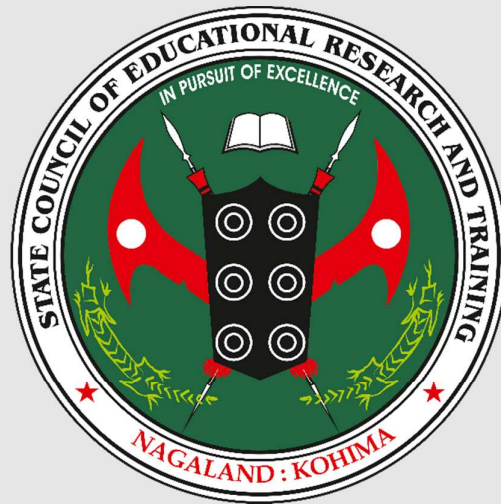


Guidelines and Syllabus

Nagaland Teacher Eligibility Test (N-TET)



State Council of Educational Research & Training
Nagaland : Kohima

PREFACE

The National Education Policy, 2020 clearly states that Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. National Council for Teacher Education (NCTE) is one of the independent bodies formed in India for monitoring the Teacher Education. The teachers who want to join the teaching profession should qualify the Teachers Eligibility Test (TET).

The implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 ensure that persons recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at the primary and upper primary level. It is therefore necessary to ensure that quality requirement for recruitment of teachers is not diluted at any cost.

Teacher Eligibility Test conducted in the State is known as **Nagaland Teacher Eligibility Test (N-TET)**. The primary objective of conducting TET is to select the best teachers for our schools and children. Qualifying in the Teacher Eligibility Test is mandatory to ensure that persons recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at all levels.

In view of these, The Academic Authority for the State i.e SCERT, Nagaland has conducted the Nagaland Teacher's Eligibility Test in 2013, 2016, 2023 and 2024.

In accordance with the decision of the National Council for Teacher Education (NCTE) in its 50th General Body Meeting and the approval of MOE vide letter no. 21-3/2021-13.1 dated 7th June 2021, the Guidelines for conducting Teacher Eligibility Test issued by NCTE, the validity period of N-TET qualifying certificate for appointment will remain valid for life.

I would like to acknowledge my gratitude to Smti. Keviluoazonuo Sekhose, Joint Director, SCERT, Dr. Sukanya Paul, Deputy Director, SCERT and the team of subject experts for their contribution in bringing out these Guidelines and Syllabus of Nagaland Teacher Eligibility Test.

KEVIRALEÜ KERHUO
DIRECTOR
SCERT, NAGALAND, KOHIMA

CONTENTS

1. INTRODUCTION TO TEACHER ELIGIBILITY TEST	3
2. ELIGIBILITY/CRITERIA	4
3. STRUCTURE, CONTENT AREA AND STANDARD OF QUESTIONS OF NAGALAND TEACHER ELIGIBILITY TEST FOR PAPER –I (PRIMARY TEACHERS)	4
4. STRUCTURE, CONTENT AREA AND STANDARD OF QUESTIONS OF NAGALAND TEACHER ELIGIBILITY TEST FOR PAPER –II (UPPER PRIMARY TEACHERS)	6
6. APPLICABILITY	8
7. VALIDITY PERIOD OF NTET CERTIFICATE	8
8. MODALITIES AND NORMS FOR CONDUCT OF NAGALAND TEACHER ELIGIBILITY TEST	8
9. HOW TO APPLY FOR N-TET EXAMINATION	9
10. DOCUMENT UPLOAD GUIDELINES	9
11. FEE DETAILS	10
12. DECLARATION OF N-TET WRITTEN RESULT	10
13. AWARD OF NTET CERTIFICATE:	10
14. LEGAL DISPUTES	10
15. INSTRUCTIONS REGARDING THE TEST	10
16. INSTRUCTION TO FILL-UP THE OMR (OPTICAL MARK RECOGNITION) ANSWER SHEET	12
17. METHOD OF SHOWING ANSWERS IN THE OMR ANSWER SHEET –	12
18. SYLLABUS FOR NAGALAND TEACHER ELIGIBILITY TEST (N-TET)	13
CHILD DEVELOPMENT AND PEDAGOGY	13
MATHEMATICS	14
ENVIRONMENTAL STUDIES (EVS)	15
LANGUAGE I (ENGLISH)	16
LANGUAGE II (NAGALAND HERITAGE STUDIES)	17
19. SYLLABUS FOR N-TET PAPER – II (FOR UPPER PRIMARY TEACHERS)	18
CHILD DEVELOPMENT AND PEDAGOGY	18
MATHEMATICS	19
SCIENCE EDUCATION	20
SOCIAL SCIENCE	21
LANGUAGE – I ENGLISH	22
LANGUAGE II NAGALAND HERITAGE STUDIES	23

