

**GOVERNMENT OF MIZORAM
SCHOOL EDUCATION DEPARTMENT**

3rd Floor, Building No. II
Mizoram Secretariat, MINECO
Aizawl – 796001
Dated Aizawl, the 14th of July, 2026

NOTIFICATION

No.A.12011/33/2026 – EDN (E-21285): In the interest of public service, School Education Department hereby notifies the syllabus for direct recruitment to the post of Govt. Primary School Teacher under School Education Department with immediate effect and until further orders.

This is issued with the approval of DP&AR(GSW) vide their I.D.
No.A.12011/4/2025-GSW-DPAR dt. 9.07.2026

Sd/- K. LALTHAWMMAWIA
Commissioner & Secretary to the Govt. of Mizoram
School Education Department

Memo. No. A.12011/33/2026 -EDN (E-21285): Aizawl, the 14th of July, 2026
Copy to:

1. *P.S. to Minister, School Education Department.*
2. *Director, Directorate of School Education.*
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Digitally signed by
R Lalrinzuali
Date: 14-07-2026
13:46:51

(R. LALRINZUALI),
Under Secretary to the Govt. of Mizoram,
School Education Department.

**APPROVED SYLLABUS FOR DIRECT RECRUITMENT TO THE POST OF PRIMARY SCHOOL
TEACHER**

1) Paper I	: General English	- 100 Marks (3 hours)
2) Paper II	: General Knowledge (MCQ with negative marking)	- 100 Marks (2 hours)
3) Paper III	: Technical Subject (MCQ with negative marking)	- 200 Marks (2 hours)
4) Paper IV	: Technical Subject (MCQ with negative marking)	- 200 Marks (2 hours)
Total of written examination		- 600 Marks
5) Personal Interview		- 75 Marks
Total		- 675 Marks

1) General English (Conventional Type & MCQ with negative marking)- Paper I: 100 marks (3 hours)

a) Precis Writing	: 10 marks
b) Letter Writing	: 10 marks
c) Comprehension of given passages	: 10 marks
d) Essay	: 10 marks
e) Grammar: Parts of Speech (MCQ with negative marking)	: 20 marks
f) Correct usage and Vocabularies (MCQ with negative marking)	: 20 marks
g) Formation of Sentence (MCQ with negative marking)	: 20 marks

2) General Knowledge & Reasoning (MCQ with negative marking)- Paper II: 100 marks (2 hours)

a) Current events of state, national and international importance	: 12 marks
b) History of India and Indian National Movement	: 12 marks
c) Indian and World Geography – Physical, Social, Economic	: 12 marks
d) Indian Polity and Governance – Constitution, Political System, Public Policy, Duties & Rights Issues	: 12 marks
e) Economic and Social Development, Sustainable Development. Poverty, Inclusive Economy, Demographics, Social Sector Initiatives and other related issues.	: 12 marks
f) General issues on Environmental Ecology, Bio-diversity and Climate	: 12 marks
g) General Science	: 12 marks

The topics listed above shall cover the State of Mizoram wherever applicable

h) General awareness on Mizo Culture, its heritage and society	: 16 marks
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3) Paper-III Technical Subject Paper-I (MCQ with negative marking) : 200 Marks (2 hours)

METHODOLOGY OF TEACHING AND GENERAL KNOWLEDGE

1.	Mizo	15 MCQs	30 Marks
2.	Mathematics	15 MCQs	30 Marks
3.	English	15 MCQs	30 Marks
4.	Environmental Studies	15 MCQs	30 Marks
5.	Perspective in Education	40 MCQs	80 Marks
	TOTAL	100 MCQs	200 Marks

1) MIZO

No. of questions - **15 questions**
Total number of marks - **15X2 = 30 Marks**

PART-I:

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 skills

PART-II

1) Pedagogy of R1 (Mother Tongue/ Home language)

- a) R 1 (Mother Tongue/ Home Language) – A awmzia leh naupangten an zir dan
- b) Pre- Primary leh Primary School-a R1 zirtirnain a tum (Curricular goals, Competencies and learning Outcomes in R1)-
- c) R1 zirtirtu tha nihna leh thiam tur
- d) Tawng thiamnain a ken palite (Ngaihthlak, Tawng, Chhiar leh Ziak thiam)
- e) Thu, Hla, Grammar leh thumal thar zirtir dan leh zirtirin a tum
- f) Lesson Plan dan chi hrang hrang:-
 - (i) Herbertian approach
 - (ii) Morrisson's approach
 - (iii) Bloom's approach
 - (iv) Constructivist Approach
- g) Mizo tawng hman dik lohte
- h) Curriculum, Syllabus leh Textbook siam dan (Principles)
- i) Language Teaching aid pawimawhnate (Library/ Worksheets/ Language games/ Digital resources/ audiovisual resources)
- j) Assessment in R1 in alignment with Curricular Goals, Competencies and Learning Outcomes

