

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS

2021

PAPER - I



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

CHILD DEVELOPMENT AND PEDAGOGY

(Paper-I)

Full Marks: 30

- 1. Understanding Development** **5 items= 5**
marks
 - Concept of Development
 - Development is continuous and a lifelong process.
 - Stages of Development with respect from infancy to Childhood stage.
 - Development of Children in a socio-cultural context.

- 2. Aspects of Development** **5 items=5**
marks
 - Physical and Motor Development.
 - Cognitive Development.
 - Social and Emotional Development.
 - Moral development.

- 3. Gender Development** **3 items=3**
marks
 - Concept of Gender and sex.
 - Gender socialization and stereotypes.
 - Gender inequality (Gender bias and educational Practices).

- 4. Methods of child study** **3 items=3**
marks
 - Naturalistic and participant observation.
 - Case study
 - Reflective journals.
 - Student portfolio.
 - Anecdotal records.

- 5. Inclusive Education and Children with Special Needs (CWSN)** **4 items=4**
marks
 - Concepts, meaning of Inclusive Education.
 - Difference between Integrated and Inclusive Education.
 - Understanding Disability and types of Disability.
 - Understanding exceptional students (Talented, Creative, Slow learners, and Under-Achievers).

6. Learning and Pedagogy
marks

5 items=5

- Concept of teaching and learning (Factors affecting learning).
- Basic learning styles (Audio, Visual and Tactile/kinesthetic learners).
- How students learn (observation, inquiry etc)
- Teaching Skills and activities.
- Steps of preparation of teaching (Pre-teaching, Transaction of lesson and Post teaching including teaching plans/lesson plans).
- Approaches to learning and teaching (Teacher Centered Approach ,Learners Centered approach, Constructivist approach)

7. Assessment of students Performance
marks

5 items=5

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



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

Pedagogy of the First Language -1

Paper –I.

Bynta -1. Ka rukom ban ioh ia ka ktien. (5 Marks)

- i. Ka jingtreikam jong ka ktien.- ha karma klas bad shabar ka karma klas.
- ii. Ka jinglah ban ioh ia ka ktien. Ki mawjam ban ioh ia ka ktien.

Bynta –II. Ka ktien ha ka imlang sahlang.(5 Marks)

- i. Ki ktien bap her hapoh ka Ri India. Ki 22 tylli ki jait ktien ba pyndonkam ha India bad ka tyllong jong ki.
- ii. Ki lai khyrnit ktien kiba pule ha ki skul ha ka jylla hapdeng ki jait ktien bap her jong ka Ri India.

Bynta –III. Ka bynta ba nyngkong jong ka Thoh ka pule.(7 Marks)

- i. Ka jingroi ka ka ktien da kaba kren. (lyngba ki khana parom, ki jingpyrthuh, ki jingrwai, ki poetry rit bad ki jingkyntip)
- ii. Ka jingpynroi ia ka sap Pule.
 - Pule ia ki jingthuhkhana da kaba ngam jylliew. (ba shu thaw hi).
 - Pule poetri da kaba ngam jylliew. (ba shu thaw hi)
 - Pule kot dur.
- iii. Ka jingpynroi ia ka sap thoh.
 - Ka jingthoh parakraph.
 - Ka jingthoh ia ki khana.
 - Ka jingthoh poitri.
 - Ki sawangka khynnah.
 - Ki jingthoh sah kynmaw.

Bynta -IV Ka rukom thew/tynjuh jingtip. (3 Marks)

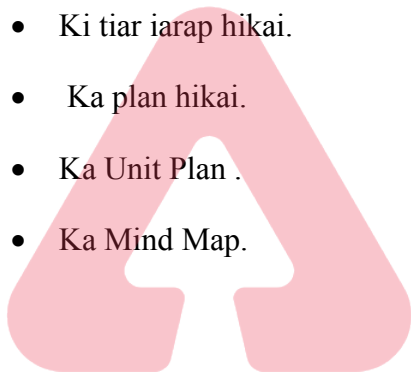
- i. Continuous and comprehensive Evaluation.(CCE)
- Ka jingbatai.
 - Ki jingthmu.
 - Kiba dei ban pule bad kiba shu leh da ki jingkam.
 - Kaba tynjuh jingtip halor ka lynnong bad ka eksamin kut snem.

Bynta –V. Ka kramar bad komposishon. (5 Marks)

- Ki senten., ki ktien kynnnoh, ki pharshi bad ki phawer.

Bynta – VI. Ki Rukom hikai. (5 Marks)

- Ki buit hikai.
- Ki tiar iarap hikai.
- Ka plan hikai.
- Ka Unit Plan .
- Ka Mind Map.