1. INTRODUCTION TO TEACHER ELIGIBILITY TEST

In accordance with the provision of the Right to Education (RTE), the National Council for Teacher Education (NCTE), New Delhi laid down the minimum essential qualifications for a person to be eligible for appointment as a teacher. One of the pre-requisite qualifications for a person to be eligible for appointment as a teacher in various Government and Private schools is that he/ she should pass the Teacher Eligibility Test (TET) to ensure that person recruited as teacher possesses the essential aptitude and ability to meet the challenges of teaching at the Primary and Upper Primary level.

The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is that it would bring national standards and benchmark of teacher quality in the recruitment process. This will promote readiness of talented intellectuals in nurturing their potentials to accept teaching as a profession.

Teacher Eligibility Test would induce teacher education institutions and students from these institutions to further improve their performance standards. TET was also conceptualized to send a positive signal to all stakeholders that the Government lays special emphasis on quality teacher.

The National Council for Teacher Education (NCTE), New Delhi issued Guidelines that the TET may be conducted by a suitable professional body designated by the appropriate Government for the purpose.

In view of this, the Government of Nagaland, Department of Education through its **Notification Vide EDS/ 16-34/2009 (Pt- 111) dated 21. 3. 2011 notified that “the Teacher Eligibility Test shall be conducted by the Academic Authority of the State, (SCERT) in pursuance of the NCTE Notification.”**

2. ELIGIBILITY/CRITERIA

As per the criteria laid down by the NCTE, New Delhi, only those who have acquired the academic and professional qualifications specified in the NCTE guidelines are eligible to appear the Teacher Eligibility Test.

(i) Educational Qualifications for Primary Level, to teach Classes I - V (Paper – I)

Passed HSSLC / 10 +2 and above with at least 45% marks and possess D.Ed/D.El.Ed/ B.El.Ed/ B.Ed as professional qualification.

(ii) Educational Qualifications for Upper Primary Level, to teach Classes VI – VIII (Paper – II)

Passed Graduation and above with at least 45% marks and possess B.Ed/D.Ed/D.El.Ed/ B.El.Ed as professional qualification.

3. STRUCTURE, CONTENT AREA AND STANDARD OF QUESTIONS OF NAGALAND TEACHER ELIGIBILITY TEST FOR PAPER –I (PRIMARY TEACHERS)

1. All questions will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer will be correct. There will be no negative marking against wrong answers.
2. There will be two papers of the N-TET. **Paper I** will be for a person who intends to be a teacher for Classes I to V and **Paper II** will be for a person who intends to be a teacher for Classes VI to VIII. A person who intends to be a teacher either for Classes I to V or for Classes VI to VIII will have to appear both papers (Paper-I and Paper-II).

PAPER I

(FOR CLASSES I TO V) No. of MCQs- 150

DURATION OF EXAMINATION: Two- and -a -half hours (2½ hrs.)

STRUCTURE AND CONTENT (All Compulsory)

I.	Child Development and Pedagogy	- 30 MCQs	- 30 Marks
II.	Language -I (English)	- 30 MCQs	- 30 Marks
III.	Language-II (Nagaland Heritage Studies)	- 30 MCQs	- 30 Marks
IV.	Mathematics	- 30 MCQs	- 30 Marks
V.	Environmental Studies	- 30 MCQs	- 30 Marks

While designing and preparing the questions for Paper 1, the examining body have taken the following factors into consideration:

- 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. It 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.
- The Test items for Language I will focus on the proficiencies related to the medium of instruction i.e. English with grammar.
- The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities, critical thinking and pedagogical understanding of the subjects.
- The questions in the test for Paper I will be based on the topics of the prescribed syllabus of the State for Classes I to V but the difficulty standard and the linkages could be upto the secondary stage.

Also refer to D.El.Ed and B.Ed syllabus.

- For Language II (Nagaland Heritage Studies) a candidate may choose any one of the following languages, recognized as one of the language subject introduced in the State and will be required to indicate the same in the application form with code no.

