

Mizoram Teacher Eligibility Test (MTET), 2020

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MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL – 796 012

Dated Aizawl, the 3rd September, 2020

NOTIFICATION


No.K.12012/1/2018-MBSE(Acad)/62 : It is hereby notified for the information of all concerned that Mizoram Teacher Eligibility Test (MTET) is scheduled to be conducted by the Mizoram Board of School Education (MBSE) on the **16th October, 2020**. Information Brochure along with application form can be downloaded from the MBSE official website i.e. **www.mbse.edu.in**. Application form and examination fee can be submitted during 7th to 22nd September, 2020 at MBSE office, Chaltlang and MBSE Regional office, Lunglei. The last date of submission of application form with a late fee of Rs. 300/- only is 25th September, 2020. Fee once remitted shall not be refunded under any circumstances.

Applicants are advised to carefully go through the information brochure and the instructions given therein before submitting their application forms.

Sd/- LALTHANGBIKA
Secretary
Mizoram Board of School Education

Memo No.K.12012/1/2018-MBSE(Acad)/62 (A) : Dated Aizawl, the 3rd September, 2020
Copy to :

1. The Commissioner & Secretary to the Govt. of Mizoram, School Education Department for information.
2. The Director of School Education, Govt. of Mizoram, Aizawl for information.
3. The Director, SCERT for information.
4. The Director, DI&PR for information and wide publicity.
5. System Administrator, MBSE for uploading MTET, 2020 Brochure & Application Form in the MBSE Official website.
6. The News Editor, Zonet / LPS / _____ Newspaper, with a request to publish as a news item for public service please.
7. Guard File I.


3/9/20
(R. LALTHLAMUANA)
Director (Academic)
Mizoram Board of School Education



MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL: 796 012

APPLICATION FORM
FOR MIZORAM TEACHER ELIGIBILITY TEST (MTET), 2020

1. Name of Applicant in Capital Letters as recorded in HSLC

Grid of boxes for name entry

Passport size photograph duly attested by Gazetted Officer should be pasted here

2. Name of Applicant's Father in Capital Letters

Grid of boxes for father's name entry

3. Date of Birth

Day, Month, Year boxes

as per HSLC

Sex, Nationality, Caste boxes

5. Permanent Address:

Locality, Town/City, District, State lines

Contact No: Landline, Mobile boxes

6. Choice of Paper/Level

(Give tick mark(s) in the box of your choice. You can also choose both Paper-I and Paper-II)

(a) Paper - I (For Primary Level) (b) Paper - II (For Middle Level)

7. Choice of Subject Area (For applicants of Paper - II only)

(Give tick mark in the box of your choice)

(a) Mathematics & Science (b) Social Studies (Note: For any other Teacher - either (a) or (b) above)

8. Choice of Language II (Give a tick mark in the appropriate box)

(a) Mizo (b) Alternative English (For Lai, Chakma & Mara candidates only)

9. Choice of Examination Centre (Give a tick mark in the appropriate box)

(a) Aizawl (b) Lunglei

10. Particulars in HSSLC or equivalent examination:

Name of Examination: _____

Name of Board/University: _____

Year of Passing :

Full Marks : Marks Obtained: Percentage:

(Note: A candidate may fill 10 or 11 or both as per his/her choice of Paper)

11. Particulars in Graduation examination :

Name of Examination: _____

Name of College/University: _____

Year of Passing :

Full Marks : Marks Obtained : Percentage :

(Note : A candidate may fill 10 or 11 or both as per his/her choice of Paper)

12. Particulars of professional qualifications:

Name of Examination: _____

Name of Board/University: _____

Name of Institution:

- (a) DIET (Aizawl/Lunglei/Serchhip/Champhai/Kolasib/Mamit/Lawngtlai/Siaha)
(Give a tick at the appropriate place)
- (b) IGNOU (Aizawl/Lunglei/Serchhip/Champhai/Kolasib/Mamit/Lawngtlai/Siaha)
- (c) Other (Please specify) : _____

Year of Passing:

Full Marks : Marks Obtained: Percentage:

List of Documents attached (Arrange all documents in order as listed below)

Sl. No Documents attached (Attested Copy)

	<u>Yes</u>	<u>No</u>
1. HSLC Certificate	<input type="text"/>	<input type="text"/>
2. HSSLC Certificate & Marksheet	<input type="text"/>	<input type="text"/>
3. Graduation Certificate & Marksheet	<input type="text"/>	<input type="text"/>
4. (a) Certificate of any professional qualifications (D.El.Ed, etc.)	<input type="text"/>	<input type="text"/>
<i>OR</i>		
(b) Admit Card or any other proof showing that the applicants is Appearing in the final year of a professional course in teacher education (D.El.Ed./B.El.Ed, etc).	<input type="text"/>	<input type="text"/>
5. 1 copy of recent passport photo kept in an envelope.	<input type="text"/>	<input type="text"/>
6. Caste/Tribe Certificate.	<input type="text"/>	<input type="text"/>

DECLARATION

My particulars stated above are true to the best of my knowledge and belief. In case of any false statement or in the event of being found ineligible even at a later date I am liable to any actions taken by the Government as it deems fit and proper.

Date: _____

Signature of Applicant: _____

MIZORAM BOARD OF SCHOOL EDUCATION TEACHER ELIGIBILITY TEST

Last date for submission of Application: 22nd September, 2020.

Last date for submission of Application with a late fee of Rs 300/- : 25th September, 2020.



