

Mizoram Teacher Eligibility Test (MTET), 2022

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MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL – 796 012

Dated, Aizawl the 14th March, 2022

NOTICE

No.K.12012/2/2021-MBSE(Acad)/72 : 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) by July, 2022. Information Brochure along with application form can be downloaded from the MBSE official website i.e. www.mbse.edu.in. The date of examination is to be notified later. Application forms and examination fees can be submitted from 21st March, 2022 till 22nd April, 2022 at the following offices :

Sl.no	District	Office for submission
1	Aizawl District	MBSE Office, Chaltlang, Aizawl
2	Champhai District	DIET Champhai
3	Hnahthial District	DEO Office, Hnahthial
4	Khawzawl District	Govt. Khawzawl High School, Khawzawl
5	Kolasib District	DIET Kolasib
6	Lawngtlai District	DIET Lawngtlai
7	Lunglei District	MBSE Regional Office, Lunglei
8	Mamit District	DIET Mamit
9	Saitual District	Govt. Saitual Higher Secondary School, Saitual
10	Siaha District	DIET Saiha
11	Serchhip District	DIET Serchhip

The last date of submission of application forms with a late fee of Rs.300/- only is 28th April, 2022. Fees 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 applications forms.

Sd/- SARAH LALENGZAMI PACHUAU
Secretary

Mizoram Board of School Education

Memo no.K.12012/2/2021-MBSE(Acad)/72(A) : Dated Aizawl, the 14th March, 2022
Copy to :

1. The 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, I&PR for information and wide publicity.
5. System Administrator, MBSE for uploading MTET, 2022 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 XVI.


(MICHAEL LALRINMAWIA)
Controller (MTET)
Mizoram Board of School Education

MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL: 796 012

APPLICATION FORM
FOR MIZORAM TEACHER ELIGIBILITY TEST (MTET), 2022

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

□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□

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

2. Name of Applicant's Father/Mother in Capital Letters

□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□

3. Date of Birth

□	□	□	□	□	□	□	□
---	---	---	---	---	---	---	---

as per HSLC

Day

Month

Year

4. Sex**Nationality****Caste****5. Permanent Address:**

Locality : _____

Town/City : _____

District : _____ State : _____

Contact No : _____

6. Choice of Paper/Level**(Give tick marks(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 marks in the box of your choice)**

(a) Mathematics & Science (For Mathematics & Science teacher)

(b) Social Studies (For Social Studies Teacher)

*(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) Champhai (c) Hnahthial (d) Khawzawl (e) Kolasib (f) Lawngtlai (g) Lunglei (h) Mamit (i) Saitual (j) Siaha (k) Serchhip **10. Particulars in HSSLC or equivalent examination :**

Name of Examination : _____

Name of School/Board : _____

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/Post Graduate examination for three-years integrated B.Ed-M.Ed.

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.	Post Graduation Certificate & Marksheet	<input type="text"/>	<input type="text"/>
5.	(a) Certificate of any professional qualifications (D.El.Ed, etc.)	<input type="text"/>	<input type="text"/>
	OR		
	(b) Admit Card or any other proof showing that the applicant 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"/>
6.	1 copy of recent passport size photo kept in an envelope.	<input type="text"/>	<input type="text"/>
7.	Caste/Tribe Certificate.	<input type="text"/>	<input type="text"/>

DECLARATION

I have downloaded not only the Application Form but also the **Brochure** and I have read the Brochure thoroughly. 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 upon me by the appropriate authority as it deems fit and proper. I agree that usage of pencil or correcting fluid will result in rejection of my answer sheet and no correspondence will be entertained in this regard. I agree that I shall not be permitted to sit in the examination hall if I come late and the examination has started.