Code No.	List of Languages	Code No.	List of Languages
01.	Ao	010.	Nzonkhwe (Rengma)
02.	Chang	011.	Nthenyi (Rengma)
03.	Chokri (Chakhesang)	012.	Phom
04.	Kuzhale (Chakhesang)	013.	Pochury
05.	Khiamniungan	014.	Sangtam
06.	Kuki	015.	Sumi
07.	Konyak	016.	Tenyidie (Angami)
08.	Liangmai	017.	Yimkhuing
09.	Lotha	018.	Zemi
		019.	Hindi

**4. STRUCTURE, CONTENT AREA AND STANDARD OF QUESTIONS OF NAGALAND
TEACHER ELIGIBILITY TEST FOR PAPER –II (UPPER PRIMARY TEACHERS)**

PAPER II

(FOR CLASSES VI TO VIII): No. of MCQs – 150

DURATION OF EXAMINATION: Two- and -a -half hours ($2\frac{1}{2}$ hrs.)

STRUCTURE AND CONTENT

I.	Child Development & Pedagogy (compulsory)	- 30 MCQs	- 30 Marks
II.	Language I (compulsory)	- 30 MCQs	- 30 Marks
III.	Language II (compulsory) (NHS)	- 30 MCQs	- 30 Marks

Specific:

- (a) For Mathematics & Science teacher: Mathematics & Science - 60 MCQs - 60 Marks
- (b) For Social Science teacher: Social Science - 60 MCQs - 60 Marks
- (c) For any other teacher – either (a) or (b)

While designing and preparing the questions for Paper II, the examining bodies have taken the following factors into consideration:

1. The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group 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.
2. The Language I will focus on the proficiency related to the medium of instruction. i.e English with grammar.
3. For Language II (Nagaland Heritage Studies) a candidate may choose any one of the following languages, recognized as one of the language subject introduced in the State and will be required to indicate the same in the application form with code no.

Code No.	List of Languages	Code No.	List of Languages
01.	Ao	010.	Nzonkhwe (Rengma)
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07.	Konyak	016.	Tenyidie (Angami)
08.	Liangmai	017.	Yimkhuing
09.	Lotha	018.	Zeme
		019.	Hindi

- The test items in Language II will focus on the content area of language, communication, comprehension abilities and grammar.
- The test level/content area of Language II for the above mentioned languages in the State will be from Class - 6 to Class - 8.
- The test items in Mathematics and Science will be of 30 marks each and focus on the pedagogic studies and also the syllabus of these subjects as prescribed for Class - 6 to Class - 8 by the Academic Authority of the State, i.e. SCERT, Nagaland.
- The test items for Social Science will be of 60 marks each and focus on the pedagogic studies and also the syllabus of these subjects as prescribed for Class - 6 to Class - 8 by the Academic Authority of the State, i.e. SCERT, Nagaland.
- The test items in Mathematics, Science and Social Sciences will focus on the concepts, problem solving abilities, critical thinking and pedagogical understanding of the subjects.
- The question paper shall be in English for all subjects other than the Language- II which will be in the concerned language as prescribed in the above table.

Also refer to D.El.Ed and B.Ed syllabus.

5. QUALIFYING MARKS

A person who scores 60% or more in the N-TET will be considered as N-TET pass. However, for SC, ST, OBC, differently able persons, etc. minimum qualifying percentage will be 55%, in accordance with their existing reservation policy.

6. APPLICABILITY

N-TET conducted by the SCERT, Nagaland, which shall apply to both Government and Private Schools within the State of Nagaland.

7. VALIDITY PERIOD OF NTET CERTIFICATE

The N-TET Pass Certificate shall be valid for lifetime for all categories. There will be no restriction on the number of attempts a candidate takes for improving his/her scores. In such situation, the candidate must surrender the previous N-TET pass certificate.

8. MODALITIES AND NORMS FOR CONDUCT OF NAGALAND TEACHER ELIGIBILITY TEST

- Nagaland Teacher Eligibility Test (N-TET) examination shall be centralized.