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

1. Nature of Oral Language acquisition:
 - Home Language vs School Language
 - Functions of language (in and outside the classroom)
 - Acquisition of language
2. The Social Context of language:
 - Child's Mother tongue/ home language
 - Standard language and Dialects
3. Importance of Language Skills – Four Skills
 - Listening Skills
 - Speaking Skills
 - Reading Skills
 - Writing Skills
4. Application of Skills in a Classroom situation
 - Techniques in teaching a particular topic using four skills
 - Using appropriate teaching aids in the classroom for teaching a particular lesson.
5. How to develop a listening skills
 - Listening to a story
 - Listening to a poem
 - Listening to a conversation.
6. How to develop speaking skills
 - Story telling
 - Dramatization
 - Conversation
 - Dialogue and role plays
 - Recitation.
7. How to develop a reading skills
 - Reading a story with comprehension
 - Reading a poetry with comprehension

- Picture reading.
 - Reading aloud by the teacher
8. How to develop writing skills.
- Letter writing
 - Paragraph writing
 - Use of correct punctuation
 - Picture composition.
 - Environmental print (print awareness) and creating print rich classroom
-

Suggested Reading:

1. Aesopni Golporang: Tura Book Room
2. Poraiani Ki·tap from Class I to V: Meghalaya Board of School Education Tura.
3. History of Garo Literature: M.S. Sangma.



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

Unit- I (5 Marks)

1. Asomia bhasar utpotti, vikash aru upo- bhasar samyak dharona..

Unit- II (10 Marks)

2. Asomia sahityar sahityk(jene-Madhab kondoli, Ram saraswati, Sankardev, Madhabdev, Lakhinath Bezbaruah, Padmanath Gohain Boruah, Chandra Kumar Agarwala, Hem Boruah, Homen Borogohain, Nabakanta Boruah, Bhabendra Nath Saikia, Jyoti Prasad Agarwala r sadharan porisoi.

Unit-III (10 Marks)

3. Grammar
 - a. Asomia bornamala r samporke samporke samyak dharona.
 - b. Natta bidhi-Satta bidhi.
 - c. Sandhi r parthamik dharona.
 - d. Linga, Basan, Nirdistabasak prottoy.

Unit- IV (5 Marks)

4.
 - a. Mattri bhakha sikhanar lakhaya aru uddeisya.
 - b. Shrobon, Kothon, Pothon, Likhon samporke dharona

Suggested Reading Books:

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

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

1. Borno :-
Swarborno O Byanjamborno (definition with examples) 6
Ghosh borno, Oghosh borno, Alpopran borno, Mohapran borno
2. Sandhi –
Sandhir Prokar (definition with suitable examples) 4
Sandhi bichhed
3. Pad-
Pader Prokar O udhahoron 3
4. Biporit Shobdo- 2
5. Bochon Poriborton O Lingo Poriborton (definition with examples) 4
6. Bakya Rochona 2
7. Ek Kothaya Prakash 2
8. Sahitiyik Porichiti
Bonkirm Chandra chattopadhyaya, Saratchandra Chattopadhyaya, 3
Sukumar Roy, Tarashankar Bandyapadhyaya
9. Bhabsomposaran – (Jekuno bishoye) 4

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

Unit – I

Poetry :

1. Vinati
2. Pushp Ki Abhilasha

Unit – II

Story and Essay :

1. Aadmi Ka Laalach
2. Humara Nagar Shillong

Unit – III

Grammar and Composition :

1. Swar, vyanjan aur matrayen
2. Ling, vachan, kaal
3. Vilom shabd
4. Paryaywachi shabd

Marks distribution :

Unit I = 5 marks

Unit II = 10 marks

Unit III = 15 marks

Total = 30 marks

Books for reference :

- (a) Meghalaya Hindi Reader – Part 4- Salil Gewali, Gewali Publications
- (b) Meghalaya Hindi Reader – Part 5 – Salil Gewali, Gewali Publications
- (c) Hindi Vyakaran evam Rachna- Dr. Avadhesh Vashishth & Mamta Sharma, Varun Publishing House

TEACHERS

adda247

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

Each Unit Contain 6 marks

1. Unit-I- Adhayan Kausal (simple pedagogy and teaching skills)

- a. Sunai (hearing)
- b. Bolai (speaking)
- c. Padhai(Reading)
- d. Lekhai(writing)

2. Unit-II- Jeewom Ra Vyaktitwa (life and works)

- a. Prasadha football Kheladi Puran Bahadur Thapa - Vasantraaj Joshi
- b. Tirot Singh - Yamnatu Adhikari
- c. Surya Vikram Gewali
- d. Mahakavi Devkota

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

- a. Bhanirahdaina – Gopi Narayan Pradhan
- b. Shillong – Manisingh Thapa
- c. Sansaar Ko Shristhi - Shankar Prasad Koirala
- d. Jayant Ko Bihe – Boge Newar

4. Unit-IV- Nivandha Ra Prabandha (Essay and Prose)

- a. Kagaz - Nepali Rachna Bharti
- b. Nongkrem Byitya – Diwakar Pandey
- c. Mata Pita Prati Putra Putri Ki Kartavya -Parash Mani Pradhan
- d. Shishtachar – Raj Narayam Pradhan

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

- a. Varna, Matrara Shabd Jaru ko Sanyojan
- b. Vakya Vinayash (Banawat)
- c. Shabd Vibhag (Nam, Sharvonam, Kriya ra Vishesham Ko Parichay)
- d. Sandhi, Samas.

