

Meghalaya Teacher Eligibility Test (MTET)

Syllabus for Child Development and Pedagogy

(Paper - I : Lower Primary Level)

Total Marks : 30

The Child Development and Pedagogy syllabus for the Lower Primary Level 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 (LP) aims to ensure that teacher candidates:

- 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.
- Analyse factors influencing child development in diverse socio-cultural and gender contexts to create supportive and inclusive learning environments.
- Demonstrate an understanding of inclusive education and effectively support the learning needs of children with disabilities and exceptional learners.
- Apply child study methods such as observation, reflective journals, case studies and portfolios to monitor and document children's progress.
- Implement developmentally appropriate teaching and learning strategies, including learner-centred and constructivist approaches, to cater to diverse learning styles.
- Utilise 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-centred, learner-centred 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: Lower Primary Level)

Total Marks : 30

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

Key Competencies

The MTET English Paper I syllabus aims to assess the following key competencies in 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 analysing 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. Utilise Learning Resources: Analyse and use textbooks and other resources to optimise 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	<ul style="list-style-type: none"> Listening skills: Comprehension of instructions, classroom discussions, poetry recitation, newspaper reading, stories, films and note-taking. Speaking skills: Fluency in expressing, summarizing, analysing, critiquing and opinion-building.
2. Reading Skills	<ul style="list-style-type: none"> Reading with understanding: Comprehending various text types, including stories, poems, plays, riddles, jokes, advertisements and instructions for games. Using resources: Dictionary, encyclopaedia, 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 : Lower Primary Level)

Total Marks : 30

The Mathematics syllabus for Paper I (Lower Primary Level) is designed to evaluate candidates' knowledge, skills and pedagogical competencies in teaching mathematics to young learners. It emphasises 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. Utilise 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	<ul style="list-style-type: none"> Characteristics of mathematics: Precision, abstraction, hierarchical/sequential structure, patterns and logic.
2. Pedagogical Approaches	<ul style="list-style-type: none"> 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.
7. **Measurement**
 - Standard measurement concepts: Length, area, weight, volume, time and money.
8. **Geometry and Spatial Understanding**
 - Identifying and analysing simple shapes and spatial attributes.
 - Symmetry: Identifying symmetrical figures and understanding the concept of symmetry.
 - Solids around us: Recognising 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: Lower Primary Level)

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 emphasises 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, emphasising 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	<p>Nature, scope and importance of EVS at the elementary stage.</p> <p>Relationship of EVS with Science and Social Science.</p> <p>Environmental Studies and Environmental Education.</p>
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	<p>Local resource materials (e.g., newspapers, films, photographs).</p> <p>Collections such as seeds, leaves, stamps, stones and local maps.</p>
Content Areas	<p>Natural resources: Air, water, soil and their conservation.</p> <p>Plants and animals: Their significance in the environment.</p>

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: Lower 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 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 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

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.	<p>(a) Ki sap bapher;</p> <ol style="list-style-type: none"> 1. <u>Ka sap ban sngap</u> – Ki jait jingsngap, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka. 2. <u>Ka sap ban kren</u> – 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. <u>Ka sap ban pule</u> – 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. <u>Ka sap ban thoh</u> - Ki jait jingthoh bapher bapher, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ka jingkwah ne jingdawa. <p>(a) Jingpyndonkam bun ki jait ktien ha ka jinghikai (multilingualism):</p> <ol style="list-style-type: none"> 1. Ka ktien ba kren ha la ieng. 2. Ka jingpyndonkam ia ka ktien kren ha ka jingim kaba manla ka sngi. 3. Kumno ka ktien khun/ktien that ka kylla ktien pdeng. 4. Jinglynroi bad jingpyndonkam ia kiwei pat ki ktien, ha ki skul/ki ieng ki sem ne ka imlang sahleng.