The N-TET will be conducted in two sessions on the same day:

Morning Session from 10:00 a.m to 12:30 p.m ----- Paper I

After-noon Session from 1:30 p.m to 4:00 p.m ----- Paper II

- The candidate should satisfy his/her eligibility before applying and shall be personally responsible in case he/she is not eligible as per the given eligibility criteria. Examination fees will not be refunded in any case.
- Candidature of a candidate may be cancelled at any stage if any information about his/her eligibility or declaration mentioned by him/her is found to be incomplete, false or incorrect.
- Only those candidates who possess the requisite qualification acquired from recognized universities/institutions will be eligible to apply.
- Candidates pursuing professional qualification (D.El.Ed/ B.El.Ed /B.Ed), can also apply with their final year admit card.
- **Qualifying N-TET would not confer a right on any person for recruitment/appointment as it is only one of the eligibility criteria for appointment. The eligibility shall be finally verified, by the concerned recruiting agency/appointing authority.**
- Candidates are informed that any kind of malpractice/impersonation will be summarily disqualified and the candidate shall be debarred from appearing the N-TET exam for the next 3 (Three) years.

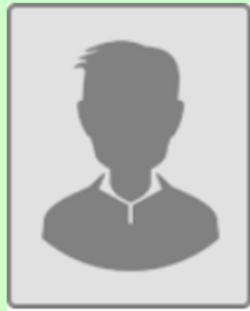
9. HOW TO APPLY FOR N-TET EXAMINATION

1. Access the SCERT Nagaland website i.e <https://scert.nagaland.gov.in>
2. Go to **N-TET > Exam registration 2025**
3. On the registration site, click on **Register Now**
4. Fill all the necessary details and confirm your email address. You'll receive an OTP for confirmation either on your specified contact number or email address.
5. Once registered you'll receive the password for your account on your registered email address.
6. Log in and fill in the required details.

10. DOCUMENT UPLOAD GUIDELINES

- Orientation

Make sure the orientation is correct before uploading.



Double check to make sure the image is not rotated as demonstrated below.



- Cropping

Crop the image properly when scanning or capturing any document.



Avoid keeping backgrounds like the one (green background) shown below.



11. FEE DETAILS

	Paper -I	Paper -II	Both Paper-I & II
Examination Fees	₹ 600/- (Rupees six hundred only)	₹600/- (Rupees six hundred only)	₹1200/- (Rupees one thousand and two hundred only)

12. DECLARATION OF N-TET WRITTEN RESULT

The N-TET written result shall be prepared on merit basis and will be notified in the Newspaper. The result will be hosted in SCERT Website. (<https://scert.nagaland.gov.in>)

13. AWARD OF NTET CERTIFICATE:

The SCERT, Nagaland shall award N-TET life time valid Certificate to all successful candidates. The certificate shall contain the name and address of the candidate, date of birth, Registration No., Year/month of Award of Certificate, marks obtained in each paper, etc. and the Class Level. For Classes VI to VIII, the subject area (Science & Mathematics or Social Science etc.) will be indicated.

14. LEGAL DISPUTES

All legal disputes with regard to conduct of NTET shall be subject to the jurisdiction of the State of Nagaland.

15. INSTRUCTIONS REGARDING THE TEST

- The candidates should be present in the Examination hall 15 minutes before the commencement of examination. No candidate will be admitted to the Examination Hall after 15 minutes of the scheduled time of commencement of examination.
- No candidate will be permitted to appear in the examination hall without the admit card.
- The candidates should not bring any other paper except the **Admit Card and Black Ball Point Pen** in the examination hall.
- Candidates found practicing any unfair means shall stand summarily disqualified, besides other punitive measures.

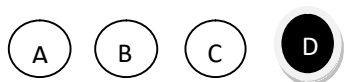
- No candidates shall be permitted to leave the examination hall earlier than the time fixed for the examination.
- Calculating devices, mobile phones and electronic gadgets etc. will not be allowed in the Examination Hall.
- Candidates must affix their signatures on the attendance sheet in the presence of the Invigilator in the Examination Hall.
- Candidate should hand over the OMR sheet to the invigilator before leaving the hall, after the examination is over.
- There will be no negative marking for any wrong answers.
- Discipline and silence must be observed in the examination hall. Talking/whispering during the examination is strictly prohibited.

16. INSTRUCTION TO FILL-UP THE OMR (OPTICAL MARK RECOGNITION) ANSWER SHEET

- The candidates will be provided with one OMR answer sheet for all the questions.
- Each OMR Answer sheet will have a unique form number and barcode.
- Candidates have to use only Black ball point pen for filling up the OMR Answer sheet. The appropriate circle should be blackened/darkened with black ball point pen.
- Candidate should handle OMR answer sheet with extreme care. Candidates should never fold the OMR answer sheet. The computerized scanner may not evaluate mutilated, torn, folded, wrinkled or rolled OMR answer sheets.
- Candidates must be careful while marking the probable correct answer in the OMR answer sheet as the candidate cannot change his/her answer once rendered by a black ball point pen.

