

MIZORAM PUBLIC SERVICE COMMISSION
LIMITED DEPARTMENTAL EXAMINATION FOR PROMOTION TO
HEADMASTER, GOVERNMENT HIGH SCHOOL UNDER SCHOOL EDUCATION DEPARTMENT,
GOVERNMENT OF MIZORAM.
(JULY-2025)

PAPER - I

Time Allowed : 3 hours

Full Marks : 100

Pass Marks : 40

Marks for each question is indicated against it.

1. Write an essay on any one of the topics in about 300 words. (20)
 - (a) The pivotal role of professional development for teachers.
 - (b) Enhancing the critical thinking skills of students through effective pedagogical practices.

2. Write a precis of the given passage in about one-third of the original length. Give a suitable title. (20)

During the nineteenth century, at any rate in this country, there grew up a curious prejudice in favour of a native form of realistic art. It was an art, or rather a technique, which we call naturalistic, and we may describe any prejudice in its favour as curious because, if you examine the history of art from the earliest times, you will find that this kind of art is extremely rare. It is only at long intervals and usually in somewhat luxurious and decadent periods, that artists have tried to give in their paintings and sculpture an exact representation of what the eye sees. Now that we have photography- even coloured photography- there is no longer the excuse of recording the appearances of things, which was one of the functions of the artist in the past. However, in the past, that function was always considered a minor credit, and the most exact artists like the Dutch painters of flower pieces, have never been great artists. Great artists have always had what we rightly regard as a higher aim. They have always desired not merely to make a record, but to express an idea, even a point of view or judgement, and to do this with the proper materials of their art. Thus, the great masters of European art- Giotto Michelangelo, Rembrandt, Rubens, El Greco- such artists do not give you exact pictures of the natural world- they create a world of their own, bearing little or no relation to the appearance of nature.

Modern art is essentially an insistence on that freedom of artistic creation. In that sense it is merely a return to well established traditions. That is all very well, it might be said, but there are limits. Liberty is not silence: the old masters, however free in their compositions, did at any rate base their art on realistic elements. However, imaginative their scenes and subjects, a man is always recognizably a man, a tree a tree, and so on. In your modern picture we never know whether we are looking at a man or a tree.

The truth is that art has no limits. Art is anything that can be imagined and expressed. But living as we do in particular circumstances and with particular desires and experiences, the art of our time is not so indeterminate. It is something determined by our social and economic conditions, and by the ideas and habits we inherit from the past.

Those conditions are continually changing. Just as our social and economic conditions change, so do our habits and ideas. We change our house and our clothes, our food and our morals. We

change our art. But just as there are people who cling on to old fashions in houses and clothes, food and customs, so there are people who want to retain old fashions in painting and sculpture. And if we belong to a younger generation we say of such people that they are old fashioned and prejudiced.

I should like to suggest that the prevalent misunderstanding of art is due, not so much to a lack of sensibility, not even to blank ignorance of the aims of the modern artist, but simply to this sort of prejudice. We go about with a certain preconception of what art ought to be like; it is a narrow conception derived from our environment, from the education we have had, and from the economic limitations imposed on our mode of life. I do not say this in any kind of snobbish spirit. Indeed, the most limited people may be those who have enjoyed all the privileges of wealth and rank- who are, so to speak, heirs to a particular tradition. They inherit their culture along with the rest of their heirlooms, and it is they who most strenuously resist change and dispossession.

Surely, these people, who inherit their culture and preserve it unchanged, are not the true traditionalists. Tradition is not a heritage; it is rather an active principle, a principle we apply to solve particular problems; and since the problems change with every age, so must the solutions. From this point of view, modern art is not fundamentally revolutionary or subversive. It only seems to be revolutionary because it insists on developing the central tradition of art. And it is not only in art that the return to tradition, or the maintenance of tradition, takes on the outward appearances of a revolution; we might find plenty of examples in the history of religion and science.

3. Read the passage and answer the questions.

The shortcomings of India's education system have become an issue of mounting concern, notwithstanding the country's notable progress in expanding educational access and cultivating internationally acclaimed professionals. Although India possesses an extensive network of schools and universities, the system remains beset by entrenched challenges that undermine its efficacy and impede the comprehensive development of its students.

A primary and pressing issue confronting the Indian education system is the chronic insufficiency of funding and essential resources. Numerous government schools are compelled to function with substandard infrastructure, facing acute shortages of classrooms and lacking fundamental amenities such as potable water, proper sanitation, and adequate technological facilities. This persistent underinvestment cultivates suboptimal learning environments, contributing to diminished student enrollment and alarmingly high dropout rates, particularly within rural and marginalized sectors of society. Furthermore, the pronounced disparity between urban and rural educational institutions exacerbates the divide in academic achievement and opportunities, perpetuating systemic inequalities in educational outcomes.

Another major challenge is the outdated curriculum and instructional methods. The Indian education system often relies heavily on rote learning and theoretical knowledge, neglecting skills such as critical thinking, creativity, and problem-solving. As a result, students are ill-prepared for the demands of the modern workforce and lack the competencies required for innovation and adaptability. This focus on memorization over understanding also diminishes students' interest and engagement in learning.

Teacher quality is another critical issue. Many teachers in India are not adequately trained, and opportunities for professional development are limited. This leads to ineffective teaching methods and an inability to inspire or support students in developing essential skills. Overcrowded classrooms further exacerbate the problem, making it difficult for teachers to provide individual attention and support to students.

The intense pressure on students to excel academically is also a significant concern. The education system emphasizes grades and competition, often at the expense of students' mental health and overall well-being. High academic stress, coupled with societal and familial expectations, has led to alarming rates of student anxiety, depression, and even suicides. The neglect of extracurricular

activities and life skills further hampers students' holistic growth.

