

MIZORAM BOARD OF SCHOOL EDUCATION
MIZORAM TEACHER ELIGIBILITY TEST

Duration of Online Application : 16th April to 15th May, 2026

Last date for submission of Application : 15th May, 2026

Last date for submission of Application with a late fee of ₹ 300/- : 23rd May, 2026



MTET 2026 INFORMATION BOOKLET



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

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APPENDIX

I. STRUCTURE AND CONTENT OF SYLLABUS

IMPORTANT NOTES :

1. All applications in prescribed form, duly filled in, should be submitted online through MBSE portal www.mbseonline.com before the specified last date.

Candidates should pay the following fee :

Fees for MTET-2026 Examination

CATEGORY	Only Paper - I or II	Both Paper - I & II
General	₹ 600/-	₹ 900/-
SC/ST/OBC/ PwD	₹ 500/-	₹ 800/-

Fee once paid shall not be refunded under any circumstances.

2. Candidates must ensure that the Application Form is filled completely and correctly in all respect. Incomplete/incorrect application shall be rejected without assigning any reason thereof. **Furnishing of false, wrong or inaccurate information may lead to cancellation of the Test result, forfeiture of certificate and even prosecution in appropriate cases.**
3. ***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 isto 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 SCHOOLTEACHER

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)*.

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 final semester of Bachelor in Education (B.Ed).
OR
- (c) Graduation with at least 45% marks and passed or appearing in final semester of 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 final semester of 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) 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.
- (d) The candidate not having any of the above qualification shall not be eligible for appearing in Mizoram Teacher Eligibility Test.

(e) 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 any right with the candidate for appointment. The eligibility shall be finally verified, by the concerned recruiting agency/appointing authority.

4. PROCEDURE TO BE FOLLOWED DURING FILLING ONLINE APPLICATION FORM

4.1. Make sure that all particulars are to be filled up correctly.

4.2. House No. & Landmark should not be mentioned in the Locality column.

4.3. In the locality column, both the locality name and the village/town/city name should be entered. For example : (Chanmari, Aizawl) / (Chanmari, Lawngtlai) / (Dinthar, Sangau) / (Dinthar, Aizawl) / (Zotlang, Champhai) / (Zotlang, Lunglei) / (Vengthlang, Sihphir) / (Vengthlang, Champhai) etc.

