

## DETAILS OF APPROVED SYLLABUS:

### 1) **GENERAL ENGLISH : 100 Marks**

- (a) Précis Writing ..... : 14 Marks
- (b) Letter Writing..... : 10 Marks
- (c) Comprehension of given passages .....: 10 Marks
- (d) Grammar: Parts of Speech..... : 30 Marks
- (e) Correct usage and Vocabularies.....: 16 Marks
- (f) Formation of Sentence ..... : 20 Marks

#### (i) Verbs

*Tenses:* Present/past forms, Simple/continuous forms, Perfect forms, Future time reference

#### (ii) Sentence Structure

*Connectors*

*Types of sentences:* Affirmative/interrogative sentences, Negation, Exclamations

*Types of Phrases and Clauses:* finite and non-finite subordinate clauses, noun clauses and phrases, adjective clauses and phrases, adverb clauses and phrases

*Narration (Direct and Indirect speech)*

### 2) **GENERAL STUDIES (MCQ): 100 Marks**

- (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 Geography of India and the World : 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, Inclusion, 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

### **TECHNICAL PAPER – I : 200 MARKS**

#### **UNIT 1: SOCIOLOGICAL CONCEPTS**

**(30 Marks)**

- Fundamental concepts: Society, Community, Association, Institution, Social Group, Culture, Folkways, Mores, Norms, Role, Status, Socialisation, Social Structure and Social System.

#### **UNIT 2: CLASSICAL SOCIOLOGICAL THEORIES**

**(20 Marks)**

- Emergence of sociology: Industrial revolution, French revolution and the Enlightenment
- Theories propounded by classical sociologist such as Auguste Comte, Herbert Spencer, Karl Marx, Max Weber and Emile Durkheim.
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#### **UNIT 3: MODERN SOCIOLOGICAL THEORIES**

**(20 Marks)**

- Neo-functionalism (J. Alexander and RK Merton)
- Neo-marxism (CW Mills and Antonio Gramsci)
- Social construction (P. Berger and T. Luckmann)
- Ethnomethodology (H. Garfinkel)
- Symbolic interactionism (GH Mead and E. Goffman)
- Intersectionality (Patricia Hill Collins and Kimberle Crenshaw)
- Capital theory (Pierre Bourdieu).

**UNIT 4: QUANTITATIVE RESEARCH METHODOLOGIES (20 Marks)**

- Quantitative research techniques such as Survey research, Sampling, Questionnaire, Schedule, Mean, Median and Mode
- Reliability and Validity.

**UNIT 5: QUALITATIVE RESEARCH METHODOLOGIES (20 Marks)**

- Critique of positivism
- Qualitative research techniques such as Observation, Interview, Focus group discussion, Ethnography, Case study and Report writing.

**UNIT 6: SOCIAL STRATIFICATION (30 Marks)**

- Concepts: Social difference, Hierarchy, Marginalisation, Varna, Caste, Class, Estate, Race and Gender
- Theories: Karl Marx (Conflict theory), Max Weber (Class, Status and Party)
- Social Mobility: Reference group theory, Sanskritisation and Westernisation.

**UNIT 7: SOCIAL ANTHROPOLOGY (20 Marks)**

- Branches of Anthropology
- Works of Radcliffe Brown: Social structure and Social function
- Works of Malinowski: Theory of function, Concept of culture and Theory of needs.

**UNIT 8: SOCIOLOGY OF GENDER (20 Marks)**

- Concepts: Sex and Gender, Gender identity, Patriarchy, Matriarchy, Masculinity, Femininity, Third gender, Gender roles, Gender socialisation and Stereotypes, Gender inequality, Feminism
- Gender power and resistance: Power and subordination, Resistance movements, Struggle for women's equality and rights.

**UNIT 9: SOCIAL INEQUALITY AND EXCLUSION****(20 Marks)**

- Concepts: Social inequality, Prejudice, Stereotype, Discrimination, Untouchability and Social Exclusion
- State and non-state initiative that addressed SC, ST and OBC discrimination.

**TECHNICAL PAPER-II: 200 MARKS****UNIT 1: SOCIOLOGY OF INDIAN SOCIETY****(30 Marks)**

- Schools of Thought such as the Indological perspective (GS Ghurye & Louis Dumont), the Structural-Functionalist perspective (MN Srinivas SC Dube), the Marxist perspective (AR Desai & DP Mukerji) and the Subaltern perspective (BR Ambedkar & David Hardiman)
- Book view and Field view method.