MTET 2020 INFORMATION BROCHURE

Date of Examination: 16th October, 2020

CONDUCTED BY :
MIZORAM BOARD OF SCHOOL EDUCATION
CHALTLANG, AIZAWL - 796012

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APPENDIX

- I. STRUCTURE AND CONTENT OF SYLLABUS
- II. PROCEDURE TO BE FOLLOWED DURING CONDUCT OF MTET
- III. ANSWER SHEET SAMPLE
- IV. INSTRUCTIONS FOR USE OF ANSWER SHEET

IMPORTANT NOTES :

1. All applications in prescribed form, duly filled in, should be submitted to the MBSE on or before the specified last date. Candidates should pay the following fee:

Fees for MTET-OCTOBER 2020 Examination

CATEGORY	Only Paper - I or II	Both Paper - I & II
General	Rs.500/-	Rs.800/-
SC/ST/Diff. Abled person/OBC	Rs.400/-	Rs.700/-

The fee must be submitted along with the application form. Fee once remitted shall not be refunded under any circumstances.

2. Please ensure that the Application Form is filled completely in all respect. Incomplete application shall be rejected without assigning any reason.
3. Applications received after last date of submission will not be accepted irrespective of the date of their despatch.
4. Candidates must purchase the information brochure from the MBSE. Brochures obtained from unauthorized source will be summarily rejected.
5. The candidate may collect his/her admit card from MBSE office between 12th - 14th October,2020 and appear for the examination at the given Centre.
6. ***Qualifying the MTET will not confer a right on any person for Recruitment/Employment as it is only one of the eligibility criteria for appointment. The candidate should satisfy his/her eligibility before applying and shall be personally responsible in case he/she is not eligible to apply as per the given eligibility criteria. It is to be noted that if a candidate has been allowed to appear in the Mizoram Teacher Eligibility Test it does not imply that the candidates's eligibility has been verified. It does not vest any right with the candidate for appointment. The eligibility shall be finally verified, by the concerned recruiting agency/appointing authority.***

EXAM ROUTINE			
<i>Place of Examination</i>	<i>Date & Day</i>	<i>Time</i>	<i>Paper</i>
As indicated on the Admit Card	16 th October, 2020	09:30 AM - 12:00 PM	Paper I
		01:30 PM - 04:00 PM	Paper II

Processing fee: Rs. 20/-

No. of Copies : 3500

1. BACKGROUND AND RATIONALE

In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23rd August, 2010 and 29th July, 2011 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had 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 Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under:

- (a) It would bring national standards and benchmark of teacher quality in the recruitment process;
- (b) It would induce teacher education institutions and students from these institutions to further improve their performance standards;
- (c) It would send a positive signal to all stakeholders that the Government lays special emphasis on teacher quality.

The Govt. of Mizoram has entrusted the responsibility of conducting the Mizoram Teacher Eligibility Test (MTET) to the Mizoram Board of School Education as per Notification No. B.12018/5/2011-EDN dated Aizawl, the 5th November 2012.

2. APPLICABILITY

- The MTET shall apply to Government Schools, Deficit Schools, Government Aided Schools within Mizoram.
- MTET may also apply to the unaided private schools, who may exercise the option of considering the CTET.

3. ELIGIBILITY

The following persons are eligible for appearing in the MTET.

FOR PRIMARY SCHOOL TEACHER

3.1 Minimum Qualifications for becoming Teacher for Classes I-V: Primary Stage

(a) Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 2- year Diploma in Elementary Education (by whatever name known)

OR

(b) Senior Secondary (or its equivalent) with at least 45% marks and passed or appearing in final year of 2- year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations, 2002.

OR

(c) Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 4- year Bachelor of Elementary Education (B.El.Ed).

OR

(d) Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 2- year Diploma in Education (Special Education)*.

OR

(e) Graduation and passed or appearing in final year of two year Diploma in Elementary Education (by whatever name known).

OR

(f) Graduation with at least 50% marks and Bachelor of Education (B.Ed) who has acquired the qualification or Bachelor of Education from any NCTE recognized institution shall be considered for appointment as a teacher in classes I to V provided the person so appointed as a teacher shall mandatorily undergo a six month Bridge Course in Elementary Education recognized by the NCTE, within two years of such appointment as primary teacher.

FOR MIDDLE SCHOOL TEACHER

3.2 Minimum Qualifications for becoming Teacher for Classes VI-VIII: Middle Stage

(a) Graduation 50 % marks and passed or appearing in final year of 2-year Diploma in Elementary Education (by whatever name known).

OR

(b) Graduation with at least 50% marks and passed or appearing in Bachelor of Education (B.Ed).

OR

(c) Graduation with at least 45% marks and passed or appearing in Bachelor of Education (B.Ed), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard.

OR

(d) Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 4- year Bachelor in Elementary Education (B.El.Ed).

OR

(e) Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 4- year B.A/B.Sc.Ed or B.A.Ed/B.Sc.Ed.

OR

(f) Graduation with at least 50% marks and passed or appearing in B.Ed. (SpecialEducation)*.

3.3 Note :

(a) 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, such as SC/ST/OBC/Differently abled.

(b)* Diploma/Degree Course in Teacher Education: For the purposes of this Notification, a diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of Diploma in Education (Special Education) and B.ED (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered.

(c) Training to be undergone: A person with D.Ed (Special Education) or B.Ed (Special Education) qualification shall undergo, after appointment an NCTE recognized 6-months Special Programme in Elementary Education.

(d) The minimum qualifications referred above apply to teachers of Languages, Social Studies/Social Science, Mathematics, Science etc. In respect of teachers for Physical Education, the minimum qualification norms for Physical Education teachers referred to in

NCTE Regulation, dated 3rd November, 2001 (as amended from time to time) shall be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Governments and other school managements shall be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.

(e) Any candidate having qualified D.El.Ed/B.Ed programme recognised by the NCTE is eligible to appear in TET. Moreover, as per the existing TET guidelines circulated by the NCTE letter dated 11.02.2011, a person who is pursuing any of the teacher education courses (recognised by the NCTE or the RCI, as the case may be) specified in the NCTE notification dated 23rd August, 2010 and 29th July, 2011 are also qualified to appear in the TET.

(f) The candidate not having any of the above qualification shall not be eligible for appearing in Mizoram Teacher Eligibility Test.