2) MATHEMATICS

No. of questions	-	15 questions
Total number of marks	-	15X2 = 30 Marks

- a) Pedagogy of Mathematics and Computational Thinking, Logical Thinking and Reasoning
- b) Aims, Curricular Goals, Competencies and Learning Outcomes of teaching Mathematics in Primary Schools
- c) Classroom Strategies for Foundational Numeracy, Methods of teaching Mathematics in Primary Schools and Integration with other Curricular Areas
- d) LTM in Mathematics- their importance and improvisation
- e) Current Challenges in Teaching Mathematics and Remedial Measures
- f) Assessment in teaching Mathematics in alignment with Curricular Goals, Competencies and Learning Outcomes

3) ENGLISH

No. of questions	-	15 questions
Total number of marks	-	15X2 = 30 Marks

- a) Pedagogy of Second Language (R2) Education
- b) Aims, Curricular Goals, Competencies and Learning Outcomes of teaching English in Primary Schools
- c) Classroom Strategies for Foundational Literacy, Methods of teaching English in Primary Schools and Integration with other Curricular Areas
- d) Development of Listening skills, reading comprehension skills, writing skills and vocabulary development
- e) Challenges in English Language Education, Specific learning Disabilities, School Library for Language Development
- f) Assessment in teaching English in alignment with Curricular Goals, Competencies and Learning Outcomes



4) ENVIRONMENT EDUCATION

No. of questions	-	15 questions
Total number of marks	-	15X2 = 30 Marks

- a) Environmental Literacy- Understanding of ecological systems, natural resources, environmental issues, interconnections between human activity and the environment
- b) Approach to learning teaching of immediate environment of Primary school students
- c) Methods of teaching Environment Education – Poems, Narratives, Folk Tales, Histories, Story telling, role playing, discussion, project, observation, exploration, excursions
- d) Pedagogy of Environment Education- Social and Physical Environment of students, social process around students, conceptual understanding of accumulating facts
- e) Learning Teaching Materials – Need and importance, types, improvisation
- f) Assessment in teaching Environment Education in alignment with Curricular Goals, Competencies and Learning Outcomes

5) PERSPECTIVES IN ELEMENTARY EDUCATION

No. of questions	-	40 questions
Total number of marks	-	40X2 = 80 Marks

- a) Elementary Education in India- A Historical Perspective
- b) Inclusive Education- Principles of Inclusion, Students with Disability, Gifted Students
- c) Safety and Security in Schools- Physical, Emotional, Intellectual, Prevention of Bullying, Prevention of Sexual Harassment/ Abuse, Cyber Safety, Resolving Conflicts and Disciplinary Issues
- d) Guidance and Counselling in Elementary Schools- Meaning of Guidance and Counselling, Teachers/ Heads of Institutions as Guides and Counsellors for young children, health and Well Being of Students, Parents and Administrators
- e) Community and Family Engagement in Schools- Parent Teacher Meetings, Orientation on expectations of Parents, Resolving Conflicts, School Management Committee
- f) School Culture- Categories of School Culture, School Culture and its Impact on Learning, Development of Values and Dispositions, , Constituent Elements of School Culture, Arrangements and Practices



4) Paper IV- Technical Subject Paper-II (MCQ with negative marking) : 200 Marks (2 hours)

PEDAGOGY AND EDUCATIONAL STUDIES

1.	Educational Psychology	20 MCQs	40 Marks
2.	Elementary Education	20 MCQs	40 Marks
3.	School Management & Assessment	20 MCQs	40 Marks
4.	Teacher & Education	20 MCQs	40 Marks
5.	Educational Technology	20 MCQs	40 Marks
	TOTAL	100 MCQs	200 Marks

1) EDUCATIONAL PSYCHOLOGY

No. of questions in Part I - 10 questions

No. of questions in Part II - 10 questions

Total number of questions - 20 questions

Total number of marks - 20 x 2 = 40 Marks

PART I

- Educational Psychology – Meaning, Scope and Relevance 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, Addressing Individual Differences in the pre-primary and primary school classroom

PART II

- Motivation – Meaning, Kinds of motivation, Implication of Motivation in Learning
- Learning – Meaning, Process of Learning, Factors affecting learning – personality, intelligence, attention, interest, adjustment, memory and forgetting.
- Equitable and Inclusive Education- Developmental Delay and Disability, Socio-Economically Disadvantaged Groups (SEDGs), Children with Special Needs (CWSN), Gifted Children, The Rights of Persons with Disabilities (RPWD) Act 2016
- Mental Health and Well Being of Children- Concept of Mental Health, Factors affecting Mental Health, Promoting Mental Health and Wellness, The Protection of Children from Sexual Offences (POCSO) Act, 2012



2) ELEMENTARY EDUCATION

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

PART I

- a) Education – Concept, Formal, Informal, Non-formal, Agencies of Education, Digital Education, Machine Learning, Artificial Intelligence in Education
- b) Aims of Education in India – NEP 2020, National Curriculum Framework for Foundational Stage 2022, National Curriculum Framework for School Education 2023
- c) Constitutional Provisions for Education in India – Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, The Right of Children to Free and Compulsory Education Act, 2009, The Mizoram Right of Children to Free and Compulsory Education Rules, 2011
- d) Social change – Meaning, factor, role of education in promoting social change, Nature of Social Change and its Impact on Education.