**UNIT 2: POPULATION AND SOCIETY****(30 Marks)**

- Theories of Population: Malthusian theory, the Optimum theory of population and the theory of Demographic Transition
- Fertility: Measures of fertility, Determinants of fertility and Differential fertility
- Mortality: Measures of mortality, History of mortality, Trends & causes of death and Differential mortality
- Migration: Measures of migration, Internal migration, International migration, Determinants of migration and Differential migration
- Age-Sex Composition: Factors Affecting and Consequences of Age-Sex Composition.

**UNIT 3: URBAN SOCIOLOGY****(20 Marks)**

- Concepts: Urban, Urbanism, Urbanisation, Urban Culture, City, Metropolis, Megalopolis and Global cities
- Urbanism as a way of life: Chicago school, Concentric zone theory, Sector theory, and Multiple nuclei theory, Neo-marxist theory-Castells and Harvey
- Urban growth in India: Trends and critiques, Urban poverty, Slums and Informal sector. Urban governance & planning.

**UNIT 4: RURAL SOCIOLOGY****(20 Marks)**

- Rural social institutions: Features of rural family, Forms of rural marriage, Importance of rural community, Features of rural economy, caste system and the role of dominant caste. Recent changes in rural structure of Indian society
- Rural governance and development: Panchayati raj in India, 73rd Constitutional amendment, Structure and functions of rural governance in India, Rural urban divide and nexus
- Rural development and policies: Concept, Objectives and Importance of rural development, Development policies and the State sponsored schemes and its implication on rural India.

**UNIT 5: FAMILY, KINSHIP AND MARRIAGE****(20 Marks)**

- Theoretical approaches: Structure-Functionalist, Alliance and Cultural
- Family: Functions, Typologies of family, Changing structure of family
- Marriage: Theories of marriage, Functions & Forms of marriages,
- Kinship: Types, Degree of kinship, Range and Descent, Kinship Usages, Clan, Phratry and Moiety.

**UNIT 6: POLITICAL SOCIOLOGY****(20 Marks)**

- Basic political system: Theocratic, Monarchical, Democratic and Totalitarian system and their relative merits and demerits
- Theories of elites and Circulation of elites by Vilfredo Pareto

- Political participation: Types of political participation, Determinants of political participation: Psychological, Social and Political
- Political parties and Pressure groups: Features and Functions, Structures of political parties, Meaning of pressure groups and their relationship with political parties, Types of pressure groups and their role.

**UNIT 7: ECONOMICAL SOCIOLOGY****(20 Marks)**

- Exchange, Gift, Capital, Labour and Market
- Mode of Production Debates
- Property and Property relations
- State and Market: Welfarism and Neoliberalism
- Models of Economic development.

**UNIT 8: ENVIRONMENTAL SOCIOLOGY****(20 Marks)**

- Paradigms and perspectives in environmental sociology; New directions in environmental sociology; Environment in classical sociological tradition; Environmental sociology in India
- Theoretical approaches to environmental sociology: Foundational explanations for environmental degradation and destruction; Normative theories of Modernism and environmental improvement
- Environmentalism around the world; New Social Movements and the Environmental concerns; Governing the common pool resources.

**UNIT 9: SOCIAL MOVEMENTS****(20 Marks)**

- Peasant and subaltern movements: Land reform movements, Working class movements, Anti-Brahmin movements, Neo-Social movements, Mizo National movement.

**TECHNICAL PAPER III: 200 MARKS****UNIT 1: EDUCATIONAL PSYCHOLOGY (35 MARKS)**

- Growth & Development: Concept, principles, stages, and interrelationship
- Nature vs. Nurture Debate (John Locke, Galton)
- Theories of Development: Piaget (Cognitive), Erikson (Psycho-social), Kohlberg (Moral)
- Socialization: Concept, agencies - parents, peers, school, teachers
- Adolescence: Developmental issues, teacher's role
- Individual Differences: Types and influencing factors (heredity, environment, socio-cultural)
- Diverse Learners: Learning disabilities, slow learners, gifted and creative learners
- Personality: Concept, types, traits, role of teachers
- Theories of Learning: Behaviourist (Pavlov, Thorndike), Cognitivist (Gagné, Bruner), Constructivist (Piaget, Vygotsky)
- Intelligence: Theories (Spearman, Thurstone, Gardner), IQ, EQ
- Mental Health, Stress, Perception, Adjustment, Teacher's role in promoting well-being

