grammar: E.G. Philips, M.A, Tura Book Room, West Garo Hills
- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Garo textbooks (Classes I-V) prescribed by MBOSE.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR HINDI
PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Hindi at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

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

- Hindi Bhasa main sahitya ke vibhinna vidhaon/rupon jaise kavita, kahani, nibandh, lekh aur natak aadi ko samajh kar padh sakenge aur apne rai, vichar, bhav aadi ko tarkik rup main maukhik, sanketik evam likhit roop main abhivyakth kar sakenge.
- Bhasha Kaushal ke vibhinna rupon ke prabhavi vikas aur Hindi vyakaran ki samajh se sahi aur prabhavshali bhasha paryog main sahayak aur saksham honge.

Topics
Unit I: PADYA (POETRY)
1. Prakriti ka Sandesh
2. Ham Anek, Kintu EK
3. Kadamb ka Ped
4. Meri Abhilasha Hai
Unit II: GADYA (PROSE)
1. Hamare Ped Paudhe
2. Imandari shrestha Niti
3. Do Bailon ki katha
4. Kaki
Unit III: Vyakaran Aur Rachana
1. Bhasha Kaushal Vikas
2. Varna: Swar, Vyanjan aur Matrayen
3. Sangya
4. Ling
5. Vachan
6. Vilom Shabda
7. Anek Shabdon ke liye EK shabda

Essential Readings

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

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR ASSAMESE
PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Assamese at the Lower Primary Level (Classes I to V). It emphasises foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

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

1. Asamiya bhashar utpatti aru iyar bikash samparke jyan aharan kariba pariba
2. Asamiya sahityar bikkhyat sahityik kisumanar bishaye jyan labh kariba pariba
3. Grammar
    - Padar bibhinna Prakar sambandhe buji loi Asamiya bhasha kowa aru llikhanar khetrat iyar shuddha byabahar kariba pariba
    - Karak aru iyer prakarar bishaye sampurna jyan aharan kari Asamiya bhasha kaote aru lihkote iyer shuddha byabahar kariba pariba
    - Lingar bibhinna byabahar samparke jyan aharan kariba pariba
4.

- Sikhsar khetrat matribhashar gurutta kenekuwa tak janiba pariba
- Matribhasha shikar udyeshya samparke buji paba

Topics	Sub-Topics
• Asamiya Bhasar Janma Aru Bikash	a. Asamiya bhashar utpatti b. Upabhasha c. Asamiya Manya bhasha aru Upabhasha
• Asamiya Sahityar Nirbasita Sahityikar Parichay	Madhab Kandali, Ram Saraswati, Sankardev, Madhabdev, Lakhminath Bezbaruah, Jyotiprashad Agarwala, Rajanikanta Bardaloi, Hemchanda, Goswami.

• Pad prakaran	Bisheshya,Bisheshan,Sarbanam,Kriya
• Karak	Karta, Karma, Karan, Sampradan, Apadan, Adhikaran
• Linga	Punglinga, Streelinga, Ubhaylinga
• Shikkhar khetrat matribhashar gurutta	
• Matribhasha shikkhanar lakkhya aru udyeshya	

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Assamese Textbook (Classes I to V) prescribed by MBOSE.
- Asamiya Bhasar Bibhinna Dish; Mat Aru Bitarkita Mat: Dr. Ramesh Pathak, Jyoti Prakash, Guwahati, Assam.
- Asamiya Sahityar Samikkhatmak Ittibitta: Satyendranath Sharma,
- Rasana Bisitra: Dharmasingha Deka, Bohol Byakaran: Satyanath Bora
- Asamiya matribhasha shikkhan paddhati; Haliram Das

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR BENGALI
PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Bengali at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Bengali Paper 1 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
• Barna	Swarborno, Bynjamborno, Konthya Borno, Talabyaborno, Murdhanya Borno, Dontya Borno, Ostoborno, Alpo Pram Borno, Mohapranborno.
• Pad O Pader Prakarbhed	Bishesya, Bishesan, Sarbonam, Abyoy O Kriya
• Linga Pariborton	swar sandhi and byanjan sandhi
• Biparit Shabdo	Ishwarchandra Vidyasagar, Bankimchandra Chattopadhyay, Rabindranath Thakur, Sharat Chandra Chattopadhyay, Bibhuti Bhuran Bondyapadhyay. Nazrul Islam
• Bakya Songkochon (Ek Kothay Prakash)	Nirbachita Gadya a. Chuti by Rabindranath Thakur b. Aashcharjya prani by Satyajit Roy c. Ganga nadi by Lila Mazumdar Padya a. Ishwarchandra Vidyasagar by Madhusadan Dutta b. Maaby Debendranath Sen c. Debatar sthan by Satyendranath Dutta