PART II

- a) Early Childhood Care and Education (ECCE)/ Pre-School Education – Meaning, importance and objectives; Activities & Equipment for Pre-schools.
- b) Learning readiness – Foundational Literacy and Numeracy (FLN) for Foundational Stage of Education, National Curriculum Framework for Foundational Stage (NCF FS) 2022
- c) Types of Pre-School – Kindergarten, Montessori, Play Schools, Balwadi, Anganwadi & Day Care.
- d) NEP 2020- Specific Goals for ECCE, Guiding Principles for Foundational Stage, Key Initiatives on NEP 2020- NIPUN Bharat, Vidya Pravesh, Balvatika, Foundational Learning Study (FLS), Play based/ Toy based Pedagogy



3) SCHOOL MANAGEMENT & ASSESSMENT

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

PART I

- School Culture- Meaning and its Impact on Primary School Education, Constituent Elements of School Culture, Classroom Arrangement and Practices, Distribution of Work of Teachers, Engagement with Parents, Family and Local Community, Safety and Security in Schools
- Aims of Education, Curricular Goals, Competencies, Learning Outcomes
- Syllabus- Developing a Syllabus, Principles of Content Selection, Organizing Content, Learning Teaching Materials (LTM), Textbooks and other Age-Appropriate Supplementary Reading Materials, The Learning Environment
- Co-Curricular Activities – meaning, objectives, significance, types and organization of co-curricular activities at the primary level.
- Leveraging Technology in School Ecosystem- Digital Initiatives implemented in Primary Schools (PM POSHAN, Vidhya Samiksha Kendra (VSK), U-DISE, PEN, APAAR, Google Map, Geo-tagging, DIKSHA, PRASHAST, NDEAR, PMeVIDYA)

PART II

- Assessment for Furthering Learning- Guiding Principles for Assessment, Assessment Considerations for Primary Level, Methods and Tools of Assessment, Documenting and Communicating Assessment, Purpose of Assessment
- Assessment- Types of Assessment (Formative and Summative Assessment), Forms of Assessment (Written, Oral, Practical, Open-book test etc))
- Question Design- Key Rules for designing good questions, Designing Marking Systems relevant for each competency
- Competency Based Assessment- Achievement of Competencies to Learning Outcomes, Stage Appropriate Assessment
- Holistic Progress Card (HPC)- An Overview of HPC for Foundational Stage and Preparatory Stage

4) TEACHER & EDUCATION

No. of questions	-	20 questions
Total number of marks	-	20x 2 = 40 Marks

- National Professional Standards for Teachers (NPST)
- Continued Professional Development (CPD) of Teachers
- Value Education – Meaning, Objectives, Types, Roles and responsibilities of teachers for inculcation of Accountability, Integrity, Communication and collaboration skills, Critical thinking and problem solving skills, Self-efficacy, Digital literacy skills
- Key qualities of an Effective Teacher – Responsibilities of an Effective Teacher and Head of Institution.
- Teacher Education- Meaning and Significance of Teacher Education, Types of Teacher Education, Trends in Teacher Education



5) EDUCATIONAL TECHNOLOGY

No. of questions	-	20 questions
Total number of marks	-	20 x 2 = 40 Marks

- a) Educational Technology- Meaning, Need and Scope for Educational Technology, Role of Educational Technology in the Learning-Teaching Process
- b) Online and Digital Education- Digital Literacy, Energised textbooks, Content creation, digital repository, and dissemination; Addressing Digital Divide, Online Assessments and Examinations
- c) Artificial Intelligence in Education : Games & Simulations, Augmented Reality, Virtual Reality, App-based Learning
- d) Social Media & Networking in Education- Role of Chat Groups, Community Building through Networks, Learner-centric Social Media platforms, Digital Safety and Security
- e) Basic Knowledge of Computer Skills and Application- typing, word processing, presentations, spreadsheets, internet safety, digital communication

Notes regarding Negative Marking:

- 1) There will be penalty(negative marking) for every wrong answer given by a candidate in the MCQ type questions.*
- 2) For each question for which a wrong answer has been given by the candidate, one third of the marks assigned to that question will be deducted as penalty.*
- 3) If a candidate gives more than one answer to one question, it will be treated as wrong answer even if any one of the given answers happens to be correct and there will be same penalty as above for that question.*
- 4) If any question is left blank, i.e. no answer is given by the candidate, there will be no penalty for that question.*