(g) The candidate should satisfy his/her eligibility before applying and shall be personally responsible in case he/she is not eligible to apply as per the given eligibility criteria. It is to be noted that if a candidate has been allowed to appear in the Mizoram Teacher Eligibility Test it does not imply that the candidates's eligibility has been verified. It does not vest any right with the candidate for appointment. The eligibility shall be finally verified, by the concerned recruiting agency/appointing authority.

4. STRUCTURE AND CONTENT OF MTET

All questions in MTET test will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer will be most appropriate. There will be no negative marking. There will be two papers of MTET.

(a) Paper I will be for a person who intent to be a teacher for classes I to V.

(b) Paper II will be for a person who intent to be a teacher for classes VI to VIII.

Note : A person who intent to be a teacher for both levels (classes I to V and classes VI to VIII) will have to appear in both the papers i.e., Paper I and Paper II.

4.1 Paper I (Primary Stage) : Duration of examination – two-and-a-half hours

Structure and Content (All Compulsory): (Appendix-I)

(a)	Child Development and Pedagogy	30 MCQs	30 Marks
(b)	Language I	30 MCQs	30 Marks
(c)	Language II	30 MCQs	30 Marks
(d)	Mathematics	30 MCQs	30 Marks
(e)	Environmental Studies	30 MCQs	30 Marks
	Total	150MCQs	150 Marks

Nature and standard of questions:

- o 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. They will focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- o The Test items in Language I and Language II will focus on the elements of language, communication and comprehension abilities. Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options.
- o 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 will be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I - V by the State.
- o The questions in the test for Paper I will be based on the topics prescribed in syllabus of the State for classes I - V but their difficulty standard as well as linkages, could be up to the Secondary stage.

4.2 Paper II (Middle Stage) : Duration of examination two-and-a-half hours

Structure and Content (All Compulsory): (Appendix-I)

(a)	Child Development & Pedagogy(compulsory)	30 MCQs	30 Marks
(b)	Language I (compulsory)	30 MCQs	30 Marks
(c)	Language II (compulsory)	30 MCQs	30 Marks
(d)	(i) For Mathematics and Science teacher : Mathematics and Science (ii) For Social Studies/Social Science teacher: Social Science (iii) For any other teacher - either (i) or (ii)	60 MCQs	60 Marks
	TOTAL	150 MCQs	150 Marks

Nature and standard of questions:

- o The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group of 11-14 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- o The Test items in Language I and Language II will focus on the elements of language, communication and comprehension abilities. Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options.
- o The test items in Mathematics and Science, and Social Studies/Social Science will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. The test items of Mathematics and Science will be of 30 marks each. The test items will be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI - VIII by the State.

- o The questions in the test for Paper II will be based on the topics prescribed in the syllabus of the State for classes VI - VIII but their difficulty standard as well as linkages, could be up to the Senior Secondary stage.

5. LANGUAGE OF THE QUESTION PAPER

The medium of question paper shall be in English except for the Mizo subject.

6. QUALIFYING MARKS AND AWARD OF MTET CERTIFICATE

A person who scores 55% or more in the MTET examination will be considered as MTET pass. The Candidates securing 55% and above marks will be issued Eligibility Certificate.

7. VALIDITY PERIOD OF MTET CERTIFICATE

- (a) The Validity Period of MTET qualifying certificate for appointment will be seven years from the date of declaration of its result for all categories.
- (b) There is no restriction on the number of attempts a person can take for acquiring a MTET Certificate. A person who has qualified MTET may also appear again for improving his/her score.

8. EXAMINATION CENTRES

The Selection Examination will be held at the place/places as decided by the MBSE. The board reserves the right to increase the number of examination centres and to re-allot the candidates.

9. ADMIT CARD

In case of any discrepancy in the particulars of the candidate or his photograph and signatures mentioned in the admit card and the application form, the candidate may immediately contact MBSE for necessary action.

10. PROCEDURE FOR CONDUCT OF EXAMINATION AND USE OF ANSWER SHEET

Procedure for conduct of examination and instructions for use of the Answer Sheet are given in Appendix-II and Appendix-IV respectively.

Candidates are advised to go through it carefully before going for the Examination.

11. Furnishing of false, wrong or inaccurate information may lead to cancellation of the Test result, forfeiture of certificate and even prosecution in appropriate cases.

12. Qualifying for the MTET shall not confer right on any person for recruitment/employment as it is only one of the eligibility criteria for appointment.

**STRUCTURE AND CONTENT OF SYLLABUS
(Paper I and Paper II)**

PAPER I (for classes I to IV) : PRIMARY STAGE

1. CHILD DEVELOPMENT AND PEDAGOGY

<i>No. of questions in part I</i>	–	<i>18 questions</i>
<i>No. of questions in part II</i>	–	<i>12 questions</i>
Total number of questions	–	30 questions

Part I

(a) Child development

- (i) Perspective in development
 - Factors affecting child development
 - Naturalistic Observations: Interviews, Anecdotal records, Narratives
- (ii) Physical-Motor Development
 - Growth and maturation
 - Gross and fine motor development skills in infancy and pre-school children
- (iii) Social and Emotional development
 - Personality development (Freud)
 - Psycho-social development (Erikson)
 - Attachment: Bowlby, Ainsworth
 - Development of Emotions; Functions of emotions and the ability to regulate them
- (iv) Childhood
 - Commonalities and diversities within the notion of childhood
- (v) Context of socialization
 - Concept of socialization
 - Parenting styles
 - School culture
 - Peer influence
 - Competition, conflict and cooperation

(b) Concept of inclusive education & understanding children with special needs

- (i) Inclusive Education
 - Concept of Inclusive Education
 - Forms of Inclusion and Exclusion
 - Addressing inequality and diversity in Indian classroom; pedagogical and curriculum concerns
- (ii) Children with special needs
 - Identification, assessment and intervention of disability
 - Approaches and skills for teaching children with special needs

- (iii) Gender, School and Society
 - Social construction of masculinity and femininity
 - Working towards gender equality in the classroom