Date : _____

Signature of Applicant : _____

MIZORAM BOARD OF SCHOOL EDUCATION MIZORAM TEACHER ELIGIBILITY TEST

Last date for submission of Application: 22nd April, 2022

Last date for submission of Application with a late fee of Rs 300/- : 28th April, 2022

Processing fee: Rs 20/-



MTET 2022 INFORMATION BROCHURE

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

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- I. STRUCTURE AND CONTENT OF SYLLABUS
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IMPORTANT NOTES :

1. All applications in prescribed form, duly filled in, should be submitted to any of the following places on or before the specified last date :

Sl.no	District	Office for submission
1	Aizawl District	MBSE Office, Chaltlang, Aizawl
2	Champhai District	DIET Champhai
3	Hnahthial District	DEO Office, Hnahthial
4	Khawzawl District	Govt. Khawzawl High School, Khawzawl
5	Kolasib District	DIET Kolasib
6	Lawngtlai District	DIET Lawngtlai
7	Lunglei District	MBSE Regional Office, Lunglei
8	Mamit District	DIET Mamit
9	Saitual District	Govt. Saitual Higher Secondary School, Saitual
10	Siaha District	DIET Saiha
11	Serchhip District	DIET Serchhip

Candidates should pay the following fee:

Fees for MTET-2022 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/-
Processing fee	Rs. 20/-	

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 thereof.
3. Applications received after last date of submission will not be accepted irrespective of the date of their despatch.
4. The Candidates may collect their admit cards from their respective examination centres and appear for the examination at the given Centre. The date for which will be notified later.
5. ***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 candidate's eligibility has been verified. It does not vest the candidate with any rights for appointment. The eligibility shall be finally verified by the concerned recruiting agency/appointing authority.***

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

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 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 Procedures), 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

(f) Graduation with at least 50% marks and Bachelor of Education (B.Ed)/B.Ed.

(Special Education) who has acquired the qualification or Bachelor of Education from any NCTE recognized institution shall be considered for appointment as a teacher in Primary Stage 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.

OR

(g) Post-Graduation with a minimum 55% marks or equivalent grade and three-year integrated B.Ed.-M.Ed. who has acquired the qualification of three-year integrated B.Ed.-M.Ed. from any National Council for Teacher Education recognised institution shall be considered for appointment as a teacher in classes I to V: Provided that the person so appointed as a teacher shall mandatorily undergo a six-month Bridge Course in Elementary Education recognised by the National Council for Teacher Education, within two years of such appointment as primary teacher.

FOR MIDDLE SCHOOL TEACHER

3.2 Minimum Qualifications for becoming Teacher for Middle Stage

(a) Graduation 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 in Education (B.Ed).

OR

(c) Graduation with at least 45% marks and passed or appearing in Bachelor in 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 the final year of 4- year integrated B.A/B.Sc.B.Ed or B.A.B.Ed/B.Sc.B.Ed.

OR

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

OR

(g) Post-Graduation with a minimum 55% marks or equivalent grade and three-year integrated B.Ed.-M.Ed.

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

(f) 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 primary stage.

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

Note : A person who intent to be a teacher for both levels (primary stage and middle stage) 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 I will be English and Language II will be Mizo or Alternative English.
- 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 primary school 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 primary stage 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 I will be English and Language II will be Mizo or Alternative English.
- 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 middle school 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 middle stage but their difficulty standard as well as linkages, could be up to the Senior Secondary stage.

Note: A person who intends to be a teacher for both primary and middle levels will have to appear in both the papers. i.e. Paper I and Paper II.

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, unless otherwise notified by the competent authority, would remain valid for life.
- (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)**

**SYLLABUS FOR TEACHER ELIGIBILITY TEST
PAPER I : PRIMARY STAGE**

1. CHILD DEVELOPMENT AND PEDAGOGY

No. of questions in Part I – 18 questions

No. of questions in Part II – 12 questions

Total number of questions – 30 questions

Part I

(a) Child development

1. Perspective in development

* Factors affecting child development

* Naturalistic Observations: Interviews, Anecdotal records, Narratives

2. Physical – Motor Development

* Growth and maturation

* Gross and fine motor development skills in infancy and pre-school children

3. 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.