Correct

2. Permanent Address	
Locality Chanmari, Aizawl	Town / City Aizawl
District Aizawl	State Mizoram

Incorrect

2. Permanent Address	
Locality B-23, Chanmari, Near Baptist Church	Town / City Aizawl
District Aizawl	State Mizoram

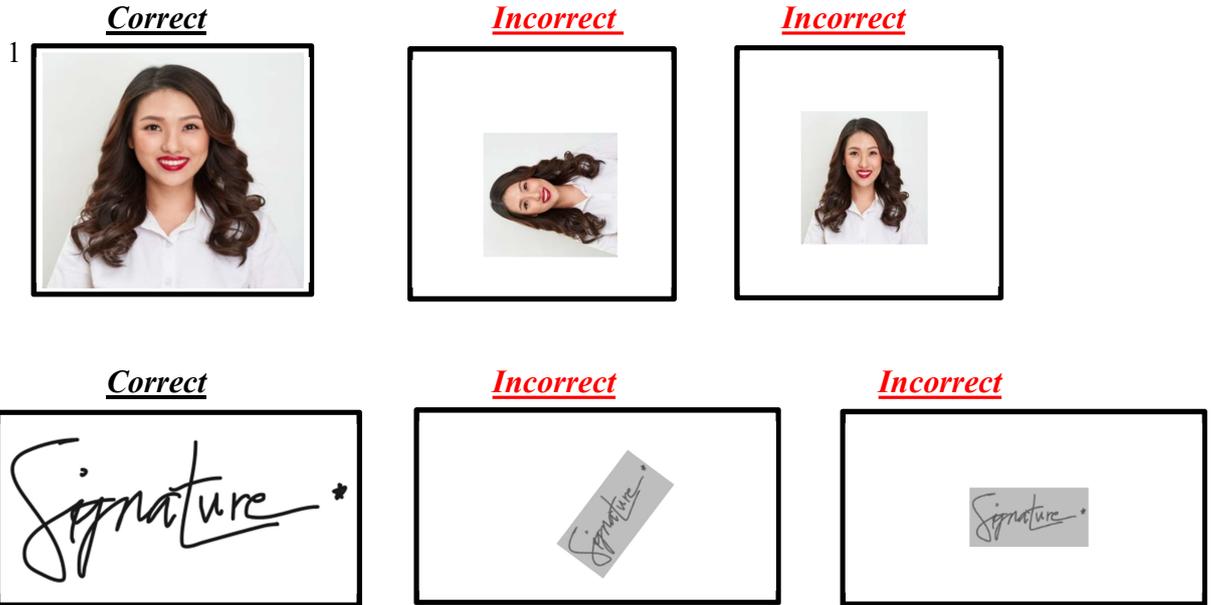
Correct

2. Permanent Address	
Locality Dinthar, Sangau	Town / City Lawngtlai
District Lawngtlai	State Mizoram

Incorrect

2. Permanent Address	
Locality C-25, Dinthar	Town / City Sangau
District Lawngtlai	State Mizoram

4.4. Due care should be taken in uploading of passport size photo and signature in the application form. Sample is given below :



Applicant should remember his/her phone number and password used during MTET registration for future reference.

5. PROCEDURE TO BE FOLLOWED DURING CONDUCT OF MTET

- 5.1. Candidates are advised to go through carefully all the given points before going for the Examination.
- 5.2. The examination rooms/hall will be opened 30 minutes before the commencement of test.
- 5.3. 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.
- 5.4. 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.
- 5.5. **A candidate who comes after the commencement of the examination shall not be permitted to sit in the examination.**
- 5.6. 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.

- 5.7. 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.
- 5.8. 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.
- 5.9. 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.***
- 5.10. Five minutes before the commencement of the paper Question papers will be distributed to the candidates. 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.
- 5.11. ***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.
- 5.12. ***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.
- 5.13. 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.
- 5.14. After completing the paper and before handing over the Answer Sheet, the candidate should check that all the particulars required in the Answer Sheet have been correctly written.
- 5.15. The candidates must sign on the Attendance Sheet at the appropriate place.

6. INSTRUCTIONS FOR USE OF ANSWER SHEET

6.1. 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

OMR ANSWER SHEET SAMPLE

MIZORAM BOARD OF SCHOOL EDUCATION
MIZORAM TEACHERS ELIGIBILITY TEST
OMR ANSWER SHEET

Name of the Candidate

Roll Number Date of Examination Session of Examination

 D D M M Y Y
 Forenoon Afternoon

Subject Paper

Language Name

Signature of the Candidate Signature of the Invigilator

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		

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 ● Ⓐ Ⓑ Ⓒ Ⓓ

- (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 :
- Use of eraser or white/correction fluid.
 - A light or faintly darkened circle.
 - 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.*

6.2. 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.

7. 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.

- (d) Paper I will be for a person who intent to be a teacher for primary stage.
- (e) 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.

7.1. 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.

7.2. 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	60 MCQs	60 Marks
	(ii) For Social Studies/Social Science teacher : Social Science		
	(iii) For any other teacher - either (i) or (ii)		
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.

8. LANGUAGE OF THE QUESTION PAPER

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

9. 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.

10. VALIDITY PERIOD OF MTET CERTIFICATE

- (f) The Validity Period of MTET qualifying certificate for appointment, unless otherwise notified by the competent authority, would remain valid for life.
- (g) 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.

11. 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.

12. 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.

13. RE-CHECKING/RE-EVALUATION

There shall be no re-evaluation/re-checking of results. No correspondence in this regard shall be entertained.

14. WEEDING OUT RULES

The records of Mizoram Teacher Eligibility Test including OMR Answer Sheet shall be maintained for a period of three months after publication of results and shall thereafter be disposed of in the manner as decided by the authority from time to time.

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

**SYLLABUS FOR TEACHER ELIGIBILITY TEST
PAPER I : 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>
<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 : Bowl by, 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 chunga 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 theih te
- (xii) Learner assessment
- (xiii) 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 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

<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

- 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

<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) 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) Tawngupate
- (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 :
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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

<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) 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 Craft persons
- * 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



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