

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

PAPER I (for classes I to IV) : 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>
Total number of questions	–	30 questions

Part I

(a) Child development

- (i) Perspective in development
 - Factors affecting child development
 - Naturalistic Observations: Interviews, Anecdotal records, Narratives
- (ii) Physical-Motor Development
 - Growth and maturation
 - Gross and fine motor development skills in infancy and pre-school children
- (iii) 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
- (iv) Childhood
 - Commonalities and diversities within the notion of childhood
- (v) 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

- (i) Inclusive Education
 - Concept of Inclusive Education
 - Forms of Inclusion and Exclusion
 - Addressing inequality and diversity in Indian classroom; pedagogical and curriculum concerns
- (ii) Children with special needs
 - Identification, assessment and intervention of disability
 - Approaches and skills for teaching children with special needs

- (iii) Gender, School and Society
 - Social construction of masculinity and femininity
 - Working towards gender equality in the classroom

Part II

(a) Teaching & Learning Process

- (i) Behaviourism & Constructivism and their educational implications
- (ii) Factors affecting learning
- (iii) Motivation and learning
- (iv) Evaluation
 - Concept, Process & Purpose of Evaluation & Assessment
 - Evaluation & Measurement
 - Continuous and comprehensive evaluation
 - Tools and Techniques of evaluation

(b) Teaching Aptitude

- (i) Factors affecting teaching
- (ii) Methods & Techniques of teaching; Learner centered teaching strategies
- (iii) Classroom management skills: Planning and implementation
- (iv) Qualities of a good facilitator
 - Emotional maturity
 - Balanced personality
 - Attitude
 - Values
 - Professional ethics
 - Conduct rules
- (v) Inculcating democratic ideals and moral values

2. **MIZO**

<i>Part I-a zawhna awm tur zat</i>	–	<i>10 questions</i>
<i>Part II-a zawhna awm tur zat</i>	–	<i>20 questions</i>
<i>Zawhna awm tur zawng zawng</i>	–	<i>30 questions</i>

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) 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
- (xi) Mizo tawng zirtir nana teaching aids hman tangkai theihte
- (xii) Learner assessment
- (xiii) Content analysis
- (xiv) Classroom activities:
 - Role play
 - Dramatisation
 - Recitation
 - Extempore speech
 - Debate
 - Group Work
 - Pair Work
 - Project Work

Essential Readings:

1. Mizo \awng zirtir dan - Dr. Lalliani
2. National Curriculum Framework (NCF) 2005
3. Mizo \awng ziah dan - Mizo Language Committee, MBSE

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>
Total number of questions	–	30 questions

Part I : 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 II : Pedagogy of Language Learning :

Unit I Mother Tongue and Language Development

- Mother Tongue: Definition and meaning
- Aims and Objectives of Teaching First and Second Language in Elementary schools
- Characteristics and Qualities of a good Language teacher.
- Relationship between a child's growth and language development.
- Importance of Mother Tongue in a child's growth and development and education

Unit II Teaching Strategies:

- Teaching prose
- Teaching Poetry
- Teaching Vocabulary
- Teaching Grammar

Unit III Class Room Activities:

- Role play
- Dramatisation
- Recitation
- Extempore speech
- Debate
- Story Telling

Unit IV Assessment:

- Concept and Purpose
- Responding to content and form
- 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>
Total number of questions	–	30 questions

Part I : 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 II : Pedagogy of Language Development

(a) Issues on teaching English

- (i) Teaching English as a second language and foreign language: developmental, socio-economic and psychological factors, key factors affecting second language acquisition.
- (ii) Nature of Language

(b) Approaches and methods of teaching English

- (i) Different approaches to the teaching of English:
 - Behaviouristic Approach
 - Structural Approach
 - Cognitive Approach
 - Constructivist Approach
 - Communicative Approach
- (ii) Different methods and techniques of teaching English:
 - Grammar translation method
 - Audio lingual method
 - Direct method
 - 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

- (i) Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- (ii) Aims and objectives of teaching mathematics in primary schools
- (iii) Place of Mathematics in Curriculum
- (iv) Language of Mathematics
- (v) Methods and techniques of teaching mathematics at primary stage
- (vi) Instructional materials in mathematics, their importance and improvisation
- (vii) Problems of teaching mathematics
- (viii) Assessment in mathematics
 - Concept and purpose
 - Techniques of assessment
 - Assessment tools
- (ix) Diagnostic and Remedial Teaching
- (x) Planning for teaching mathematics
 - Annual Plan, Unit Plan, Lesson Plan
- (xi) Mathematical reasoning
- (xii) Communication 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>
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

- (i) Concept and scope of EVS
- (ii) Curriculum organization
 - EVS as an integrated area of studies
 - EVS as science and EVS as social science
- (iii) Perspective in EVS learning
 - How children learn - based on Piaget, Vygotsky and Bruner
 - Preconception and Alternative Conception in children
- (iv) 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
- (v) Evaluation in EVS
 - Tools and techniques for assessment: photographs, drawings, narratives, discussions, portfolio.