Part II

(a) Teaching & Learning Process

- (i) Behaviourism & Constructivism and their educational implications
- (ii) Factors affecting learning
- (iii) Motivation and learning
- (iv) Evaluation
 - Concept, Process & Purpose of Evaluation & Assessment
 - Evaluation & Measurement
 - Continuous and comprehensive evaluation
 - Tools and Techniques of evaluation

(b) Teaching Aptitude

- (i) Factors affecting teaching
- (ii) Methods & Techniques of teaching; Learner centered teaching strategies
- (iii) Classroom management skills: Planning and implementation
- (iv) Qualities of a good facilitator
 - Emotional maturity
 - Balanced personality
 - Attitude
 - Values
 - Professional ethics
 - Conduct rules
- (v) Inculcating democratic ideals and moral values

2. **MIZO**

<i>Part I-a zawhna awm tur zat</i>	–	<i>10 questions</i>
<i>Part II-a zawhna awm tur zat</i>	–	<i>20 questions</i>
<i>Zawhna awm tur zawng zawng</i>	–	<i>30 questions</i>

Part I : Lehkha chhiar hriat thiam leh hriat thiam loh enna tur thuziak (unseen passages)

- (i) Thu pakhat (one unseen passage)
- (ii) Hla pakhat (one unseen poem)

A chung a mite atang khian heng ang zawhnate hi buatsaih tur a ni:

- (i) Hriat thiam leh thiam loh enna tur zawhnate
(Comprehension questions)
- (ii) Grammar zawhnate

Part II : Pedagogy of Mizo language learning

- (i) Mother tongue/First language : A awmzia leh pawimawhnate
- (ii) Primary school-a Mizo tawng zirtirnain a tumte (aims & objectives)
- (iii) Mizo tawng zirtirtu tha nihna leh thiam tur (characteristics & qualities)
- (iv) Tawng thiamnain a ken palite - Ngaihthlak thiamna, Tawng thiamna, Chhiar thiamna leh Ziak thiamna
- (v) Heng zirtirnain a tum leh zirtir dan :
 - Thu (prose)
 - Hla (nursery rhyme & poem)
 - Grammar
 - Thu ziak dan (writing composition)
 - Thumal (vocabulary)
 - Drama
- (vi) Lesson Plan: A pawimawhna leh plan dan chi hrang hrang
- (vii) Mizo tawng hman dik lohte
- (viii) Mizo tawng ziah zawm leh zawm loh turte
- (ix) Tawng upate
- (x) Mizo tawng zirtir nana teaching aids tangkainate
- (xi) Mizo tawng zirtir nana teaching aids hman tangkai theihte
- (xii) Learner assessment
- (xiii) Content analysis
- (xiv) Classroom activities:
 - Role play
 - Dramatisation
 - Recitation
 - Extempore speech
 - Debate
 - Group Work
 - Pair Work
 - Project Work

Essential Readings:

1. Mizo \awng zirtir dan - Dr. Lalliani
2. National Curriculum Framework (NCF) 2005
3. Mizo \awng ziah dan - Mizo Language Committee, MBSE

3. ALTERNATIVE ENGLISH

<i>No. of questions in part I</i>	–	<i>15 questions</i>
<i>No. of questions in part II</i>	–	<i>15 questions</i>
Total number of questions	–	30 questions

Part I : Language Comprehension :

Reading unseen passages - two passages (One prose or drama and one poem) with questions on comprehension, inference, grammar and verbal ability. (Prose passage may be literary, scientific, narrative or discursive)

Part II : Pedagogy of Language Learning :

Unit I Mother Tongue and Language Development

- Mother Tongue: Definition and meaning
- Aims and Objectives of Teaching First and Second Language in Elementary schools
- Characteristics and Qualities of a good Language teacher.
- Relationship between a child's growth and language development.
- Importance of Mother Tongue in a child's growth and development and education

Unit II Teaching Strategies:

- Teaching prose
- Teaching Poetry
- Teaching Vocabulary
- Teaching Grammar

Unit III Class Room Activities:

- Role play
- Dramatisation
- Recitation
- Extempore speech
- Debate
- Story Telling

Unit IV Assessment:

- Concept and Purpose
- Responding to content and form
- Using portfolios for subjective assessment

4. **ENGLISH**

No. of questions in part I	–	15 questions
No. of questions in part II	–	15 questions
Total number of questions	–	30 questions

Part I : Language Comprehension

Reading unseen passages – two passages (one prose or drama and one poem) with questions on comprehension, inference, grammar and verbal ability (prose passage may be literary, scientific, narrative or discursive)

Part II : Pedagogy of Language Development

(a) Issues on teaching English

- (i) Teaching English as a second language and foreign language: developmental, socio-economic and psychological factors, key factors affecting second language acquisition.
- (ii) Nature of Language

(b) Approaches and methods of teaching English

- (i) Different approaches to the teaching of English:
 - Behaviouristic Approach
 - Structural Approach
 - Cognitive Approach
 - Constructivist Approach
 - Communicative Approach
- (ii) Different methods and techniques of teaching English:
 - Grammar translation method
 - Audio lingual method
 - Direct method
 - Bilingual method

(c) Planning

- (i) Unit planning and Lesson planning
- (ii) English across the curriculum
- (iii) Preparation and use of low cost teaching aids

(d) Teaching Strategies

- (i) Four Skills: Listening, Speaking, Reading and Writing
- (ii) Grammar

(e) Developing and Assessing

- (i) Listening Skill
- (ii) Speaking Skill
- (iii) Reading Skill
- (iv) Writing Skill

5. **MATHEMATICS**

<i>No. of questions in part I</i>	–	<i>15 questions</i>
<i>No. of questions in part II</i>	–	<i>15 questions</i>
Total number of questions	–	30 questions

Part I : Contents

- (i) Geometry
- (ii) Shapes & Spatial Understanding
- (iii) Solids around us
- (iv) Numbers
- (v) Addition and Subtraction
- (vi) Multiplication
- (vii) Division
- (viii) Measurement
- (ix) Weight
- (x) Time
- (xi) Volume
- (xii) Data Handling
- (xiii) Patterns
- (xiv) Money