In conclusion, the failure of the Indian education system stems from a combination of inadequate resources, outdated curricula, untrained teachers, and excessive academic pressure. Addressing these challenges requires systemic reforms, increased investment, and a shift towards holistic and skill-based education. Only then can India's education system truly empower its youth and prepare them for the demands of the 21st century.

- (i) Suggest a suitable title for the passage. (2)
 - (ii) What are the two major infrastructural problems faced by government schools in India? (2)
 - (iii) How does the reliance on rote learning affect Indian students? (2)
 - (iv) In what ways does the disparity between urban and rural educational institutions affect students? (2)
 - (v) What impact does academic pressure have on students' well-being in India? (2)
 - (vi) According to the passage, what reforms are needed to address the failure of the Indian education system? (2)
 - (vii) Find the antonyms of the words "facilitate" and "increase" from the passage: (2)
 - (viii) Find the synonyms of the words "obsolete" and "nurture" from the passage: (2)
 - (ix) Make two sentences using the word "support" both as a noun and as a verb: (2×2=4)
4. Fill in the blanks by choosing the correct verb form: (5×1=5)
- (i) Every Tuesday, Mary _____ at the supermarket.
 - (a) shops (b) is shopping
 - (c) has shopped (d) will shop
 - (ii) Sally lived in Berlin for more than two years. In fact, she _____ there when the Berlin Wall came down.
 - (a) lives (b) has been living
 - (c) is living (d) was living
 - (iii) When I arrived home last night, I discovered that my wife _____ a beautiful candle light dinner.
 - (a) prepares (b) prepared
 - (c) is preparing (d) had prepared
 - (iv) Since 2014, they _____ their son every year.
 - (a) are visiting (b) were visiting
 - (c) has been visiting (d) have been visiting
 - (v) The business cards _____ (be, normally) printed by a company in Delhi. Their process are inexpensive, yet the quality of their work is quite good.
 - (a) be normally (b) are normally
 - (c) were normally (d) have normally
5. Fill in the blanks with the appropriate preposition. (5×1=5)
- (i) She was indifferent _____ the outcome of the election.
 - (a) about (b) to
 - (c) for (d) with

- (ii) Michael travelled to England from Mumbai _____ a ship.
(a) by (b) on
(c) in (d) of
- (iii) Marina is very sparing _____ expenditure.
(a) of (b) at
(c) in (d) on
- (iv) He was absorbed _____ his thoughts and did not notice the time.
(a) in (b) by
(c) of (d) with
- (v) I assured him _____ my support.
(a) with (b) of
(c) from (d) at

6. Choose the correct type of clause for the words underlined in the given sentences. (5×1=5)

- (i) As he worked hard, he requires a long rest.
(a) Adjective clause
(b) Noun clause
(c) Adverb clause
- (ii) No one knows who he is.
(a) Noun clause
(b) Adverb clause
(c) Adjective clause
- (iii) Pay careful attention to what I am going to say.
(a) Adjective clause
(b) Adverb clause of manner
(c) Noun clause
- (iv) He never does anything that is silly.
(a) Adjective clause
(b) Adverb clause of reason
(c) Noun clause
- (v) Although he was poor, he remained distinguished.
(a) Adjective clause
(b) Adverb clause
(c) Noun clause

7. Change the voice: (5×1=5)

- (a) We were talking about Francis.
(b) You will have spent all the money.
(c) They rejected his proposal and laughed at him.
(d) A lemon tastes sour.
(e) Do not tease the poor.

8. Change the speech of the following sentences: (5×1=5)

- (a) Ann said to me, "I shall do all these sums."
- (b) He said, "Leave the room and do not return here."
- (c) The student said to the teacher, "May I come in, Sir."
- (d) He proposed to his friends that they should have an outing.
- (e) The father said, "My daughter was ill"

9. Choose the correct word for the following expressions from the given options: (5×1=5)

- (i) To give up a throne or other office of dignity:
 - (a) Autonomy
 - (b) Abdicate
 - (c) Oligarchy
 - (d) Apostate
- (ii) One who compiles a dictionary:
 - (a) Scrivener
 - (b) Philatelist
 - (c) Lexicographer
 - (d) Etymologist
- (iii) A person who is indifferent to pleasure or pain:
 - (a) Hedonist
 - (b) Stoic
 - (c) Philistine
 - (d) Ascetic
- (iv) A statement that appears self-contradictory but reveals a deeper truth:
 - (a) Oxymoron
 - (b) Truism
 - (c) Paradox
 - (d) Aphorism
- (v) A speech or piece of writing that praises someone or something highly, especially a tribute to someone who has just died:
 - (a) Ode
 - (b) Elegy
 - (c) Eulogy
 - (d) Panegyric

10. Answer the following questions as directed: (10×1=10)

- (i) He confessed his crime. (Convert the simple sentence to a complex sentence).
- (ii) She is hopeful. (Change the affirmative sentence into a negative one).
- (iii) He sometimes reads the newspaper, _____ (Supply a suitable question tag).
- (iv) He's been to Mumbai, _____ (Supply a suitable question tag).
- (v) He sent a word that he would come soon. (Correct the sentence if necessary).
- (vi) Andamans are a group of islands. (Correct the sentence if necessary).
- (vii) Neither of these pupils has/have come here before. (Choose the correct verb).
- (viii) Plucking flowers is forbidden. (Identify whether the underlined word is a participle or a gerund).
- (ix) Hearing a loud noise, we ran to the window. (Identify whether the underlined word is a participle or a gerund).
- (x) Praising all alike is like praising none. ((Identify whether the underlined word is a participle or a gerund).