17. METHOD OF SHOWING ANSWERS IN THE OMR ANSWER SHEET –

In the OMR Answer Sheet, each question is followed by four alternative choices, which are numbered as A, B, C, and D. Select the most appropriate answer and on the answer sheet by using a black ball point pen, darken the circle bearing the correct answer option against the serial number of the question. For example – if the answer to Question Number 2 is choice number D, it is darkened as shown below:



SOME WRONG METHODS OF MARKING ANSWERS:

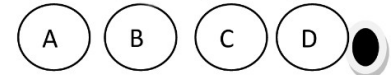
Please DO NOT mark your answers or fill up information by using different methods of marking as illustrated below:



(Use of Line Mark)



(Half filled circle)



(Mark outside the circle)

IMPORTANT :-

In all the above examples of wrong method of marking the answer by the candidate will not be accepted.

18. SYLLABUS FOR NAGALAND TEACHER ELIGIBILITY TEST (N-TET)

(A) PAPER – I (FOR PRIMARY TEACHER)

CHILD DEVELOPMENT AND PEDAGOGY

- Childhood: Early Childhood and Later childhood and their characteristics
- Childhood as a modern construct; childhood in the context of poverty and globalization.
- Understanding child rights: emergence of UNCRC and its orientation and defining children's needs. National Plan of Action for Children 2005. Constitutional provisions and policy legislations related to children.
- Theories of learning.
- Introduction to Development: concept and introduction to perspectives in humanistic development.
- Psychology and Developmental theory.
- Enduring themes in the study of development: development as multidimensional and plural; developmental continuity through the life span; ways in which development is continuous; socio-cultural contexts influencing development.
- Meaning, importance and Factors affecting - physical and motor development.
- Gross and fine motor development skills in infancy and preschool children.
- Role of parents and teachers in providing opportunities for physical and motor development.
- Meaning, objectives and factors influencing Vygotsky's cognitive development.
- Characteristics of child's thinking at the pre-school stage of development according to Jean Piaget.
- Meaning, significance and factors affecting socio—emotional development.
- Major objectives of socio—emotional development in ECCE programme.
- Understanding children's emotions.
- Personality development; Freud, psycho-social development.
- Development and functions of emotions, attachment theory – John Bowlby.
- Concept of socialization: family and adult-child relationships; parenting. Child rearing Practices.
- schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner.
- Relationship with peers: friendships and gender: aggression and bullying from early childhood to adolescence.
- Personality development – Freud; Psycho-social development – Erikson.
- Influence of early childhood experiences on Personality.

MATHEMATICS

- Need and Importance of Mathematics in school curriculum.
- Aspects of Mathematics: Concept, Process, Symbol and Language.
- Educational values of Mathematics (Utilitarian, Cultural and Disciplinary).
- Understanding the learners (Stages of cognitive development – Sensory motor, Pre-operation, Concrete Operation and Formal Operation Periods).
- Understanding the learning processes during early childhood.(Manipulation of objects, placing tasks in meaningful contexts, representation in multiple ways, developing alternative strategies, problem solving and problem posing), Constructivist theory of learning.
- Methods of mathematics learning-
- Pre-number concepts, Understanding Numbers and Presentation of numbers.
- Number names and numerals.
- Place value of numbers (Indian system and English system).
- Expanded and short form.
- Natural numbers, whole numbers, even numbers and odd numbers.
- Four basic fundamental operations on whole numbers.
- Concept of factors and multiples.
- Prime, composite, co-prime and twin prime.
- Basic figures: point, line, rays, line segment, collinear points.
- Angles and its types (right, acute, obtuse, straight and reflex angles).
- Triangles and its types (based on sides and angles).
- 2D and 3D shapes.
- Understanding of Patterns in Numbers (Odd, even numbers, Multiples and divides by 10s, 100s..., square numbers, triangular numbers).
- Understanding of Patterns (symmetrical shapes and patterns).
- Philosophy and guiding Principles for development of Mathematics Textbooks.
- Themes, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources/Various types of learning aids in mathematics.
- Concept of aims and objectives. Aims of teaching mathematics at the Primary level. Types of objectives (knowledge, understanding, application and skill). Instructional objectives in terms of behavioural outcomes.
- Teaching Readiness: Characteristics of a unit, Unit planning, concept mapping and Lesson planning.
- Assessment and evaluation – Definition, need and importance, types of assessment.

