

**SYLLABUS FOR COMPETITIVE EXAMINATION FOR RECRUITMENT TO
THE POST OF CASUAL TEACHER (HIGH SCHOOL & MIDDLE SCHOOL)
UNDER SCHOOL EDUCATION DEPARTMENT**

Paper	Subject	Marks	Duration
Paper - I	General Knowledge (50 questions)	100	<i>3 hours with additional time of 40 minutes for Visually handicapped/ Cerebral palsy candidates</i>
	General English (30 questions)	60	
	English Comprehension	40	
	Total	200	
Paper-II	Basic Computer Knowledge (50 questions)	100	<i>3 hours with additional time of 40 minutes for Visually handicapped/ Cerebral palsy candidates</i>
	Simple Arithmetic (30 questions)	60	
	General Intelligence & Reasoning (20 questions)	40	
	Total	200	
Paper-III <i>(Tech. Paper for High School Teacher)</i>	Mizo Language (10 questions)	20	<i>3 hours with additional time of 40 minutes for Visually handicapped/ Cerebral palsy candidates</i>
	Social Studies (40 questions)	80	
	Perspectives on Education and Leadership (50 questions)	100	
	Total	200	
Paper-III <i>(Tech. Paper for Middle School Teacher)</i>	Educational Psychology (15 questions)	30	<i>3 hours with additional time of 40 minutes for Visually handicapped/ Cerebral palsy candidates</i>
	Elementary Education (15 questions)	30	
	Evaluation in Education (10 questions)	20	
	Teacher and Education (15 questions)	30	
	Mizo (10 questions)	20	
	Mathematics (10 questions)	20	
	Science (10 questions)	20	
	Social Studies (10 questions)	20	
	General Knowledge on Education (5 questions)	10	
	Total	200	

Notes:

- 1) Questions shall be set in Objective Type Multiple Choice pattern only with all questions carrying equal marks and answers for each of the questions shall be marked using blue or black ball point pen. In other words, there shall be multiple probable answers (at least four) wherein the candidate has to choose the correct answer for every objective type question.
- 2) Questions will be set in tune with the level of educational qualifications prescribed in the corresponding Recruitment Rules/Service Rules for the post(s).

3) Paper – I & Paper-II will be common question for both the posts. A brief description of the syllabus is as follows:

Paper - I

General Knowledge: Questions will be designed to test the candidate's knowledge of current events and of such matters of everyday observation and experience as may be expected of an educated person. The test will also include questions relating to Indian history and culture, Indian polity including the Constitution of India, geography, economy and general science. Questions on Mizo history and culture will also form part of the syllabus.

General English: Questions in this components will be designed to test the candidate's understanding and knowledge of English Language and will be based on error recognition, fill in the blanks (using verbs, preposition, articles etc), Vocabulary, Spellings, Grammar, Sentence Structure, Synonyms, Antonyms, Sentence Completion, Phrases and Idiomatic use of Words, etc.

English Comprehension: There will be questions on comprehension of passages also to test the vocabulary, grammar, logical thought ability and overall grasp of the candidates over English language.

Paper-II

Basic Computer knowledge: Introduction to Computers, introduction to Graphical user interface based Operating System, elements of Word Processing, Spreadsheets, Power point presentations, Computer communication and internet, world wide web and web browser, communication and collaboration.

Simple Arithmetic: Number system, simplification, roots, averages, discounts, percentages, profit & loss, ratio and proportion, partnership, chain rule, time & work, time & distance, simple & compound interest, mensuration, permutations & combinations, heights & distances, line graphs, bar graphs, pie charts and tabulation.

General Intelligence & Reasoning: It would include questions of both verbal and non -verbal type. This component may include questions on analogies, similarities and differences, spatial visualization, spatial orientation, problem solving, analysis, judgement, decision making, visual memory, discrimination, observation, relationship concepts, arithmetical reasoning and figural classification, arithmetic number series, non -verbal series, coding and decoding, statement conclusion, syllogistic reasoning etc.

Paper – III (*Technical Paper for High School Teacher*)

1. Mizo Language:

(a) Lehkha chhiar hriatthiam leh hriatthiam lo tehna 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

(b) Tawng upa.

(c) Ziak zawm leh zawm loh hun.

