

**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: 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 loh turte
- (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 and 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

SYLLABUS FOR TEACHER ELIGIBILITY TEST

Paper – II (MIDDLE STAGE)

1. **CHILD DEVELOPMENT AND PEDAGOGY**

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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

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

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* School culture

* Peer influence

* Competition, conflict and cooperation

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

1. Inclusive Education

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2. Children with special needs

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* 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

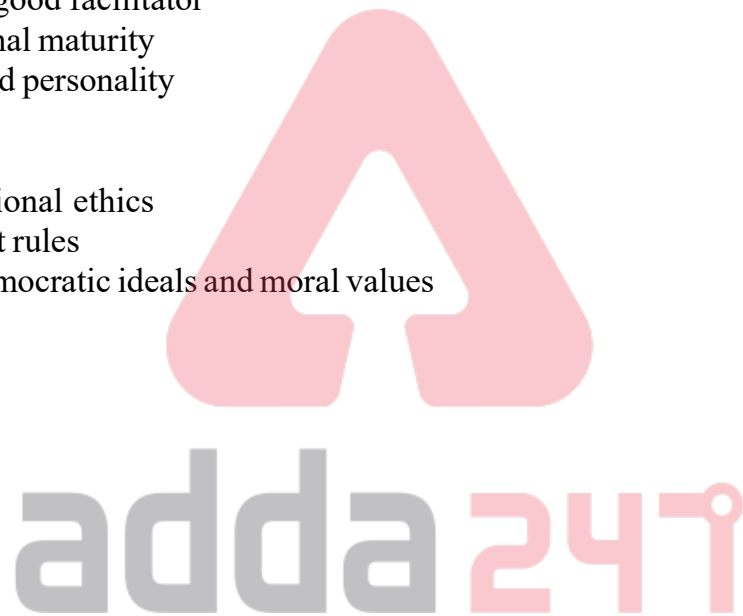
Part II

(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

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

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- (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
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- (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>
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Part 1: Language Comprehension

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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**

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Total number of questions – 30 questions

PART 1: Language Proficiency

1. Reading unseen passages – one passage (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)
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

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c) Planning

1. Unit planning and Lesson planning
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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

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) 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

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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