Part II : Pedagogical issues

- (i) Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- (ii) Aims and objectives of teaching mathematics in primary schools
- (iii) Place of Mathematics in Curriculum
- (iv) Language of Mathematics
- (v) Methods and techniques of teaching mathematics at primary stage
- (vi) Instructional materials in mathematics, their importance and improvisation
- (vii) Problems of teaching mathematics
- (viii) Assessment in mathematics
 - Concept and purpose
 - Techniques of assessment
 - Assessment tools
- (ix) Diagnostic and Remedial Teaching
- (x) Planning for teaching mathematics
 - Annual Plan, Unit Plan, Lesson Plan
- (xi) Mathematical reasoning
- (xii) Communication mathematics

6. **ENVIRONMENTAL STUDIES**

<i>No. of questions in part I</i>	–	<i>15 questions</i>
<i>No. of questions in part II</i>	–	<i>15 questions</i>
Total number of questions	–	30 questions

Part I : Contents

- (i) Family and Friends
 - Relationships
 - Work and Play
 - Animals
 - Plants
- (ii) Food
- (iii) Shelter
- (iv) Water
- (v) Travel
- (vi) Things we do and make

Part II : Pedagogical issues

- (i) Concept and scope of EVS
- (ii) Curriculum organization
 - EVS as an integrated area of studies
 - EVS as science and EVS as social science
- (iii) Perspective in EVS learning
 - How children learn - based on Piaget, Vygotsky and Bruner
 - Preconception and Alternative Conception in children
- (iv) Classroom transaction
 - Methods and techniques of teaching EVS: observation, activities, discussion, group work, field visits, projects, survey experimentation.
 - Process Skills in EVS: observation, classification, analysis, communication, measurement, prediction, expression and inference
 - Different types of teaching learning materials for teaching EVS
 - Indicators of Learning
- (v) Evaluation in EVS
 - Tools and techniques for assessment: photographs, drawings, narratives, discussions, portfolio.

PAPER II (for classes VI to VIII) : MIDDLE STAGE

1. **CHILD DEVELOPMENT AND PEDAGOGY**

<i>No. of questions in part I</i>	–	<i>18 questions</i>
<i>No. of questions in part II</i>	–	<i>12 questions</i>
Total number of questions	–	30 questions

Part I

(a) Child development

- (i) Perspective in development
 - Factors affecting child development
 - Naturalistic Observations: Interviews, Anecdotal records, Narratives
- (ii) Physical-Motor Development
 - Growth and maturation
 - Gross and fine motor development skills in infancy and pre-school children
- (iii) Social and Emotional development
 - Personality development (Freud)
 - Psycho-social development (Erikson)
 - Attachment: Bowlby, Ainsworth
 - Development of Emotions; Functions of emotions and the ability to regulate them
- (iv) Childhood
 - Commonalities and diversities within the notion of childhood
- (v) Context of socialization
 - Concept of socialization
 - Parenting styles
 - School culture
 - Peer Influence
 - Competition, conflict and cooperation

(b) Concept of inclusive education & understanding children with special needs

- (i) Inclusive Education
 - Concept of Inclusive Education
 - Forms of Inclusion and Exclusion
 - Addressing inequality and diversity in Indian classroom; pedagogical and curriculum concerns
- (ii) Children with special needs
 - Identification, Assessment and intervention of disability
 - Approaches and skills for teaching children with special needs
- (iii) Gender, School and Society
 - Social construction of masculinity and femininity
 - Working towards gender equality in the classroom

Part II

(a) Teaching & Learning Process

- (i) Behaviourism & Constructivism and their educational implications
- (ii) Factors affecting learning
- (iii) Motivation for learning
- (iv) Evaluation
 - Concept, Process & Purpose of Evaluation & Assessment
 - Evaluation & Measurement
 - Continuous and comprehensive evaluation
 - Tools and Techniques of evaluation

(b) Teaching aptitude

- (i) Factors affecting teaching
- (ii) Methods & Techniques of teaching; Learner centered teaching strategies
- (iii) Classroom management Skills: Planning and implementation
- (iv) Qualities of a good facilitator
 - Emotional maturity
 - Balanced personality
 - Attitude
 - Values
 - Professional ethics
 - Conduct rules
- (v) Inculcating democratic ideals and moral values

2. **MIZO**

<i>Part I-a zawhna awm tur zat</i>	–	<i>10 questions</i>
<i>Part II-a zawhna awm tur zat</i>	–	<i>20 questions</i>
<i>Zawhna awm tur zawng zawng</i>	–	<i>30 questions</i>

Part I : Lehkha chhiar hriat thiam leh hriat thiam loh enna tur thuziak (unseen passages)

- (i) Thu pakhat (one unseen passage)
- (ii) Hla pakhat (one unseen poem)

A chung a mite atang khian heng ang zawhnate hi buatsaih tur a ni:

- (i) Hriat thiam leh thiam loh enna tur zawhnate
(Comprehension questions)
- (ii) Grammar zawhnate

Part II : Pedagogy of Mizo language learning

- (i) Mother tongue/First language : A awmzia leh pawimawhnate
- (ii) Middle school-a Mizo tawng zirtirnain a tumte (aims & objectives)
- (iii) Mizo tawng zirtirtu tha nihna leh thiam tur (characteristics & qualities)
- (iv) Tawng thiamnain a ken palite - Ngaihthlak thiamna, Tawng thiamna, Chhiar thiamna leh Ziak thiamna
- (v) Heng zirtirnain a tum leh zirtir dan :
 - Thu (prose)
 - Hla (nursery rhyme & poem)
 - Grammar
 - Thu ziak dan (writing composition)
 - Thumal (vocabulary)
 - Drama
- (vi) Lesson Plan: A pawimawhna leh plan dan chi hrang hrang
- (vii) Mizo tawng hman dik lohte
- (viii) Mizo tawng ziah zawm leh zawm loh turte
- (ix) Tawng upate
- (x) Mizo tawng zirtir nana teaching aids tangkainate
- (xi) Mizo tawng zirtir nana teaching aids hman tangkai theihte
- (xii) Learner assessment
- (xiii) Content analysis
- (xiv) Classroom activities:
 - Role play
 - Dramatisation
 - Recitation
 - Extempore speech
 - Debate
 - Group Work
 - Pair Work
 - Project Work