Reference Books for above syllabus:

1. Mahyamik Nepali Sahitya, Bhag-I
2. Saral Nepali Sahitya, Bhag- 4
3. Saral Nepali Sahitya – Bhag-3
4. Madhyamik Nepali Vyakram Ra Rachna- Prakashak- Publisher-Shree Rajprakashm Darjeeling

LANGUAGE II (English)

(Paper – I)

Full Marks- 30

A. Proficiency in English

Purpose of Learning Language- Focus on the Different Language Skills

1. Oral Language Development

- Listening with Comprehension (simple instructions, classroom discussion, poetry recitation, newspaper reading, stories, films, note-taking) **(3)**
- Speaking effectively (Speak fluently with confidence- expressing, summarizing, analyzing, critiquing, opinion-building) **(3)**

2. Reading for meaning

- Reading with understanding- Reading across the Curriculum (Different types of Texts – Use of Dictionary, Encyclopaedia, Internet, newspapers, magazines, notice, advertisements, stories, poems, plays, riddles, jokes, instructions for games) **(3)**
- Audience performance reading **(2)**

3. Writing to Learn

- Writing with a Sense of Purpose- Write meaningfully (Different forms of Writing - question-answer, letters, messages, notices, posters, slogans, labelling of diagrams/ pictures/ illustrations) **(3)**
- Expressive writing- Creative writing (stories, poems, dialogues, short to long essays, drama) **(3)**

A. Knowledge about Language

- Grammar **(3)**
- Sentence construction **(3)**
- Word meaning **(3)**

B. INTERNSHIP

- Textbook Analysis **(2)**
- Writing Reports (Assembly, Annual School Sports, School Day, Reflections about learners and their development/performance) **(2)**

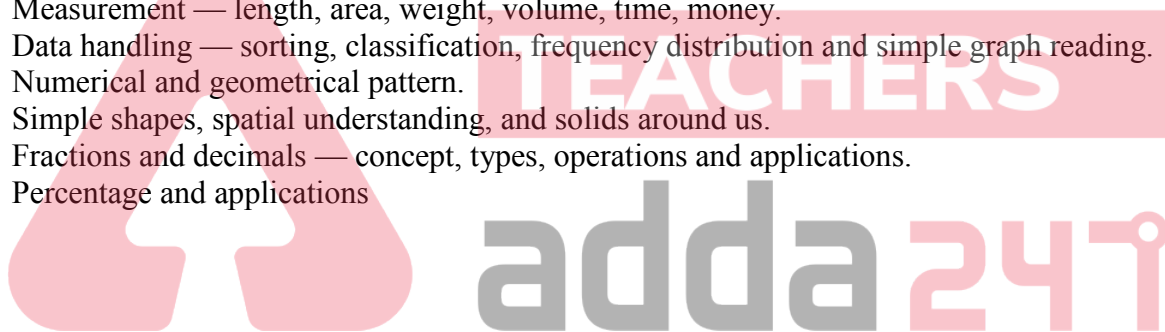
MATHEMATICS
(Paper- I)
Full Marks: 30

Pedagogical Issues: (10 MCQs)

- 1 Nature of mathematics — precision and accuracy, abstraction, hierarchical/sequential, patterns and logic.
- 2 Inductive reasoning.
- 3 Conceptual and procedural knowledge.
- 4 Use of games and activities.
- 5 Theories of learning mathematics — theories according to Piaget and Skemp.
- 6 Issues of learning mathematics (language and mathematics phobia)

Content Knowledge: (20 MCQs)

- 1 Numbers — counting, place value, arithmetic operations
- 2 Measurement — length, area, weight, volume, time, money.
- 3 Data handling — sorting, classification, frequency distribution and simple graph reading.
- 4 Numerical and geometrical pattern.
- 5 Simple shapes, spatial understanding, and solids around us.
- 6 Fractions and decimals — concept, types, operations and applications.
- 7 Percentage and applications



EVS
(Paper – I)
Full Marks – 30

Section - A (15 marks) Pedagogy

Unit – I	Nature and Scope , Importance of teaching-learning EVS at primary stage.
Unit –II	Learning objectives of EVS with reference to NCF 2005
Unit –III	Assessment-Types of assessment; Purpose of assessment; Tools and Techniques for assessing EVS
Unit-IV	Learning Resources -(Including local resources)
Unit-V	Approaches to teaching-learning EVS –Observation, Discussion, Projects, Visits, Experiment, Problems solving, Activity Base.

Section - B (15 marks) Content Areas (EVS)

Unit-VI	Natural Resources-Air, water and conservation
Unit-VI I	Our Environment- Land and people, plants and animals.
Unit-VIII	Food
Unit- IX	Matter and materials around us
Unit-X	Pollution and control of pollution
Unit-X I	Meghalaya-Physical features, vegetation, climate, wildlife, origin and life of the Khasis and Garos and their occupation.
Unit-XII	North Eastern Region- Physical features.