4. Childhood

* Childhood in the modern world. How poverty, globalization and adult culture effect the child.

* Commonalities and diversities within the notion of childhood

5. 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

1. Inclusive Education

- * Concept of Inclusive Education
- * Forms of inclusion and exclusion
- * Addressing inequality and diversity in Indian classroom; pedagogical and curriculum concerns

2. Children with special needs

- * Identification, assessment and intervention of disability
- * Approaches and skills for teaching children with special needs.

3. Gender, School and Society

- * Social construction of masculinity and femininity
- * Working towards gender equality in the classroom

Part II

(a) Teaching & Learning Process

- * Behaviourism & Constructivism and their educational implications
- * Factors affecting learning
- * Motivation for learning
- * Evaluation
 - Concept, Process & Purpose of Evaluation & Assessment
 - Evaluation & Measurement
 - Continuous and comprehensive evaluation
 - Tools & Techniques of evaluation

(b) Teaching Aptitude

- * Factors affecting teaching
- * Methods & Techniques of teaching; Learner centered teaching strategies
- * Classroom management skills: Planning and implementation
- * Qualities of a good facilitator
 - Emotional maturity
 - Balanced personality
 - Attitude
 - Values
 - Professional ethics
 - Conduct rules
- * Inculcating democratic ideals and moral value.

2. **MIZO**

Part I-a zawhna awm tur zat – 10 questions

Part II-a zawhna awm tur zat – 20 questions

A vaia zawhna awm tur zat – 30 questions

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

- (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 question)
- (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 lohturte
- (ix) Tawng upate
- (x) Mizo tawng zirtir nana teaching aids tangkainate leh hman tangkai theih te
- (xi) Mizo tawng zirtir nana teaching aids hman tangkai theihte
- (xii) Learner assessment
- (xiii) Classroom activities:
 - Role play
 - Dramatisation
 - Recitation
 - Discussion
 - Debate
 - Group Work
 - Pair Work
 - Project Work

3. **ALTERNATIVE ENGLISH**

No. of questions in Part I – *15 questions*

No. of questions in Part II – *15 questions*

Total number of questions – *30 questions*

Part 1: 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 2: Pedagogy of Language Learning Mother Tongue and Language Development

1. Mother Tongue: Definition and meaning
2. Aims and objectives of teaching first and second language in Elementary schools
3. Characteristics and Qualities of a good language teacher
4. Four Language Skills
5. Objectives and method of teaching
 - Prose
 - Poetry
 - Vocabulary
 - Grammar
6. Lesson Planning
7. English Usage
8. Idioms and Phrases
9. Importance of Teaching Aids in Teaching English
10. Learner Assessment
11. Classroom Activities
 - Role Play
 - Dramatization
 - Recitation
 - Discussion
 - Debate
 - Group Work
 - Pair Work
 - Project Work

Teaching Strategies:

1. Teaching Prose
2. Teaching Poetry
3. Teaching Vocabulary
4. Teaching Grammar

Class Room Activities:

1. Role Play
2. Dramatization
3. Recitation
4. Extempore Speech
5. Debate
6. Story Telling

Assessment:

1. Concept and Purpose
2. Responding to content and form
3. 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 1: Language Proficiency

1. Reading unseen passages – one passage (One prose or drama or one poem) with questions on comprehension, inference, grammar and verbal ability. (Prose passage may be literary, scientific, narrative or discursive)
2. Four Language Skills
3. Grammar
4. Vocabulary

Part 2: Pedagogy of Language Development

a) Issues on Teaching English

1. Teaching English as a second language and foreign language: developmental, socio-economic and psychological factors, key factors affecting second language acquisition.
2. Nature of Language

b) Approaches and Methods of Teaching English

1. Different approaches to the teaching of English:
 - i. Behaviouristic Approach
 - ii. Structural Approach
 - iii. Cognitive Approach
 - iv. Constructivist Approach
 - v. Communicative Approach
2. Different methods and techniques of teaching English:
 - i. Grammar translation method
 - ii. Audio lingual method
 - iii. Direct Method
 - iv. 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>
<i>Total number of questions</i>	–	<i>30 questions</i>