Essential Readings:

1. Mizo \awng zirtir dan - Dr. Laliani
2. National Curriculum Framework (NCF) 2005
3. Mizo \awng ziah dan - Mizo Language Committee, MBSE

3. ALTERNATIVE ENGLISH

<i>No. of questions in part I</i>	–	<i>15 questions</i>
<i>No. of questions in part II</i>	–	<i>15 questions</i>
Total number of questions	–	30 questions

Part I : Language Comprehension :

Reading unseen passages - two passages (One prose or drama and one poem) with questions on comprehension, inference, grammar and verbal ability. (Prose passage may be literary, scientific, narrative or discursive)

Part II : Pedagogy of Language Learning :

Unit I Mother Tongue and Language Development

- Mother Tongue: Definition and meaning
- Aims and Objectives of Teaching First and Second Language in Elementary schools
- Characteristics and Qualities of a good Language teacher.
- Relationship between a child's growth and language development.
- Importance of Mother Tongue in a child's growth and development and education

Unit II Teaching Strategies:

- Teaching prose
- Teaching Poetry
- Teaching Vocabulary
- Teaching Grammar

Unit III Class Room Activities:

- Role play
- Dramatisation
- Recitation
- Extempore speech
- Debate
- Story Telling

Unit IV Assessment:

- Concept and Purpose
- Responding to content and form
- Using portfolios for subjective assessment

4. **ENGLISH**

<i>No. of questions in part I</i>	–	<i>15 questions</i>
<i>No. of questions in part II</i>	–	<i>15 questions</i>
Total number of questions	–	30 questions

Part I : Language Comprehension

Reading unseen passages – two passages (one prose or drama and one poem) with questions on comprehension, inference, grammar and verbal ability (prose passage may be literary, scientific, narrative or discursive)

Part II : Pedagogy of Language Development

(a) Issues on teaching English

- (i) Teaching English as a second language and foreign language: developmental, socio-economic and psychological factors, key factors affecting second language acquisition.
- (ii) Nature of Language

(b) Approaches and methods of teaching English

- (i) Different approaches to the teaching of English:
 - Behaviouristic Approach
 - Structural Approach
 - Cognitive Approach
 - Constructivist Approach
 - Communicative Approach
- (ii) Different methods and techniques of teaching English:
 - Grammar translation method
 - Audio lingual method
 - Direct method
 - Bilingual method

(c) Planning

- (i) Unit planning and Lesson planning
- (ii) English across the curriculum
- (iii) Preparation and use of low cost teaching aids

(d) Teaching Strategies

- (i) Four Skills: Listening, Speaking, Reading and Writing
- (ii) Grammar

(e) Developing and Assessing

- (i) Listening Skill
- (ii) Speaking Skill
- (iii) Reading Skill
- (iv) Writing Skill

5. **MATHEMATICS**

<i>No. of questions in part I</i>	–	<i>20 questions</i>
<i>No. of questions in part II</i>	–	<i>10 questions</i>
Total number of questions	–	30 questions

Part I : Contents

- (i) Number System
 - Knowing our Numbers
 - Playing with Numbers
 - Whole Numbers
 - Negative Numbers and Integers
 - Fractions
- (ii) Algebra including Ratio and Proportion
- (iii) Geometry
 - Basic geometrical ideas (2-D)
 - Understanding Elementary Shapes (2-D and 3-D)
 - Symmetry: (reflection)
- (iv) Mensuration
- (v) Data handling

Part II : Pedagogical issues

- (i) Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- (ii) Aims and objectives of teaching mathematics in middle schools
- (iii) Place of Mathematics in Curriculum
- (iv) Language of Mathematics
- (v) Methods and techniques of teaching mathematics at middle stage
- (vi) Instructional materials in mathematics, their importance and improvisation
- (vii) Problems in teaching mathematics
- (viii) Assessment in mathematics
 - Concept and purpose
 - Techniques of assessment
 - Assessment tools
- (ix) Diagnostic and Remedial Teaching
- (x) Planning for teaching mathematics
 - Annual Plan, Unit Plan, Lesson Plan
- (xi) Mathematical Reasoning
- (xii) Communicating Mathematics.

6. **SCIENCE**

<i>No. of questions in part I</i>	–	<i>20 questions</i>
<i>No. of questions in part II</i>	–	<i>10 questions</i>
Total number of questions	–	30 questions

Part I : Contents

- (i) Food (Sources of food, Components of food, Cleaning food)
- (ii) Materials (Materials of daily use)
- (iii) The World of the Living
- (iv) Moving Things People and Ideas
- (v) How things work (Electric current and circuits, Magnets)
- (vi) Natural Phenomena
- (vii) Natural Resources

Part II : Pedagogical Issues:

- (i) Aims and Objectives of teaching science in Elementary School
- (ii) Problems and remedies of teaching Science
- (iii) Correlation and interdependence of science with other subjects
- (iv) Educational values of teaching science
- (v) Qualities of good science teacher
- (vi) Development of scientific attitude
- (vii) Methods of teaching science in Elementary School
- (viii) Science museum, field trip, projects and exhibition
- (ix) Different types of assessment
- (x) Teaching learning materials (Teaching Aids) in Science
- (xi) Science curriculum in elementary school

7. **SOCIAL STUDIES**

<i>No. of questions in part I</i>	–	<i>40 questions</i>
<i>No. of questions in part II</i>	–	<i>20 questions</i>
Total number of questions	–	60 questions