PAPER II (for classes VI to VIII) : 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>
Total number of questions	–	30 questions

Part I

(a) Child development

- (i) Perspective in development
 - Factors affecting child development
 - Naturalistic Observations: Interviews, Anecdotal records, Narratives
- (ii) Physical-Motor Development
 - Growth and maturation
 - Gross and fine motor development skills in infancy and pre-school children
- (iii) 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
- (iv) Childhood
 - Commonalities and diversities within the notion of childhood
- (v) 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

- (i) Inclusive Education
 - Concept of Inclusive Education
 - Forms of Inclusion and Exclusion
 - Addressing inequality and diversity in Indian classroom; pedagogical and curriculum concerns
- (ii) Children with special needs
 - Identification, Assessment and intervention of disability
 - Approaches and skills for teaching children with special needs
- (iii) Gender, School and Society
 - Social construction of masculinity and femininity
 - Working towards gender equality in the classroom

Part II

(a) Teaching & Learning Process

- (i) Behaviourism & Constructivism and their educational implications
- (ii) Factors affecting learning
- (iii) Motivation for learning
- (iv) Evaluation
 - Concept, Process & Purpose of Evaluation & Assessment
 - Evaluation & Measurement
 - Continuous and comprehensive evaluation
 - Tools and Techniques of evaluation

(b) Teaching aptitude

- (i) Factors affecting teaching
- (ii) Methods & Techniques of teaching; Learner centered teaching strategies
- (iii) Classroom management Skills: Planning and implementation
- (iv) Qualities of a good facilitator
 - Emotional maturity
 - Balanced personality
 - Attitude
 - Values
 - Professional ethics
 - Conduct rules
- (v) 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

Zawhna awm tur zawng zawng – 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)
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 - Drama
- (vi) Lesson Plan: A pawimawhna leh plan dan chi hrang hrang
- (vii) Mizo tawng hman dik lohte
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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
 - Extempore speech
 - Debate
 - Group Work
 - Pair Work
 - Project Work

Essential Readings:

1. Mizo \awng zirtir dan - Dr. Laliani
2. National Curriculum Framework (NCF) 2005
3. Mizo \awng ziah dan - Mizo Language Committee, MBSE

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>
Total number of questions	–	30 questions

Part I : 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 II : Pedagogy of Language Learning :

Unit I Mother Tongue and Language Development

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- Aims and Objectives of Teaching First and Second Language in Elementary schools
- Characteristics and Qualities of a good Language teacher.
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Unit II Teaching Strategies:

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- Teaching Vocabulary
- Teaching Grammar

Unit III Class Room Activities:

- Role play
- Dramatisation
- Recitation
- Extempore speech
- Debate
- Story Telling

Unit IV Assessment:

- Concept and Purpose
- Responding to content and form
- 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 I : 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 II : Pedagogy of Language Development

(a) Issues on teaching English

- (i) Teaching English as a second language and foreign language: developmental, socio-economic and psychological factors, key factors affecting second language acquisition.
- (ii) Nature of Language

(b) Approaches and methods of teaching English

- (i) Different approaches to the teaching of English:
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 - Structural Approach
 - Cognitive Approach
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 - Grammar translation method
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 - Direct method
 - 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>20 questions</i>
<i>No. of questions in part II</i>	–	<i>10 questions</i>
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

- (i) Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- (ii) Aims and objectives of teaching mathematics in middle schools
- (iii) Place of Mathematics in Curriculum
- (iv) Language of Mathematics
- (v) Methods and techniques of teaching mathematics at middle stage
- (vi) Instructional materials in mathematics, their importance and improvisation
- (vii) Problems in teaching mathematics
- (viii) Assessment in mathematics
 - Concept and purpose
 - Techniques of assessment
 - Assessment tools
- (ix) Diagnostic and Remedial Teaching
- (x) Planning for teaching mathematics
 - Annual Plan, Unit Plan, Lesson Plan
- (xi) Mathematical Reasoning
- (xii) 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>
Total number of questions	–	30 questions

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:

- (i) Aims and Objectives of teaching science in Elementary School
- (ii) Problems and remedies of teaching Science
- (iii) Correlation and interdependence of science with other subjects
- (iv) Educational values of teaching science
- (v) Qualities of good science teacher
- (vi) Development of scientific attitude
- (vii) Methods of teaching science in Elementary School
- (viii) Science museum, field trip, projects and exhibition
- (ix) Different types of assessment
- (x) Teaching learning materials (Teaching Aids) in Science
- (xi) Science curriculum in elementary school

7. **SOCIAL STUDIES**

<i>No. of questions in part I</i>	–	<i>40 questions</i>
<i>No. of questions in part II</i>	–	<i>20 questions</i>
Total number of questions	–	60 questions

Part I : Contents

- (i) 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
 - Devotional Paths to the Divine
 - From Trade to Territory
 - Ruling the Countryside
 - Tribals, *Dikus* and the Vision of a Golden Age
 - When People Rebel - 1857 and After
 - Weavers, Iron Smelters and Factory Owners
 - Civilising the “Native”, Educating the Nation
 - Women, Caste and Reform
 - The Making of the National Movement: 1870s - 1947
 - India After Independence

- (ii) 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

- (iii) Social and Political Life
 - Diversity and Discrimination
 - Key Element of a Democratic Government
 - Panchayati Raj
 - Rural Administration
 - Urban Administration
 - Rural Livelihood
 - Urban Livelihood
 - Equality in Indian Democracy
 - State Government
 - Gender
 - Markets

Part II : Pedagogical issues

- (i) Concept and nature of Social Science/Social Studies
- (ii) Important themes in Social Sciences
 - 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
- (iii) Classroom transaction/processes
 - Different methods of teaching Social Science/Social Studies: Discovery, Projects, Narration, Comparison, Observation, Dialogue and Discussion
 - Teaching-learning materials : Need and importance, types, improvisation
 - Concept and Sources of Data
- (iv) Evaluation in Social Science/Social Studies
 - Types of evaluation
 - Tools and techniques