Note: For the content area refer to Nagaland State Syllabus (Classes 1 to Class 8) and for the method areas refer to D.El.ED syllabus.

ENVIRONMENTAL STUDIES (EVS)

- Introduction - Meaning, Aims and Objectives, Scope and Importance of EVS, its Evolution as a curricular area at the primary level.
- EVS as an integrated area of study that draws upon understanding from Science, Social Science and Environmental Education.
- Different Perspectives on EVS according to NCF 2005, NEP 2020.
- Children's Ideas – Preconceptions, Alternative Conceptions.
- Characteristics of Children's Ideas with respect to the development stage of Piaget.
- Implications of understanding children's ideas for classroom transaction.
- Ways of conducting inquiry: Activities, Discussion, Group work, Field visits, Project, Surveys, Experimentation etc.
- Process Approach in EVS: Process Skills – simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- Map – Picture differentiation, Map reading.
- Considerations in concept maps and thematic web charts.
- Philosophy and guiding principles for development of EVS textbooks.
- Content approaches and methods of teaching EVS- Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of EVS curriculum.
- Understanding Reflective Teaching and Learning.
- Assessment – Definition, need and importance.
- Different ways of assessment and reporting assessment for further learning,
- Assessment for learning, Assessment as learning and Assessment of Learning.

Note: For the content area refer to Nagaland State Syllabus (Classes 1 to Class 8) and for the method areas refer to D.El.Ed syllabus.

LANGUAGE I (ENGLISH)

- Issues of learning English in a multilingual/ multicultural society: the multilingual nature of India, English as the language of prestige & power; First, Second and Foreign Language Acquisition/ Learning.
- Teaching English as a second language: developmental, socio-economic and psychological factors.
- Approaches of teaching English: Behaviouristic Approach & Structural Approach; Cognitive & Constructivist Approach – Nature and role of Learners; different kind of Learners- Young Learners. Beginners; Teaching large Classes etc.
- Methods of Teaching English; Grammar- Translation Method, Audio Lingual and Bi-Lingual Method.
- Aims, objectives and steps of Teaching prose and poetry.
- Structure of language: Phonemes, Morphemes and Syntax.
- Relationship between language and society: Identity, power and discrimination.
- Constitutional provision on Language.
- Language diversity in the context of India.
- Difference between Acquisition and Learning.
- Aims and Objectives of Language teaching.
- Functions of language in the classroom.
- Organizing the language classroom.
- Role of the language teacher.
- Skills of teaching and learning English-Listening, Speaking, Reading and Writing
- Figures of Speech.
- Parts of Speech: Noun, Pronoun, Verb, Adverb and its kinds, Adjective – Degrees of comparison, Conjunction, Prepositions, Interjection – usage.
- Determiners, Conditionals Concord.
- Passive and Active voice.
- Kinds of sentences - Subject and predicate, Simple, compound and complex sentences
- Tenses.
- Clause - Noun, Adjective, Adverbial clause.
- Direct & Indirect speech.
- Method of teaching Prose, Poetry and Grammar.
- Phonetic transcription and stress, intonation, rhythm.
- Continuous & Comprehensive Assessment.

LANGUAGE II (NAGALAND HERITAGE STUDIES)

The test items in Language II will focus on the content area of language, communication comprehension abilities and grammar.

- For Language II (Nagaland Heritage Studies) a candidate may choose any one of the following languages, recognized as one of the language subject introduced in the State and will be required to indicate the same in the application form with code no.

Code No.	List of Languages	Code No.	List of Languages
01.	Ao	010.	Nzonkhwe (Rengma)
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05.	Khamniungan	014.	Sangtam
06.	Kuki	015.	Sumi
07.	Konyak	016.	Tenyidie (Angami)
08.	Liangmai	017.	Yimkhuing
09.	Lotha	018.	Zeme
		019.	Hindi

The questions in the test for Paper I will be based on the topics of the prescribed syllabus of NHS Textbooks for Classes I to V but the difficulty standard and the linkages could be upto the elementary stage.