Part I : Contents

- (i) Our pasts
 - What, Where, How and When?
 - On the Trail of the Earliest People
 - From Gathering to Growing Food
 - In the Earliest Cities
 - What Bones and Burials Tell Us
 - New Questions and Ideas
 - New Kings and Kingdoms
 - The Delhi Sultans
 - The Mughal Empire
 - Towns, Traders and Craftpersons
 - Tribes, Nomads and Settled Communities
 - Devotional Paths to the Divine
 - From Trade to Territory
 - Ruling the Countryside
 - Tribals, *Dikus* and the Vision of a Golden Age
 - When People Rebel - 1857 and After
 - Weavers, Iron Smelters and Factory Owners
 - Civilising the “Native”, Educating the Nation
 - Women, Caste and Reform
 - The Making of the National Movement: 1870s - 1947
 - India After Independence

- (ii) Geography
 - The Earth in the Solar System
 - Globe
 - Motions of the Earth
 - Environment
 - Inside Our Earth
 - Air
 - Water
 - Natural Vegetation and Wildlife
 - Human Environment - Settlement, Transport and Communication
 - Resources
 - Land, Soil, Water, Natural Vegetation and Wildlife Resources
 - Agriculture
 - Human Resources

- (iii) Social and Political Life
 - Diversity and Discrimination
 - Key Element of a Democratic Government
 - Panchayati Raj
 - Rural Administration
 - Urban Administration
 - Rural Livelihood
 - Urban Livelihood
 - Equality in Indian Democracy
 - State Government
 - Gender
 - Markets

Part II : Pedagogical issues

- (i) Concept and nature of Social Science/Social Studies
- (ii) Important themes in Social Sciences
 - Time continuity and change: Social structure and Social stratification
 - Civilization: History and Culture.
 - State: Authority, Nation, Nation-state and Citizen
 - Region, Resources and People
 - Market and Exchange
- (iii) Classroom transaction/processes
 - Different methods of teaching Social Science/Social Studies: Discovery, Projects, Narration, Comparison, Observation, Dialogue and Discussion
 - Teaching-learning materials : Need and importance, types, improvisation
 - Concept and Sources of Data
- (iv) Evaluation in Social Science/Social Studies
 - Types of evaluation
 - Tools and techniques

PROCEDURE TO BE FOLLOWED DURING CONDUCT OF MTET

1. The examination rooms/hall will be opened 30 minutes before the commencement of test.
2. The candidate must show, on demand, his/her Admit Card in the examination room/hall. A candidate who does not possess a valid Admit Card shall not be permitted for the examination under any circumstances by the Centre Superintendent.
3. A seat indicating roll number will be allocated to each candidate. Candidates should find and occupy their allocated seats only. Any candidate found to have changed room or the seat on his/her own other than allotted, his/her candidature shall be cancelled and no plea would be accepted for it.
4. A candidate who comes after the commencement of the examination shall not be permitted to sit in the examination.
5. Candidates are not allowed to carry any textual material, printed or written material, bits of papers, mobile phone, calculator or any other electronic device, except the Admit Card and Blue/Black Ball Point pen inside the Examination Room/Hall. If any candidate is in possession of any of the above item the material will be seized and his/her candidature will be subjected to scrutiny.
6. No candidate, without the special permission of the Centre Superintendent or the Invigilator concerned, will leave his/her seat or Examination Room until the full duration of the paper is over. Candidates should not leave the room/hall without handing over their Answer Sheets to the Invigilator on duty.
7. Candidates are allowed to bring with them a cardboard on which nothing should be written, so that they have no difficulty in writing responses in the Answer Sheet even if the tables provided in the examination room/hall do not have smooth surface. They should also bring their own Ball Point Pens (Black/Blue) of good quality. These will not be supplied by the Board.
8. Twenty minutes before the commencement of the test, each candidate will be given an Answer Sheet. Candidates will fill in the required particulars on the answer sheet with Ball Point Pen only. Candidates should take extreme care in filling the particulars as the ***answer sheets will not be replaced under any circumstance.***
9. Five minutes before the commencement of the paper Question papers will be distributed to the candidates.

10. During the examination time, the invigilator will check Admit Card of all the candidates to satisfy himself/herself about the identity of each candidate. The invigilator will also put his/her signatures in the place provided in the Answer Sheet.
11. ***Use of pencil is strictly prohibited.*** If anybody uses the pencil, his/her answer sheet will be rejected and no correspondence will be entertained in this regard.
12. Candidates shall maintain perfect silence and attend to their Question Paper only. Any conversation or gesticulation or disturbance in the Examination Room/Hall shall be deemed as misbehavior. If a candidate is found using unfair means or impersonating, his/her candidature shall be cancelled and he/she will be liable to be debarred for taking examination either permanently or for a specified period according to the nature of offence.
13. After completing the paper and before handing over the Answer Sheet, the candidate should check again that all the particulars required in the Answer Sheet have been correctly written.
14. The candidates must sign on the Attendance Sheet at the appropriate place.



MIZORAM BOARD OF SCHOOL EDUCATION
MIZORAM TEACHERS ELIGIBILITY TEST

OMR ANSWER SHEET

Name of the Candidate										
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>										
Roll Number		Date of Examination				Session of Examination				
① ① ① ① ① ② ② ② ② ② ③ ③ ③ ③ ③ ④ ④ ④ ④ ④ ⑤ ⑤ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨ ⑨ ⑨ ⑩ ⑩ ⑩ ⑩ ⑩ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>				Forenoon <input type="checkbox"/> Afternoon <input type="checkbox"/>				
Subject						Paper				
<input type="text"/>						<input type="text"/>				
Language Name										
<input type="text"/>										
Signature of the Candidate						Signature of the Invigilator				
<input type="text"/>						<input type="text"/>				