2. Social Studies:

- (a) **History : Indian and the contemporary World** - The French Revolution. The Russian Revolution. Rise of Nazism. Pastoralism in the Modern world. Forest Society and Colonialism. Peasants and Farmers. Clothes and Culture. Nationalism in Europe. Nationalism in India. Age of Industrialisation. Making of a Global World Print Culture and Nationalism.
- (b) **Geography: India – Land and the People** India – Size and Location. India – Physical Features. Drainage. Climate of India. Vegetation and Wildlife in India. Population. Resources and their development. Forest and Wildlife resources. Water Resources Agriculture. Mineral and Power Resources. Manufacturing Industries. Transport, Communication and Trade.
- (c) **Political Science : Democratic Politics** – Democracy : Significance and Relevance. Designing of Democracy in India. Electoral Politics in India. Institutions of Parliamentary Democracy. Rights in a Democracy. Working of Democracy Power-sharing Competition and Contestation in Democracy Outcomes of Democracy Challenges to Democracy.
- (d) **Economic : Understanding Economic Development** – The story of Village Economy. Human Resources. Poverty as a challenge facing India. Food security in India : Sources of Foodgrains. The story of Development. Money and Financial Systems. The Role of Service Sector in Indian Economy. Consumer Awareness. Globalisation.
- (e) **Disaster Management** – Disaster Management. Road Safety. Survival Skills. Alternative Communication Systems.

3. Perspectives on Education and Leadership:

- (a) **Understanding the Learner:** Concept of growth, maturation and development, relationship between growth and development, principles of growth and development, development tasks and challenges.
 Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.
 Psycho-Social Factors influencing the Learner: Parent-Child relationship, Family, Peer Influences, School.
 Understanding Adolescence: Needs, challenges and implications for designing institutional support.
- (b) **Understanding Teaching Learning:** Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for: The role of teacher, the role of learner, Nature of teacher-student relationship, Choice of teaching methods, Classroom environment, Understanding of discipline, power etc.
 Factors affecting learning and their implications for: Designing classroom instructions, Planning student activities and Creating learning spaces in school.
 Approaches to Teaching – Meaning and concept of Teaching, nature, phases and levels of Teaching, principles and levels of teaching.
 Planning and Organization of Teaching-Learning: Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, Principles of curriculum organization, Competency based Education, Experiential learning, etc., Instructional Plans: -Year Plan, Unit Plan, Lesson Plan, Instructional material and resources, Information and Communication Technology(ICT) for teaching-learning, National Policy on ICT in School Education. Assessment of learning, for learning and as learning: Meaning, purpose and considerations in planning each.
 Enhancing Teaching Learning processes: Classroom Observation and Feedback.
 Understanding Social Science as a Discipline – Development of Values through Social

Science, Social Science and Its relation with Individual and Society. Relevance of Social Sciences in School Curriculum.

(c) **School Organization and Leadership:** Leader as reflective practitioner, team builder, initiator, coach and mentor.

Perspectives on School Leadership: instructional, distributed and transformative. Vision building, goal setting and preparing a School Development Plan.

Management of Co-Curricular Activities. Using School Processes and forums for strengthening teaching learning-Annual Calendar, time-tabling, parent teacher forums, school assembly, teacher development forums, using achievement data for improving teaching — learning, School Self Assessment and Improvement, Creating partnerships with community and other neighbouring schools.

Ecology of School Community – Community for School and School for Community. Community Participation envisioned through different educational programmes - RTE, SSA and RMSA.

Strategies and Modalities of Community Participation – PPP & SMCs.

(d) **Contemporary Studies and Educational Programmes:** NEP-2020: Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education.

Diversity in Indian Society - Meaning, Types, Forms, Cultural Heritage, Social Stratification, Religions, Caste, Linguistic and Gender. Role of Education towards Diversity in Society. Educational Schemes and Projects under the State and Central Government - Kothari Commission (1964-1966), National Policy on Education (NPE), 1986 and Programme of Action (POA). 1992, The Education Policy of Mizoram, 2013, The Mizoram Prevention of Malpractices at Examination Act. 1990 as amended.

New Trends in Education – Education for Sustainable Development, Peace, Value and Human Rights Education, Environment Education. Inclusion and Policies for providing Inclusive set-up.

The Protection of Children from Sexual Offences (POSCO) Act, 2012.

Paper – III (*Technical Paper for Middle School Teacher*)

1. EDUCATIONAL PSYCHOLOGY:

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:

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:

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 –
- b) Language
- c) Science
- d) Mathematics
- e) Social Studies

4. TEACHER AND EDUCATION :

- 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

5. MIZO :

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)

6. MATHEMATICS :

- 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

7. SCIENCE :

- 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

8. SOCIAL STUDIES :

- 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

9. GENERAL KNOWLEDGE :

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

- b) NEP-2020: Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education.
- c) Educational Schemes and Projects under the State and Central Government - Kothari Commission (1964-1966), National Policy on Education (NPE), 1986 and Programme of Action (POA). 1992, The Education Policy of Mizoram, 2013,
- d) New Trends in Education – Education for Sustainable Development, Peace, Value and Human Rights Education, Environment Education. Inclusion and Policies for providing Inclusive set-up.
- e) The Protection of Children from Sexual Offences (POSCO) Act, 2012.
