

**SYLLABUS FOR COMPETITIVE EXAMINATION FOR RECRUITMENT  
TO THE POST OF MIDDLE SCHOOL TEACHER, 2015  
UNDER SCHOOL EDUCATION DEPARTMENT,  
GOVT. OF MIZORAM**

**SYLLABUS FOR COMPETITIVE EXAMINATION FOR RECRUITMENT TO  
THE POST OF MIDDLE SCHOOL TEACHER UNDER SCHOOL EDUCATION  
DEPARTMENT, 2015**

**SUBJECTS**

1. *General English*..... 100 Marks
2. *Paper- I (Objective Type)*..... 150 Marks
3. *Paper- II (Objective Type)*..... 150 Marks

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**General English**

**(Full Marks : 100)**

- (a) Essay Writing (Not more than 300 words) ..... 20 Marks
- (b) Idioms & Phrases (Objective Type/MCQ)..... 16 Marks
- (c) Comprehension of given passages (Objective Type/MCQ) ..... 16 Marks
- (d) Grammar (Objective Type/MCQ) ..... 16 Marks  
Parts of Speech : Nouns, Adjective, Verb, Adverb, Preposition, etc.
- (e) Composition (Objective Type/MCQ) ..... 16 Marks
  - i) Analysis of complex and compound sentences
  - ii) Transformation of sentences
  - iii) Synthesis of sentences
- (f) Correct usage and vocabularies (Objective Type/MCQ) ..... 16 Marks

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## SYLLABUS FOR MIDDLE SCHOOL TEACHER EXAMINATION

UNDER SCHOOL EDUCATION DEPARTMENT, 2015

### PAPER – I: PSYCHOLOGY OF TEACHING-LEARNING AND EDUCATIONAL STUDIES

1.	Educational Psychology	25 MCQs	50 Marks
2.	Elementary Education	20 MCQs	40 Marks
3.	Evaluation in Education	15 MCQs	30 Marks
4.	Teacher and Education	15 MCQs	30 Marks
	<b>TOTAL</b>	<b>75 MCQs</b>	<b>150 Marks</b>

### PAPER – II: PEDAGOGIC STUDIES

1.	Mizo	20 MCQs	40 Marks
2.	Mathematics	15 MCQs	30 Marks
3.	Science	15 MCQs	30 Marks
4.	Social Studies	15 MCQs	30 Marks
5.	General Knowledge on Education	10 MCQs	20 Marks
	<b>TOTAL</b>	<b>75 MCQs</b>	<b>150 Marks</b>

## **1. EDUCATIONAL PSYCHOLOGY**

No. of questions in Part I	-	13 questions
No. of questions in Part II	-	8 questions
No. of questions in Part III	-	4 questions
<b>Total number of questions</b>	-	<b>25 questions</b>
<b>Total number of marks</b>	-	<b>2 x 25 = 50 Marks</b>

### **PART I**

- a) Meaning, Scope and Importance of Educational Psychology in teaching-learning process
- b) Growth and Development – Concept, Stages of development (Physical, social, emotional, mental) and their educational implication
- c) Heredity and Environment – Concept of heredity & environment, significance of heredity and environment in the education of a child
- d) Individual difference – meaning, causes and educational implication
- e) Personality – meaning, factors affecting personality
- f) Adjustment – meaning and adjustment mechanisms

### **PART II**

- a) Motivation – Meaning, Kinds of motivation, Methods of extrinsic motivation
- b) Learning – Meaning, process of learning, factors affecting learning
- c) Memory and Forgetting – meaning, types of memory, factors aiding memory, causes of forgetting, remedies for forgetfulness

### **PART III**

- a) Exceptional children – Concept of exceptional children, gifted child and backward child, Needs and problems of gifted and backward children, Education of the gifted and backward child.
- b) Juvenile delinquency – Meaning, causes, treatment and prevention

## **2. ELEMENTARY EDUCATION**

No. of questions in Part I	-	12 questions
No. of questions in Part II	-	8 questions
<b>Total No. of questions</b>	-	<b>20 questions</b>
<b>Total No. of marks</b>	-	<b>2 x 20=40 Marks</b>

### **PART I**

- a) Concept of Education – Formal, Informal, Non-formal
- b) Aims of Education in India – Education for citizenship, democracy, national integration, international understanding and its implication for teachers
- c) Agencies of education
- d) Constitutional Provisions for Education in India: Articles – 21A, 28, 29, 41, 45, 46, 350A 350B and Main provisions under RTE Act, 2009
- e) Concept of UEE, Educational wastage and stagnation (Meaning, causes and remedies)-

### **PART II**

- a) Pre School Education – Need, importance and Objectives of Pre School Education; Types of Pre Schools; Methodology of teaching in Pre School, Evaluation in Pre Schools
- b) Concept of – Inclusive education and Child centred education
- c) Co-Curricular Activities – meaning, objectives, significance, types and organisation of co-curricular activities at the elementary level
- d) Classroom management
- e) Syllabus and Curriculum – Concept and Principles of curriculum construction