- 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 kajuha 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: Lower 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 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
<ul style="list-style-type: none"> • Ku-sik aganani ba ku-riting aganna man·ani kam bewal • Songsalni obostao ku-sikko jakkalani • Mingbri Ku-sikko skie ra·anio changa-sapanirangni gamchatanirang • Skie ra·ram biapo changa-sapanirangko jakkalani • Maikai knatimna sapanirangko namdapatgen? 	<ul style="list-style-type: none"> • Noko agangipa ku-sik ba skulo agangipa ku-sik • Ku-sikni Kamrang Ku-sikko man·ani • Bi·sani Ma·ani Ku-sik (Child's Mother Language)/ Noko agangipa ku-sik aro uni gamchatan Standard Ku-sik aro Dialectrang • Knatimna sapanirang • Aganna sapanirang • Poraina sapanirang • Sena sapanirang • Mingbri changa-sapanirangko jakkale dingtangmanchagipa katta bichongko skiani bewalrang Skichakram biapo lessonko skina, skianio kra·ma·gaggipa bosturangko jakkalani • Golpoko knatimani • Poedoko knatimani • Angangrikaniko 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 :

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

Meghalaya Teacher Eligibility Test (MTET)

Syllabus for Hindi

(Paper - I: Lower 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 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 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: Lower 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 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:

- Asamiya bhashar utpatti aru iyar bikash samparke jyan aharan kariba pariba
- Asamiya sahityar bikkhyat sahityik kismanar bishaye jyan labh kariba pariba
- Grammar
 - Padar bibhinna Prakar sambandhe buji loi Asamiya bhasha kowa aru Ilikhanar khetrat iyar shuddha byabahar kariba pariba
 - Karak aru iyer prakarak bishaye sampurna jyan aharan kari Asamiya bhasha kaote aru lihkote iyer shuddha byabahar kariba pariba
 - Lingar bibhinna byabahar samparke jyan aharan kariba pariba
- 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 : Lower 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 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 Bengali Paper 1 syllabus aims to assess the following key competencies in teacher candidates:

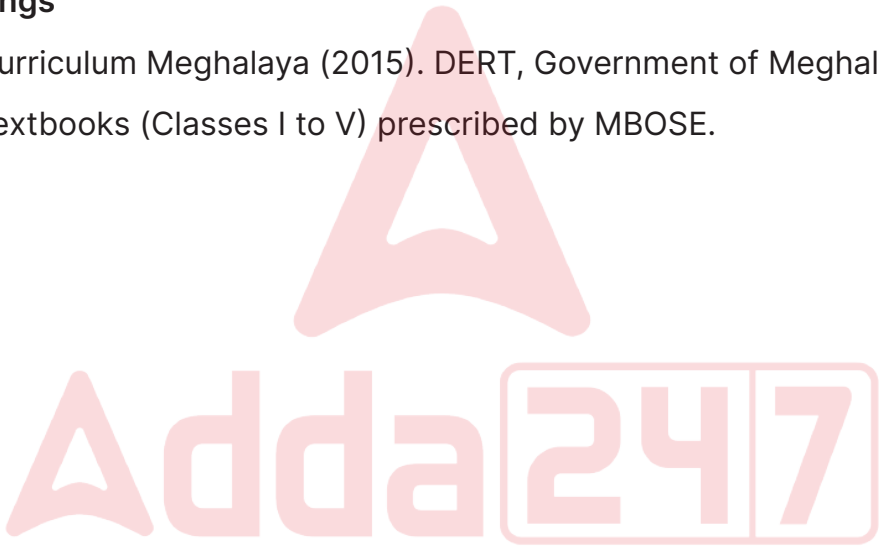
1. Exhibit understanding of the constructivist approach in language learning.
2. Promote reading skills and comprehension across various texts, types and contexts.
3. Foster writing skills purposefully.
4. Display proficiency in applying grammatical concepts effectively.

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

<ul style="list-style-type: none"> Sandhi bicched 	<p>Suggested books:</p> <p>Ucchatara bangla byakaran by Bamandeb Chakraborty ,Akshay malancha publication.</p> <p>Adhunik bangla byakaran by Somnath Chakraborty ,Chaya prakashini. praibet limited.</p> <p>Bangla byakaran O Nirmiti by Amal Pal</p> <p>Vani Bichitra by Piyush Dey , Bani prakashni</p> <p>Galpaguccha by Rabindranath Thakur, Vishwa Bharati Prakashana</p> <p>Shaj para (part eight) Subhas Bhattacharjee</p> <p>(Sangkalak), Shishu Sahitya Sangsad.</p>
<ul style="list-style-type: none"> Sahitiyik Porichiti 	
<ul style="list-style-type: none"> 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: Lower 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 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 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 bbbhinna 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 Ra Rachana (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.