19. SYLLABUS FOR N-TET PAPER – II (FOR UPPER PRIMARY TEACHERS)

CHILD DEVELOPMENT AND PEDAGOGY

- Learning: Meaning – Nature of Learning – Types of Learning – factors affecting learning – Theories of Learning: Trial and Error, Thorndike's law of learning. Classical conditioning, Gagne's theory of learning.
- Behaviourism: concept of Behaviourism – determinants of behaviour - methods of studying behaviour – observation, interview and case study.
- Cognition: Meaning, Theories of cognitive development.
- Meaning of Play – Characteristics, objectives, kinds and types of play.
- Role of play way method in the development of – social, emotional, cognitive, language and motor development of children.
- Language: meaning, beginning of language development, stages of language development – infancy, early childhood, later childhood and adolescence; role of Imitation in language learning.
- Communication: meaning, types, language as a means of communication, effect of socio-cultural variation in language learning – effect of multicultural classroom – role of teacher in developing effective communication.
- Social development in pre-school years and school years.
- Bilingualism, Trilingualism – implication for teachers.
- Self – self description , self-recognition, self concept, self esteem: social comparison, internalization as self control.
- Moral Development.
- Addressing learner's from diverse backgrounds.
- Addressing the needs of children.
- Addressing talented, creative Specially abled learners.
- Assessment – Meaning and definition, types of assessment.

MATHEMATICS

- Process of Generalisation: Pattern recognition and inductive reasoning process that enable formation of hypothesis.
- Structure of Mathematics: Axioms , Postulates, Definitions and Theorems
- Creative thinking in mathematics.
- Methods of Teaching: Problem solving, Analytic and synthetic method, Project Method.
- Techniques of Teaching:
- Factors and multiples: LCM and HCF, Test of divisibility of numbers by 2,3,4,5,6,8,9 and 11.
- Different sets of numbers and their operations: Integers, rational numbers and their operations.
- Concepts of fraction and its representation, types of fractions and its operations. Uses of decimal fraction in context of units of length and money.
- Decimals: Reading and writing of decimals, expanded and short form, rounding off, conversion of fraction to decimals and vice-versa. Four fundamental operations on decimals.
- Algebraic expressions, variable and constant, terms of an algebraic expression, Product, factors and coefficients, like and unlike terms.
- Operation (+, -, \times , \div) on algebraic expressions.
- Algebraic identities and their uses.
- Data Analysis: Measures of Central Tendency, Arithmetic mean, Median, Mode.
- Percentage.
- Ratio and proportion.
- Interest (simple and compound).
- Discount.
- Profit and loss.
- Pair of angles (adjacent, linear, vertically opposite, complementary, supplementary). Transversal of a pair of lines and angles their off (corresponding, alternate angles), parallel lines and their characteristics.
- Quadrilaterals and their kinds, Circle (Properties of quadrilateral and circle)
- Congruency and similarity:
- Construction of an angle equal to a given angle, bisect a given angle, line segment.
- Construction of a line perpendicular to a given line from a point outside the line and a point on the line.
- Construction of a triangle when all the three sides, two sides and containing angle and two angles and containing side are given.
- Measurement of geometrical shapes (Perimeters and areas of a Triangle, Rectangle, Square, Rhombus, Parallelogram, Trapezium and Circle).
- Assessment.

Note: For the content area refer to Nagaland State Syllabus (Classes 6 to Class 10) and for the method areas refer to D.El.Ed and B.Ed syllabus.

SCIENCE EDUCATION

- Meaning, nature, scope of Science.
- Value of Science in our everyday life.
- Scientific Method.
- Scientific Attitude.
- Objectives of Science Education; Differences between Aims and objectives; Objective of teaching science at Elementary Level.
- Bloom's Taxonomy.
- Methods of Teaching Science: Lecture cum Demonstration Method, Heuristic Method, Problem Solving Method, Project Method, Inductive and deductive Method, Concept Mapping.
- Curriculum: Meaning, Principles of Curriculum construction, Place of Science in School Curriculum.
- Science Text Book: Characteristics of a good science Text book.
- Science Teacher: Qualification, Qualities and Professional growth of teachers.
- Teaching Aids: Classification of teaching aids, effective use of multi-media for teaching of science, Improvisation of teaching aids using locally available resources.
- Co-curricular activities in science: concept and values of co-curricular activities, organization of science club, science exhibition, field trips and excursions, science quiz
- Models of teaching Science.
- Concept and purpose of Evaluation.
- Types of Evaluation: Diagnostic, Formative and Summative Evaluation.
- Continuous Comprehensive Evaluation.
- Tools and Techniques of Evaluation.
- Continuous and Comprehensive Evaluation (CCE).
- Assessment for learning, Assessment as learning and Assessment of Learning.
- Constructivist and behaviourist approach.