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

- Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- Aims and objectives of teaching mathematics in primary schools
- Place of Mathematics in Curriculum
- Language of Mathematics
- Methods and techniques of teaching mathematics at primary stage
- Instructional materials in mathematics, their importance and improvisation
- Problems of teaching mathematics
- Assessment in mathematics
- Concept and purpose
- Techniques of assessment
- Assessment tools
 - Diagnostic and Remedial Teaching
 - Planning for teaching mathematics
- Annual Plan, Unit Plan, Lesson Plan
 - Mathematical reasoning
 - Communicating mathematics

6. ENVIRONMENTAL STUDIES

No. of questions in Part I	– 15 questions
No. of questions in Part II	– 15 questions
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

1. Concept and Scope of EVS

2. Curriculum Organization

- EVS as an integrated area of studies.
- EVS as science and EVS as social science.

3. Perspective in EVS Learning

- How Children learn – based on Piaget, Vygotsky and Bruner
- Preconception and Alternative Conception in children.

4. 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.

5. Assessment in EVS

- Concept and Purpose of Assessment
 - Techniques of Assessment
 - Assessment Tools

**PAPER II (for classes V to VIII) : MIDDLE STAGE
SYLLABUS FOR TEACHER ELIGIBILITY TEST**

Paper – II (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>
<i>Total number of questions</i>	–	<i>30 questions</i>

Part I

(a) Child development

1. Perspective in development

- * Factors affecting child development
- * Naturalistic Observations: Interviews, Anecdotal records, Narratives

2. Physical – Motor Development

- * Growth and maturation
- * Gross and fine motor development skills in infancy and pre-school children

3. 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.

4. Childhood

- * Childhood in the modern world. How poverty, globalization and adult culture effect the child.
- * Commonalities and diversities within the notion of childhood

5. 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

1. Inclusive Education

- * Concept of Inclusive Education
- * Forms of inclusion and exclusion
- * Addressing inequality and diversity in Indian classroom; pedagogical and curriculum concerns

2. Children with special needs

- * Identification, assessment and intervention of disability
- * Approaches and skills for teaching children with special needs.

3. Gender, School and Society

- * Social construction of masculinity and femininity
- * Working towards gender equality in the classroom

Part II

(c) Teaching & Learning Process

- * Behaviourism & Constructivism and their educational implications
- * Factors affecting learning
- * Motivation for learning
- * Evaluation
 - Concept, Process & Purpose of Evaluation & Assessment
 - Evaluation & Measurement
 - Continuous and comprehensive evaluation
 - Tools & Techniques of evaluation

(d) Teaching Aptitude

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

2. **MIZO**

Part I-a zawhna awm tur zat – 10 questions

Part II-a zawhna awm tur zat – 20 questions

A vaia zawhna awm tur zat – 30 questions

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
 - Discussion
 - Debate
 - Group Work
 - Pair Work
 - Project Work

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>
<i>Total number of questions</i>	–	<i>30 questions</i>

Part 1: 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 2: Pedagogy of Language Learning

a) Mother Tongue and Language Development:

1. Mother Tongue : Definition and meaning
2. Aims and objectives of teaching first and second language in Elementary schools
3. Characteristics and Qualities of a good language teacher
4. Relationship between a child's growth and language development
5. Importance of Mother Tongue in a child's growth and development and education

b) Teaching Strategies:

1. Teaching Prose
2. Teaching Poetry
3. Teaching Vocabulary
4. Teaching Grammar

c) Class Room Activities:

1. Role Play
2. Dramatisation
3. Recitation
4. Extempore Speech
5. Debate
6. Story Telling

d) Assessment:

1. Concept and Purpose
2. Responding to content and form
3. 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>
<i>Total number of questions</i>	–	<i>30 questions</i>

