

**SYLLABUS FOR COMPETITIVE EXAMINATION FOR RECRUITMENT
TO THE POST OF PRIMARY 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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PAPER – I: PEDAGOGY AND EDUCATIONAL STUDIES

1.	Educational Psychology	25 MCQs	50 Marks
2.	Elementary Education	20 MCQs	40 Marks
3.	School Management & Evaluation	20 MCQs	40 Marks
4.	Teacher and Education	10 MCQs	20 Marks
	TOTAL	75 MCQs	150 Marks

PAPER – II: METHODOLOGY OF TEACHING AND GENERAL KNOWLEDGE

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
	TOTAL	75 MCQs	150 Marks

1. EDUCATIONAL PSYCHOLOGY

No. of questions in Part I - 10 questions

No. of questions in Part II - 15 questions

Total number of questions - 25 questions

Total number of marks - 2 x 25 = 50 Marks

PART I

- Educational Psychology - Meaning, Scope and Importance of Educational Psychology in teaching-learning process
- Growth and Development – Concept, Stages of development (during infancy & childhood) and educational implication
- Heredity and Environment – Concept, laws of heredity, significance of heredity and environment in the education of a child
- Individual difference – meaning, causes and educational implication

PART II

- a) Motivation – Meaning, Kinds of motivation, Methods of extrinsic motivation
- b) Learning – Meaning, process of learning, factors affecting learning – personality, intelligence, attention, interest, adjustment, memory and forgetting.
- c) Exceptional children, gifted child and backward child – Concept; Needs and problems of gifted and backward children, Education of the gifted and backward child.
- d) Juvenile delinquency – Meaning, causes, treatment and prevention.

2. ELEMENTARY EDUCATION

No. of questions in Part I	-	10 questions
No. of questions in Part II	-	10 questions
Total No. of questions	-	20 questions
Total No. of marks	-	2 x 20=40 Marks

PART I

- a) Education – Concept, Formal, Informal, Non-formal, Agencies of education.
- b) Aims of Education in India – Education for citizenship, democracy, national integration, international understanding and its implication for teachers
- c) Constitutional Provisions for Education in India – Preamble; Right to Free and Compulsory Education.
- d) Social change – Meaning, factors, role of education in promoting social change.
- e) Universalisation of elementary education (UEE) , Inclusive education and Child centred education.

PART II

- a) Pre-School Education – Meaning, importance and objectives; Activities & Equipments for Pre schools.
- b) Learning readiness – Language development for Pre-schoolers
- c) Types of Pre- School – Kindergarten, Montessori, Balwadi, Anganwadi & Day care.
- d) Guidance and counselling – Concept and need of guidance; Counselling service; Meaning, purpose and technique of group guidance.

3. SCHOOL MANAGEMENT & EVALUATION

No. of questions in Part I	-	10 questions
No. of questions in Part II	-	10 questions
Total No. of questions	-	20 questions
Total No. of marks	-	2 x 20 = 40 Marks

PART I

- a) Classroom management & School organisation
- b) Syllabus and Curriculum – Concept and Principles of curriculum construction
- c) Co-Curricular Activities – meaning, objectives, significance, types and organisation of co-curricular activities at the elementary level
- d) Ideal Quality – Importance of quality in education; Qualities of an ideal time table.
- e) School working with community.

PART II

- a) Evaluation – Concept, types, tools and techniques of evaluation.
- b) Characteristics of a good evaluation system.
- c) Techniques of Paper setting.
- d) An over view of CCE.
- e) Methods, tools and technique for evaluating science, mathematics, social studies and language.

4. TEACHER AND EDUCATION

No. of questions	-	10 questions
Total marks	-	2 x 10 = 20 Marks

- a) Professional ethics for teachers
- b) Conduct rules of teachers
- c) Moral Education – Meaning; Roles and responsibilities of teachers for inculcation of regularity, punctuality, availability and sense of responsibility
- d) Ideal qualities – Teacher and Head of Institution.
- e) Teacher education and its agencies.

PAPER – II: METHODOLOGY OF TEACHING

1. MIZO

No. of questions - 20 questions

Total marks - 2 x 20 = 40 Marks

1. Lehkha chhiar hriatthiam leh hriatthiam loh enna 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

2. Language Learning

- a) Mother Tongue – A awmzia
- b) Primary 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, Tawng, Chhiar leh Ziak thiam)
- e) Thu, Hla leh Grammar zirtir dan leh zirtirin a tum.
- f) Lesson Plan awmzia, a pawimawhna leh plan dan chi hrang hrang – Herbertian Approach leh Bloom’s Approach
- g) Teaching Aids – A pawimawhna leh Lesson Plan dan chi hrang hrang:-
 - (i) Herbertian approach
 - (ii) Morrison’s approach
 - (iii) Bloom’s approach
- h) Mizotawng hman diklohte.
- i) Curriculum, Syllabus leh Textbook siam dan (Principles).
- j) Teaching aids.

2. MATHEMATICS

No. of questions - 15 questions

Total marks - 2 x 15 = 30 Marks

- a) Mathematics and its educational values
- b) Aims and objectives of teaching Mathematics in Primary Schools
- c) Methods of Teaching Mathematics in Primary Schools
- d) Instructional materials in Mathematics, their importance and improvisation
- e) Remedial Teaching
- f) Qualities of an ideal Mathematics teacher
- g) Problems in teaching mathematics

3. SCIENCE

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

- a) Nature, Scope, Educational value and importance of Science education
- b) Aims and objectives of Teaching Science in Primary Schools
- c) Methods and Approaches of teaching Science in Primary Schools
- d) Teacher's role in developing scientific attitude among students
- e) Teaching aids in science
- f) Maintenance of Science Laboratory and conducting experiments
- g) Correlation of Science with other subjects in Primary Schools

4. SOCIAL STUDIES

No. of questions	-	15 questions
Total 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) Basic consideration for developing Curriculum in Social Studies.

5. GENERAL KNOWLEDGE

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

- a) General Knowledge questions on educational issues.