### 3. EVALUATION IN EDUCATION

No. of questions in Part I	-	11 questions
No. of questions in Part II	-	4 questions
<b>Total No. of questions</b>	-	<b>15 questions</b>
<b>Total No. of marks</b>	-	<b>2 x 15 = 30 Marks</b>

#### PART I

- a) Meaning, concept and types of Evaluation
- b) Tools and Techniques of Evaluation
- c) Characteristics of a good evaluation system
- d) Standard tests and Teacher Made Tests
- e) An overview of CCE

#### PART II

- a) Methods, Tools and Techniques for evaluating –
  - i) Language
  - ii) Science
  - iii) Mathematics
  - iv) Social Studies

### 4. TEACHER AND EDUCATION

<b>Total No. of questions</b>	-	<b>15 questions</b>
<b>Total No. of marks</b>	-	<b>2 x 15 = 30 Marks</b>

- a) Professional ethics for teachers
- b) Conduct rules of teachers
- c) Moral Education – Roles and responsibilities of teachers for inculcation of regularity, punctuality, availability and sense of responsibility
- d) Ideal qualities of – Teacher/Head of Institution
- e) Education and Social change – Its implication for teachers
- f) Planning teaching activities – Time budgeting, Unit Plan and Schemes of work

## PAPER – II: PEDAGOGIC STUDIES

### 1.MIZO

No. of questions in Part I	-	8 questions
No. of questions in Part II	-	12 questions
Total No. of questions	-	20 questions
Total No. of marks	-	2 x 20 = 40 Marks

#### **PART I: Lehkha chhiar hriatthiam leh hriatthiam lo henna tur thuziak. (Unseen passages)**

- i) Thu pakhat (One Prose)
- ii) Hla pakhat (One Poem)

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

- i) Comprehension questions
- ii) Grammar
- iii) Communication

#### **PART II: Pedagogy of Language Learning**

- a) Mother Tongue – A awmzia
- b) Middle School a mother tongue zirtirnain a tum. (Aims and Objectives)
- c) Mother Tongue zirtirtu tha nihna leh thiam tur
- d) Tawng thiamna in a ken palite ( Ngaihthlak thiam, Tawng thiam, Chhiar thiam, Ziah thiam)
- e) Thu, Hla, Grammar leh thu ziak dan zirtir in a tum leh zirtir dan
- f) Lesson Plan awmzia, a pawimawhna leh plan dan chi hrang hrang – Herbertian Approach leh Bloom's Approach
- g) Teaching Aids – A pawimawhna, a tangkaina te leh teaching aids chi hrang hrangte
- h) Classroom Activities – Role Play, Dramatisation, Recitation, Extempore Speech, Debate
- i) Syllabus leh Textbook siam dan (Principles)

## 2. MATHEMATICS

<b>Total No. of questions</b>	-	<b>15 questions</b>
<b>Total No. of marks</b>	-	<b>2 x 15 = 30 Marks</b>

- a) Mathematics and its educational values
- b) Aims and objectives of teaching Mathematics in Middle Schools
- c) Methods of Teaching Mathematics in Middle Schools
- d) Instructional materials in Mathematics, their importance and improvisation
- e) Planning teaching-learning activities – Scheme of work, Unit Planning, Lesson Planning
- f) Qualities of an ideal Mathematics teacher
- g) Problems in teaching mathematics
- h) Identifying and teaching exceptional children
- i) Remedial Teaching

## 3. SCIENCE

<b>Total No. of questions</b>	-	<b>15 questions</b>
<b>Total No. of Marks</b>	-	<b>2 x 15 = 30 Marks</b>

- a) Nature, Scope, Educational value and importance of Science education
- b) Aims and objectives of Teaching Science in Middle Schools
- c) Methods and Approaches of teaching Science in Middle Schools
- d) Planning teaching activities – Annual work plan, lesson planning
- e) Teaching aids in science
- f) Maintenance of Science Laboratory and conducting experiments
- g) Qualities of an ideal Science teacher
- h) Teacher's role in developing scientific attitude among students
- i) Correlation of Science with other subjects in Middle Schools
- j) Problems of teaching Science in Mizoram and their remedial measures



#### **4. SOCIAL STUDIES**

**Total No. of questions** - **15 questions**

**Total No. of Marks** - **2 x 15 = 30 Marks**

- a) Concept and Nature of Social Studies
- b) General objectives and Instructional objectives of teaching Social Studies at elementary school stage – Cognitive, Affective and Psychomotor domains
- c) Methods of Teaching Social Studies – Story telling, role playing, discussion, project, observation
- d) Techniques of Teaching Social Studies – Questioning, using blackboard, using current events
- e) Teaching – learning materials – Need and importance, types, improvisation
- f) Enrichment Materials – Salient features of the Indian Constitution, Fundamental Rights and Duties, Directive Principles of State Policy
- g) Planning teaching-learning activities – Unit Plans and Lesson Plans

#### **5. GENERAL KNOWLEDGE**

**Total No. of questions** - **10 questions**

**Total No. of Marks** - **2 x 10 = 20 Marks**

- a) General Knowledge questions on educational issues such as RTE Act, CCE, Important Days and Dates, Important Personalities in education and their contributions etc