

Syllabus for Recruitment to the post of
CIRCLE EDUCATION OFFICER
Under School Education Department, 2019

SUBJECTS

1. General English Paper- I	100 Marks
2. General English Paper- II (MCQ)	100 Marks
3. Technical Paper- I (MCQ)	200 Marks
4. Technical Paper- II (MCQ)	200 Marks
5. Technical Paper - III (MCQ)	200 Marks
(A) Technical	150 Marks
(B) Aptitude Test..	50 Marks

General English Paper - I (3 hours duration)

ESSAY TYPE
(Full Marks : 100)

a) Essay Writing :	25 Marks
b) Précis Writing :	15 Marks
c) Letter Writing :	15 Marks
d) Idioms & Phrases :	14 Marks
e) Expansion of passages :	15 Marks
f) Comprehension of given passages :	16 Marks

General English Paper - II (2 hours duration)

(MCQ)
(Full Marks : 100)

a) Grammar : Parts of Speech, Nouns, Adjective, Verb, Adverb, Preposition, Etc. :	40 Marks
b) Compositions :	30 Marks
i) Analysis of complex and compound sentences.	
ii) Transformation of sentences.	
iii) Synthesis of sentences.	
d) Correct usage and vocabularies. :	30 Marks

Technical Subject Paper – I

200 marks

Education and Society	-	50
<ul style="list-style-type: none">- Indian Education in Emerging Society- Democracy, Socialism, Secularism and Education- Educational Provisions in the Constitution- Educational Policies and Commissions at the state and national level- Idealism, Naturalism and Pragmatism- Education and National Integration- Concept of Basic Education and Nai Talim- Education, Society, Curriculum and Learners		
Theories of Learning	-	40
<ul style="list-style-type: none">- Attitudes, Interest and Motivation- Acquiring Motor Skills and Knowledge- Reflective and Creative Thinking- Process of Learning/Transfer of Learning- Educational Measurement and Evaluation		
Educational Psychology	-	60
<ul style="list-style-type: none">- Growth and development- Perception and conception- Interest and attitude- Theories and Measurement of Intelligence- Gifted and Slow Learner- Assessment of Personality- Child Development – Infancy, Childhood and Adolescence- Cognition, Learning and the Socio-Culture Context- Heredity and Environment- Memory		
Contemporary Studies and Educational Programmes	-	50
<ul style="list-style-type: none">- Diversity, gender and inclusive education- Professionalism in Education- Language across the curriculum- Assessment for Learning/ Continuous and Comprehensive Evaluation- Pedagogy of Social Science, Language, Mathematics, Science- Learning without burden- Right to Education (RTE)- Learning Outcomes- Educational Schemes and Projects under the State and Central Government		

Technical Subject Paper – II

200 marks

Principles and Techniques of Teaching	–	65
<ul style="list-style-type: none">- Principles of Motivation and Interest- Principles of Activity or Learning by doing- Principles of Definite Aim, Planning and Selection- Principles of Recognising Individual Differences- Principles of Reinforcement, Revision and Imparting Training to senses- Principles of Creation, Recreation and Linking with Life- Principles of Democratic dealing, Sympathy and Cooperation- Principles of Repetition, Exercise and Remedial Teaching- Principles of Encouraging Creativity and Self-Expression- Maxims of Teaching		
Methods and approach to teaching	-	65
<ul style="list-style-type: none">- Lecture Method- Demonstration Method- Discussion Method- Problem-Solving Method- Project Method- Field Study Method- Heuristic method- Playway method- Analytic and Synthetic Method- Deductive and Inductive Method- Learner Centred Approach- Behaviouristic Approach- Constructivist Approach- Core Teaching Skills		
Educational Technology and Data Analysis	-	40
<ul style="list-style-type: none">- ICT in Education- Programmed Instruction- Teaching Learning Material- Mass Media in Education- Computer Assisted Learning- Concepts and uses of various statistical techniques- Measures of central tendency- Measures of variability		
Curriculum Development	-	30
<ul style="list-style-type: none">- Concept and Functions of Curriculum- Curriculum Construction & Design- Curriculum Evaluation- Curriculum Change & Reforms- National Curriculum Framework		

Technical Subject Paper – III
200 marks (Technical 150 + Aptitude Test 50)

A. Technical = 150 Marks

Educational Administration, Planning and Management - 60

- Meaning, Scope and Various Aspects of School Administration
- Theories and Different types of Educational Administration
- Educational Planning, Institutional Planning and Management
- Educational Finance/School Finance and Resource Planning
- Educational Leadership and Organisational Behaviour
- School Culture, Leadership and Change
- National, State and Local Level Planning in Education
- Administrative Structure of Education at the National and State Level
- Rules and Regulations governing schools in Mizoram

Supervision - 50

- Concept, Nature, Scope, Principles and Techniques of Supervision
- Leadership, Communication and Human Relation in Educational Supervision
- Supervision of Improvement of Teaching-Learning
- Performance Appraisal Techniques and Procedures
- Evaluation, Supervision and Inspection
- Principles governing the process of Supervision

Role of PTA and Community Support - 40

- Educational Policy and Programmes
- Role of the Centre, State and Local Bodies in Education
- Community Participation in School Education
- Functions of Village Education Committees

B. APTITUDE TEST (50 Marks)

(a) Numerical and Figurework Tests: (16 marks)

These tests are reflections of fluency with numbers and calculations. It shows how easily a person can think with numbers. The subject will be given a series of numbers. His/Her task is to see how the numbers go together to form a relationship with each other. He/She has to choose a number which would go next in the series.

(b) Verbal Analysis and Vocabulary Tests: (14 Marks)

These tests measure the degree of comfort and fluency with the English language. These tests will measure how a person will reason with words. The subject will be given questions with alternative answers, that will reflect his/her command of the rule and use of English language.

(c) Visual and Spatial/3-D Ability Tests: (10 Marks)

These tests are used to measure perceptual speed and acuity. The subject will be shown pictures where he/she is asked to identify the odd one out; or which comes next in the sequence or explores how easily he/she can see and turn around objects in space.

(d) Abstract Reasoning Tests (10 Marks)

This test measures the ability to analyse information and solve problems on a complex, thought based level. It measures a person's ability to quickly identify patterns, logical rules and trends in new data, integrate this information, and apply it to solve problems