• Sandhi bicched	Suggested books: Ucchatara bangla byakaran by Bamandeb Chakraborty ,Akshay malancha publication. Adhunik bangla byakaran by Somnath Chakraborty, Chaya prakashini. praibet limited. Bangla byakaran O Nirmiti by Amal Pal Vani Bichitra by Piyush Dey , Bani prakashni Galpaguccha by Rabindranath Thakur, Vishwa Bharati Prakashana Shaj para (part eight) Subhas Bhattacharjee (Sangkalak), Shishu Sahitya Sangsad.
• Sahitiyik Porichiti	
• Nirbaachata gadya O padya	

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Bengali textbooks (Classes I to V) prescribed by MBOSE.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR NEPALI
PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Nepali at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Nepali Paper I 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. Sunai (hearing) b. Bolai (speaking) c. Padhai (Reading) d. Lekhai (writing)
Unit-II Jeewom Vyaktitwa (life and works)	a. Surya Bikram Gewali- Motilal Subedi b. Laxmi Prasad DevKota-Sarad Gewali c. Tirot Sing-Ym Lal Adhikari d. Ram Singh Thakuri- Tek Narayan Upadhaya
Unit-III Kavita Rakatha (Poetry and Story)	a. Biralo - Krishna prasad Gewali b. Janma Bhumi - Hari Bhakta Katuwal c. Bhagya Mani ko Bhutai Kamaro - Nima Chhring Sherpa d. Jayanta ko bihe - Boge Newar

Unit IV Nivandha RaPrabandha (Essay and Prose)	a. Prani haru dwara atma raksha bbhinna tarika - Surya Prasad Adhikari b. Mahasagarko atma Katha -Paras Mani Pradhan c. Nepali jatiko pragati - Jagat chettri d. Nepali Ukhan -Raj Narayan
Unit – V Vyakaran RaRachana (Grammar and Composition)	a. Varna, Matra ra Shabdharuko Sanyojan b. Vakya Vinyas c. Shabd Vibhag (Naam, Sarvanaam, Kriya ra Vishesham Ko Parichay) d. Sandhi, Samas ra Vachya.

Essential Readings

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

MEGHALAYA TEACHER ELIGIBILITY TEST

(MTET)

SYLLABUS FOR PAPER - II

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 Class VI-VIII 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	• Meaning and concept of growth and development.
	• Developmental characteristics of childhood and adolescence.
	• Development of children in socio-cultural contexts and its relationship to learning.
	• Factors influencing development.

2. Aspects of Developmen	• 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	• 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).

7. Assessment of Students' Performance	• 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.

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:

Total Marks: 30

The English syllabus for Classes VI–VIII is designed to assess candidates' knowledge, skills and pedagogical competencies to teach English at this level effectively. It emphasizes developing language proficiency, applying pedagogical approaches and fostering reflective and inclusive classroom practices.

Key Competencies

The English 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
1. Functional Aspects of Language	• What is language ? Purpose and meaningful use of language.
	• Social context of language: Influence of mother tongue, multilingual classrooms and the status of English in India.
2. Oral Language Development	• Strategies for oral language development: Activities for developing extempore speech.
	• Communicative Competence in children -roleplay, recitation, storytelling, debates, extempore speech, etc
	• Developmental stages of reading and writing.

3. Reading Skills	• Types of reading: Reading across the curriculum (content-based and narrative texts).
	• Role of schema in reading comprehension.
	• 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-orientedassessment in constructivist classrooms : Evaluating content over form and structure.
	• Use of portfolios and reflective journals for ongoing evaluation.
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

Total Marks: 30

The Mathematics syllabus for Paper II evaluates candidates' knowledge, understanding and pedagogical skills in mathematics for teaching Classes VI-VIII. It emphasizes 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.

Topics	Sub-Topics
1. Foundations of Mathematics	• Building blocks of mathematics : Definitions, axioms, conjectures, proofs and counter examples.
	• Place of Mathematics in the school curriculum.
	• Mathematics outside the classroom: Relating mathematical concepts to daily life.
2. Teaching Methods in Mathematics	• Methods of teaching mathematics: Inductive-Deductive, Analysis-Synthesis, Problem-solving, Project-based learning and Discovery methods.
	• ICT tools and resources: Learning apps, software and interactive tools for teaching mathematics.
	• Community Mathematics: Using local resources and collaborative programs to enhance learning.

3. Assessment and Evaluation	• 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 ± b)2, (a2-b2) 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.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR SCIENCE
PAPER II

Total Marks: 30

The MTET Science syllabus for this Level (Classes VI–VIII) is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates. It emphasizes 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.

Topics	Sub-Topics
Nature of Science	Scientific knowledge and inquiry.
	Scientific methods and attitudes.
Learning Objectives	Aims and objectives of teaching Science as outlined in NCF 2005.
Assessment	Types, purpose, tools and techniques of assessment in Science.
	Remedial teaching strategies.
Approaches to Teaching-Learning	Observation, experiment, hands-on activities and concept mapping.
	Application of inquiry-based and experiential learning methods.

