

NCTE Regulation, dated 3rd November, 2001 (as amended from time to time) shall be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Governments and other school managements shall be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.

(e) Any candidate having qualified D.El.Ed/B.Ed programme recognised by the NCTE is eligible to appear in TET. Moreover, as per the existing TET guidelines circulated by the NCTE letter dated 11.02.2011, a person who is pursuing any of the teacher education courses (recognised by the NCTE or the RCI, as the case may be) specified in the NCTE notification dated 23rd August, 2010 and 29th July, 2011 are also qualified to appear in the TET.

(f) The candidate not having any of the above qualification shall not be eligible for appearing in Mizoram Teacher Eligibility Test.

(g) The candidate should satisfy his/her eligibility before applying and shall be personally responsible in case he/she is not eligible to apply as per the given eligibility criteria. It is to be noted that if a candidate has been allowed to appear in the Mizoram Teacher Eligibility Test it does not imply that the candidates's eligibility has been verified. It does not vest any right with the candidate for appointment. The eligibility shall be finally verified, by the concerned recruiting agency/appointing authority.

4. STRUCTURE AND CONTENT OF MTET

All questions in MTET test will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer will be most appropriate. There will be no negative marking. There will be two papers of MTET.

(a) Paper I will be for a person who intent to be a teacher for classes I to V.

(b) Paper II will be for a person who intent to be a teacher for classes VI to VIII.

Note : A person who intent to be a teacher for both levels (classes I to V and classes VI to VIII) will have to appear in both the papers i.e., Paper I and Paper II.

4.1 Paper I (Primary Stage) : Duration of examination – two-and-a-half hours

Structure and Content (All Compulsory): (Appendix-I)

(a)	Child Development and Pedagogy	30 MCQs	30 Marks
(b)	Language I	30 MCQs	30 Marks
(c)	Language II	30 MCQs	30 Marks
(d)	Mathematics	30 MCQs	30 Marks
(e)	Environmental Studies	30 MCQs	30 Marks
	Total	150MCQs	150 Marks

Nature and standard of questions:

- o The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning relevant to the age group of 6-11 years. They will focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- o The Test items in Language I and Language II will focus on the elements of language, communication and comprehension abilities. Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options.
- o The Test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. In all these subject areas, the test items will be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I - V by the State.
- o The questions in the test for Paper I will be based on the topics prescribed in syllabus of the State for classes I - V but their difficulty standard as well as linkages, could be up to the Secondary stage.

4.2 Paper II (Middle Stage) : Duration of examination two-and-a-half hours

Structure and Content (All Compulsory): (Appendix-I)

(a)	Child Development & Pedagogy(compulsory)	30 MCQs	30 Marks
(b)	Language I (compulsory)	30 MCQs	30 Marks
(c)	Language II (compulsory)	30 MCQs	30 Marks
(d)	(i) For Mathematics and Science teacher : Mathematics and Science (ii) For Social Studies/Social Science teacher: Social Science (iii) For any other teacher - either (i) or (ii)	60 MCQs	60 Marks
	TOTAL	150 MCQs	150 Marks

Nature and standard of questions:

- o The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group of 11-14 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- o The Test items in Language I and Language II will focus on the elements of language, communication and comprehension abilities. Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options.
- o The test items in Mathematics and Science, and Social Studies/Social Science will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. The test items of Mathematics and Science will be of 30 marks each. The test items will be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI - VIII by the State.

- o The questions in the test for Paper II will be based on the topics prescribed in the syllabus of the State for classes VI - VIII but their difficulty standard as well as linkages, could be up to the Senior Secondary stage.

5. LANGUAGE OF THE QUESTION PAPER

The medium of question paper shall be in English except for the Mizo subject.

6. QUALIFYING MARKS AND AWARD OF MTET CERTIFICATE

A person who scores 55% or more in the MTET examination will be considered as MTET pass. The Candidates securing 55% and above marks will be issued Eligibility Certificate.

7. VALIDITY PERIOD OF MTET CERTIFICATE

- (a) The Validity Period of MTET qualifying certificate for appointment will be seven years from the date of declaration of its result for all categories.
- (b) There is no restriction on the number of attempts a person can take for acquiring a MTET Certificate. A person who has qualified MTET may also appear again for improving his/her score.

8. EXAMINATION CENTRES

The Selection Examination will be held at the place/places as decided by the MBSE. The board reserves the right to increase the number of examination centres and to re-allot the candidates.

9. ADMIT CARD

In case of any discrepancy in the particulars of the candidate or his photograph and signatures mentioned in the admit card and the application form, the candidate may immediately contact MBSE for necessary action.

10. PROCEDURE FOR CONDUCT OF EXAMINATION AND USE OF ANSWER SHEET

Procedure for conduct of examination and instructions for use of the Answer Sheet are given in Appendix-II and Appendix-IV respectively.

Candidates are advised to go through it carefully before going for the Examination.

11. Furnishing of false, wrong or inaccurate information may lead to cancellation of the Test result, forfeiture of certificate and even prosecution in appropriate cases.

12. Qualifying for the MTET shall not confer right on any person for recruitment/employment as it is only one of the eligibility criteria for appointment.

**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**

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:
 - 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>
Total number of questions	–	30 questions

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**

<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) 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)
 - 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. 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

- 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>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