PART 1: Language Proficiency

1. Reading unseen passages – one passage (One prose or drama or one poem) with questions on comprehension, inference, grammar and verbal ability. (Prose passage may be literary, scientific, narrative or discursive)
2. Four Language Skills
3. Grammar
4. Vocabulary

Part 2: Pedagogy of Language Development

a) Issues on Teaching English

1. Teaching English as a second language and foreign language: developmental, socio-economic and psychological factors, key factors affecting second language acquisition.
2. Nature of Language

b) Approaches and Methods of Teaching English

1. Different approaches to the teaching of English:
 - i. Behaviouristic Approach
 - ii. Structural Approach
 - iii. Cognitive Approach
 - iv. Constructivist Approach
 - v. Communicative Approach
2. Different methods and techniques of teaching English:
 - i. Grammar translation method
 - ii. Audio lingual method
 - iii. Direct Method
 - iv. Bilingual Method

c) Planning

1. Unit planning and Lesson planning
2. English across the curriculum
3. Preparation and use of low cost teaching aids

d) Teaching Strategies

1. Four Skills: Listening, Speaking, Reading and Writing
2. Grammar

e) Developing and Assessing

1. Listening Skill
2. Speaking Skill
3. Reading Skill
4. 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>
<i>Total number of questions</i>	–	<i>30 questions</i>

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

- * Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- * Aims and objectives of teaching mathematics in middle schools
- * Place of Mathematics in Curriculum
- * Language of Mathematics
- * Methods and techniques of teaching mathematics at middle stage
- * Instructional materials in mathematics, their importance and improvisation
- * Problems of teaching mathematics
- * Assessment in mathematics
 - Concept and purpose
 - Techniques of assessment
 - Assessment tools
- * Diagnostic and Remedial Teaching
- * Planning for teaching mathematics
 - Annual Plan, Unit Plan, Lesson Plan
- * Mathematical reasoning
- * Communicating mathematics

6. **SCIENCE**

No. of questions in Part I – 20 questions

No. of questions in Part II – 10 questions

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:

- Aims and Objectives of teaching science in Elementary School
- Problems and remedies of teaching Science
- Correlation and interdependence of science with other subjects
- Educational values of teaching science
- Qualities of good science teacher
- Development of scientific attitude
- Methods of teaching science in Elementary School
- Science museum, field trip, projects and exhibition
- Different types of assessment
- Teaching learning materials (Teaching Aids) in Science

7. SOCIAL SCIENCE

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

Part I : Contents

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
- * From Trade to Territory
- * Ruling the Countryside
- * When People Rebel - 1857 and After
- * Weavers, Iron Smelters and Factory Owners
- * Civilising the “Native”, Educating the Nation
- * The Making of the National Movement: 1870s-1947
- * India After Independence

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

Social and Political Life

- * Diversity and Discrimination
- * Key Element of a Democratic Government
- * Panchayati Raj
- * Rural Administration
- * Urban Administration
- * Equality in Indian Democracy
- * State Government
- * Gender
- * Indian Constitution and Secularism
- * Parliament and the making of Laws
- * Social Justice and the Marginalized

Part 2: Pedagogical Issues

1. Concept and nature of Social Science/ Social Studies

2. Important themes in Social Studies

- 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

3. Classroom transaction/Processes

- Different methods of teaching Social Science/Social Studies: Discovery, Projects, Narration, Comparisons, Observation, Dialogue and Discussion.
- Teaching Learning Materials: Need and Importance, types, improvisation.
- Concept and Sources of Data.

4. 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. ***Use of correcting fluid is strictly prohibited.*** If anybody uses the correcting fluid, his/her answer sheet will be rejected and no correspondence will be entertained in this regard.
13. 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.
14. After completing the paper and before handing over the Answer Sheet, the candidate should check against that all the particulars required in the Answer Sheet have been correctly written.
15. The candidates must sign on the Attendance Sheet at the appropriate place.



Name of the Candidate										
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Roll Number		Date of Examination				Session of Examination				
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Subject						Paper				
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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)

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 (A) (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.