Teaching-Learning Resources	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

Total Marks: 30

The MTET Social Science syllabus for this Level (Classes VI–VIII) assesses candidates' understanding of key concepts, historical and geographic knowledge, civic principles and pedagogical strategies. It emphasizes 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. Utilize 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.

Topics	Sub-Topics
1. Nature and Scope of Social Science	• Concept of Social Science.
	• Differences between Social Science and Social Science.
	• Aims of Social Science Education.
	• Approaches in Social Sciences: Systematic and Regional Approach.
	• Traditional and Modern Approach.
	• Reconstruction of History through evidences.
	• Inter-Disciplinary Approach.
	• Theme based approach.
	• Inquiry and Reflective Approach.

2. Pedagogical Strategies	• Oral Histories.
	• Issue based learning.
	• Co-operative Learning.
	• Experiential Learning.
	• Concept Mapping and Mind Mapping.
	• Discovery Learning.
	• Problem Solving.
	• Contextualization.
	• Inquiry learning.
	• Digital Pedagogy.
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 G Meghalaya.
	• Resources of India (Land and soil, Water, Forest, Minerals).
	• Agriculture of India G 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.
	• Understanding Banking; Types of Accounts.

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

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 emphasizes 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
• Ka jingthoh bym pat ju iohi (unseen passage	Ban jubab ia ki jingkylli ba la ai halor ka jingthoh prous kaba ym pat ju iohi.
• Ka poim bym pat ju iohi (unseen poem)	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. (b) Ki rukom shemphang ia ka jingthoh ba ngi pule: Top-down model, Bottom-up model bad Interactive model. (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.

• Ki bynta kiba iasnoh bad ka jingpyrshang sngewthuh ia kaei ba ngi pule	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.
• 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 kajuh 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/Ïapher 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

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 emphasizes 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.
- Poraianio 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
• Poraie u·iani aro miksonganiko bikotani-Schema theory	• Miksongani (meaning) • Kam (role) • Schemako jakkalani (activating Schema) Schemako ong·atani (building Schema)
• Poraianina tarisamsoani	• KWL • SQ3R • See ra·aniko tariani (Note- taking) • Kan·dike agangopani (Summarising) • Skimming • Scanning Miksonganiko bikotaniko mesokna skigipani gam·e chanchiani

• Grammarko skiani	Poraianio tarisamsoaniko name ma·sie uko nangani kri jakkalna sapa.
• Dingtang dingtang skiani bewalrang aro skina tarisamsoanirangko jakkale maikai prose aro poetryko skigen.	Sentenceara maia, uni niamrangko aro maidakgipa bewalrango jakkala uko u·ie ra·na man·a.
• 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 Comprehen-sive 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 G 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

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.
- Bhasha Kaushal ke vibhinna rupon ke prabhavi vikas aur Hindi vyakarna ki samajh se sahi aur prabhavshali bhasha 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. Bhasha 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

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Assamese at this Level (Classes VI to VIII). It emphasizes 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]	Lakkhinath 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

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 emphasizes 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
• Dhwani paribartan	a. Swarsangati,Swarbhakti,Apinihiti,AbhishrutiBomobiparjoy 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.

• Nirbachita Gadya O Padya	Gadya • Postmaster -by Rabindranath Tagore • Samudrer swadh-by Manik Bandyopadhaya • Bharatbassha-by S. Wazed Ali • Padya • Bharat tirtha- Rabindranath Tagore • kandari hushiyar- Nazrul Islam • Banglar mukh- by Jibonananda Dash

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

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Nepali at this Level (Classes VI to VIII). It emphasizes 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 Bhanda 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

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Urdu at this Primary Level (Classes VI to VIII). It emphasizes 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	**Unseen passages :** Two passages one prose or drama and one poem with questions on comprehensions,inference,grammer and verbal ability (prose passage may be literary,scientific or discursive) [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

[B]. Pedagogy of Language Development:	Zaban ki nash-o-nama ka ilm Tadrees: 1. Learning and acquisition (aamojash aur iktisab /hasuli) 2. Principles of language teaching (tadrees zaban ke asool nazaryat) 3. 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) 4. 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) 5. 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) 6. Language skills (zabani maharatein) 7. 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) 8. 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.) 9. Remedial teaching. (islaahi tadrees)

Essential Readings

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

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)
SYLLABUS FOR MIZO
PAPER II

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	1. Sihchangnei i thawnthu 2. Zuk leh hmuam 3. Thailungi 4. Ho Mai Mai 5. Nungcha 6. Liandova te unau
Poetry	1. Lawmthu Kan Hrilh Che 2. Bei La, Beinawn Rawh 3. Aw Chhandamtu Sual Leh Buaina Karah - 4. Tlawmngaihna Hlu 5. Kanu Hmangaihna Aw Nern Chuan 6. Zotui Thiang Te
Grammar	1. Gender 2. Comprehension

Essential Readings

- Thanseia-MBSE
- R.C.Thanga-MBSE
- C. Saikhuma-MBSE Zosapthara-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.