Sl.	Answer	Sl.	Answer	Sl.	Answer	Sl.	Answer	Sl.	Answer	Sl.	Answer
1	A B C D	26	A B C D	51	A B C D	76	A B C D	101	A B C D	126	A B C D
2	A B C D	27	A B C D	52	A B C D	77	A B C D	102	A B C D	127	A B C D
3	A B C D	28	A B C D	53	A B C D	78	A B C D	103	A B C D	128	A B C D
4	A B C D	29	A B C D	54	A B C D	79	A B C D	104	A B C D	129	A B C D
5	A B C D	30	A B C D	55	A B C D	80	A B C D	105	A B C D	130	A B C D
6	A B C D	31	A B C D	56	A B C D	81	A B C D	106	A B C D	131	A B C D
7	A B C D	32	A B C D	57	A B C D	82	A B C D	107	A B C D	132	A B C D
8	A B C D	33	A B C D	58	A B C D	83	A B C D	108	A B C D	133	A B C D
9	A B C D	34	A B C D	59	A B C D	84	A B C D	109	A B C D	134	A B C D
10	A B C D	35	A B C D	60	A B C D	85	A B C D	110	A B C D	135	A B C D
11	A B C D	36	A B C D	61	A B C D	86	A B C D	111	A B C D	136	A B C D
12	A B C D	37	A B C D	62	A B C D	87	A B C D	112	A B C D	137	A B C D
13	A B C D	38	A B C D	63	A B C D	88	A B C D	113	A B C D	138	A B C D
14	A B C D	39	A B C D	64	A B C D	89	A B C D	114	A B C D	139	A B C D
15	A B C D	40	A B C D	65	A B C D	90	A B C D	115	A B C D	140	A B C D
16	A B C D	41	A B C D	66	A B C D	91	A B C D	116	A B C D	141	A B C D
17	A B C D	42	A B C D	67	A B C D	92	A B C D	117	A B C D	142	A B C D
18	A B C D	43	A B C D	68	A B C D	93	A B C D	118	A B C D	143	A B C D
19	A B C D	44	A B C D	69	A B C D	94	A B C D	119	A B C D	144	A B C D
20	A B C D	45	A B C D	70	A B C D	95	A B C D	120	A B C D	145	A B C D
21	A B C D	46	A B C D	71	A B C D	96	A B C D	121	A B C D	146	A B C D
22	A B C D	47	A B C D	72	A B C D	97	A B C D	122	A B C D	147	A B C D
23	A B C D	48	A B C D	73	A B C D	98	A B C D	123	A B C D	148	A B C D
24	A B C D	49	A B C D	74	A B C D	99	A B C D	124	A B C D	149	A B C D
25	A B C D	50	A B C D	75	A B C D	100	A B C D	125	A B C D	150	A B C D

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY BEFORE WRITING

1. Use only Blue/Black Ball point pen to darken the appropriate circle. Use of Pencil is strictly prohibited.
2. The Mark should be dark and should completely fill the circle.
3. Darken ONLY ONE CIRCLE for each questions as shown in the example below :



4. Answer once shaded is Final. No change is allowed.
5. Make the marks only in the spaces provided. Please do not make any stray marks on the Answer Sheet.
6. Rough work must not be done on the Answer Sheet. Do not use white fluid or any other rubbing material on the Answer Sheet.
7. Mark your answer only in the appropriate space against the number corresponding to the question you are answering.

Write the certification statement below in your running handwriting using Blue/Black Ball Point Pen only and put your signature.

“I certify that I am the person whose name and Roll No. appear on this Answer Sheet”.

SIGNATURE OF THE CANDIDATE

INSTRUCTIONS FOR USE OF ANSWER SHEET

1. The Answer Sheet used will be of special type which will be scanned on OMR machine.

The Answer Sheet contains the following items which are to be filled in neatly and accurately by the candidate with **Blue/Black ball point pen only**.

Use of pencil is strictly prohibited.

- (a) Name of the candidate
- (b) Roll Number
- (c) Date of examination
- (d) Session of examination
- (e) Subject (Only for Paper-II)
- (f) Paper
- (g) Language Name
- (h) Signature of the candidate
- (i) Signature of the Invigilator

Writing of particulars and responses with Blue/Black ball point pen only will be filled up as follows :

If your Roll No. is 21073, fill in as below :

Roll Number				
0	0	●	0	0
1	●	1	1	1
●	2	2	2	2
3	3	3	3	●
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	●	7
8	8	8	8	8
9	9	9	9	9
2	1	0	7	3

2. Important instructions for marking the responses

(i) Out of the four alternatives for each question, only one circle for the correct answer is to be darkened completely with blue/black ball point pen only. For example, Question No.1 in the Question Booklet reads as follows :

The capital of Mizoram is -

(A) Aizawl (B) Lunglei (C) Champhai (D) Mamit

The correct response to this question is (A) Aizawl. The candidate will locate Question No. 1 in the Answer Sheet and darken the circle as shown below :

Q. 1 ● (B) (C) (D)

(ii) Use blue or black ball point pen to completely darken the appropriate circle, i.e. one circle for each entry. The candidates must fully satisfy themselves about the accuracy of the answer before putting their response in the Answer Sheet as no change in answer once marked is allowed.

(iii) Use of pencil is strictly prohibited. If any candidate uses pencil (entirely or interspersed with pen markings) for darkening the answer sheet, his/her answer sheet will not be evaluated.

(iv) If the candidate does not want to attempt any question he/she should not darken the circle given against that question.

(v) Please do not fold the Answer Sheet and do not make any stray marks on it.

(vi) The following are to be ***strictly avoided*** as the Answer Sheets are machine gradable and it may lead to wrong evaluation :

- (a) Use of eraser or white/correction fluid.
- (b) A light or faintly darkened circle.
- (c) A partially filled circle.

Note : *The MBSE will not be responsible for any wrong evaluation that might occur due to non-compliance with the above mentioned instructions.*

3. Rough Work

The candidate will not do any rough work on the Answer Sheet. All rough work is to be done in the Question Booklet itself.