**UNIT 2: EDUCATION IN CONTEMPORARY INDIAN SOCIETY (20 MARKS)**

- Social Stratification and Mobility
- Social Diversity in India: Religion, caste, language, gender
- Role of Education in addressing diversity
- Constitutional provisions: UEE, USE, RTE
- Historical and Contemporary Educational Reforms: Macaulay's Minute, Hunter Commission, Kothari Commission, NPE 1986, POA 1992, NCF 2005, Samagra Shiksha, NEP 2020

**UNIT 3: PEDAGOGY AND LEARNING****(20 MARKS)**

- Concepts of Teaching and Learning
- Laws and factors affecting learning
- Bloom's Taxonomy
- Learner study methods: Introspection, Observation, Experimentation, Case study
- Learning Styles: Concepts and Types
- Learning Theories (Behaviouristic, Cognitivist, Constructivist)
- Principles and Maxims of Teaching
- Professional Ethics of Teachers
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**UNIT 4: CURRICULUM STUDIES****(25 MARKS)**

- Concept, types, and functions of curriculum
- Curriculum vs Syllabus vs Framework
- Foundations of Curriculum: Psychological, Philosophical, Sociological
- Differentiated and Undifferentiated Curriculum
- Curriculum Designs: Subject-Centred, Child-Centred
- Curriculum Development Principles and Processes
- Curriculum Change: Concepts, influencing factors, participants
- Role of HM, Teachers, Students in curriculum evaluation/modification
- Types of Curricula: Academic, Activity-based, Humanistic, Core, Problem-centred
- NCF 2005, NCFTE 2009, NEP 2020, NCF 2020-key principles
- Curriculum Evaluation: Purpose, types, and approaches

**UNIT 5: EDUCATIONAL MEASUREMENT AND EVALUATION(20 MARKS)**

- Concepts: Assessment, Measurement, Evaluation
- Types: Formative, Summative, Diagnostic, Norm- and Criterion-Referenced
- Tools: Achievement tests, cumulative records, observations, rating scales, checklists, interviews
- CCE and Portfolio Assessment
- Emerging Trends: Grading, Credit System, Open Book Exams, Online Assessment
- Scales of Measurement: Nominal, Ordinal, Interval, Ratio
- Teacher-made vs. Standardised Tests
- NEP 2020 and assessment reforms

**UNIT 6: MANAGING AND LEADING EDUCATIONAL INSTITUTIONS  
(30 MARKS)**

- Concepts and types of Educational Management (Centralised, Decentralised, Democratic, Authoritarian)
- MBSE Functions
- Components: Planning, Organising, Directing, Staffing, Financing, Coordinating, Reporting
- Resource Management: Human, Physical, Financial
- Community Involvement: SMC, SMDC
- School Climate: Physical, Organisational, Intellectual, Social
- Classroom and Co-curricular Management
- Time-table: Principles and Techniques
- Leadership: Concepts, Styles, Theories (Trait, Transformational, Transactional, Value-based, Cultural, Charismatic)
- Group Dynamics and Conflict Management
- Management Information System (MIS)
- Vocational Education; NEP 2020 view
- Professional growth as per NEP 2020

**UNIT 7: EDUCATIONAL SOCIOLOGY****(30 MARKS)**

- Concept of Educational Sociology vs. Sociology of Education
- Education as a Social System
- Education and Society: Linkage
- Equity and Equality in Education
- Gender and Disadvantaged Groups (SC/ST/OBC)
- Education as an agent of Social Change
- Social Reforms and Education: Phule, Savitribai, Ambedkar
- Social Change: Urbanisation, Modernisation, Westernisation, Sanskritisation
- Conflicts in Educational Institutions: Types and Management
- Emotional Intelligence in Leadership
- Diversity and Inclusion in Education
- 21st Century Leadership Challenges
- Decision-Making and Communication

**UNIT 8: EDUCATIONAL TECHNOLOGY****(20 MARKS)**

- ICT: Concept, scope, advantages, limitations
- Online, E-learning, Mobile Learning
- Artificial Intelligence in Education: Chatbots, Smart Assistants, Plagiarism Detection
- Educational Software: MS Office, Google Tools, Virtual Classrooms
- Open Educational Resources (OER): Definition, types, uses
- Creative Commons, IPR in education
- Social Media and Networking in Education

Note:

1. Written examination for each paper will be of 3 hours duration with compensatory time of 20 minutes per hour for persons with benchmarked disabilities or as prescribed by the Government from time to time.
2. Question papers for the written examination will be set in English.

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3. 50% of the question papers in Technical Subject Papers I, II and III will be of conventional essay type and 50% will be of Objective/MCQ type.
4. Personal interview shall be conducted by the Commission and the same will carry 100 marks.