Refer NCERT Science Text Books from Classes 6 -10 for the content area.

SOCIAL SCIENCE

- Social Sciences: Meaning, scope and nature, Differences, Aims and Objectives of teaching Social Sciences based on NCF 2005, National Education Policy (NEP) 2020.
- History of Social Sciences, structure of History, Geography, Economics, Civics,
- Different approaches to organize social sciences: discipline centered, issue-centered, integrated social studies and interdisciplinary social science.
- Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction through the following:
 - Society: social structure, social stratification, community and groups.
 - Civilization: history, culture.
 - State: authority, nation, nation-state and citizen.
 - Region: resources, space and people.
 - Market: Exchange.
- Role of social sciences in developing children understanding of their social context and social realities like Awareness about their rights and duties towards their society, social evils like corruption, unemployment, poverty, drug addiction, gender discrimination.
- Cognitive development and concept formation among children in middle/upper primary classes with reference to their age and socio-cultural context; significance of these factors for curriculum and pedagogy;
- Different types of teaching-learning materials for social sciences including community and local sources.
- Analysis of different textbooks of social sciences to understand the perspective about the subject uses of case studies, pictures, story/narration, dialogue and discussion, experiments, comparison, development of concepts.
- Teaching methods: Heuristics/discovery method, Project method, use of Narration, Comparisons, Observations, Dialogue and Discussion in Social Science;
- Concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for critical thinking.
- Philosophy and guiding principles for the development of Social Science textbooks.
- Content, approaches and methods of teaching Social Science – Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of Social Science curriculum.
- Lesson Planning: Planning of Teaching Social Science, Year plan, Unit plan and Period plan.
- Assessment and Evaluation – Definition, need and importance, types of assessment.

LANGUAGE – I ENGLISH

- Approaches of teaching English: Behaviouristic Approach & Structural Approach; Cognitive & Constructivist Approach – Nature and role of Learners; different kind of Learners- Young Learners. Beginners; Teaching large Classes etc.
- Methods of Teaching English; Grammar- Translation Method, Audio Lingual and Bi-Lingual Method.
- Issues of learning English in a multilingual/ multicultural society : the multilingual nature of India, English as the language of prestige & power ; Key factors affecting second language Acquisition.
- Aims and objectives, steps of Teaching prose and poetry.
- Understanding the Nature of Language.
- Vocabulary and usage.
- Comprehension.
- Idioms and Phrases.
- Synonyms, Antonyms, Homonyms.
- Diminutives.
- Phonetic transcription and stress.
- Structure of language: Phonemes, Morphemes and Syntax.
- Figures of Speech.
- Parts of Speech: Noun, Pronoun, Verb, Adverb and its kinds, Adjective – Degrees of comparison, Conjunction, Prepositions, Interjection – usage.
- Determiners, Conditionals Concord.
- Voice.
- Kinds of sentences - Subject and predicate, Simple, compound and complex sentences
- Tense.
- Clause – Noun, Adjective, Adverbial clause.
- Direct & Indirect speech.
- Method of teaching Prose, Poetry and Grammar.
- Skills of teaching and learning English-Listening, Speaking, Reading and Writing.
- Formative & Summative Assessment.
- Assessment – Meaning, definition and types of assessment.

LANGUAGE II NAGALAND HERITAGE STUDIES

The test items in Language II will focus on the content area of language, communication comprehension abilities and grammar.

- For Language II (Nagaland Heritage Studies) a candidate may choose any one of the following languages, recognized as one of the language subject introduced in the State and will be required to indicate the same in the application form with code no.

Code No.	List of Languages	Code No.	List of Languages
01.	Ao	010.	Nzonkhwe (Rengma)
02.	Chang	011.	Nthenyi (Rengma)
03.	Chokri (Chakhesang)	012.	Phom
04.	Kuzhale (Chakhesang)	013.	Pochury
05.	Khamniungan	014.	Sangtam
06.	Kuki	015.	Sumi
07.	Konyak	016.	Tenyidie (Angami)
08.	Liangmai	017.	Yimkhuing
09.	Lotha	018.	Zeme
		019.	Hindi

The questions in the test for Paper II will be based on the topics of the prescribed syllabus of NHS Text Books for Classes VI to VIII.