

MIZORAM PUBLIC SERVICE COMMISSION
LIMITED DEPARTMENTAL EXAMINATION FOR PROMOTION TO
HEADMASTER, GOVERNMENT MIDDLE SCHOOL UNDER SCHOOL EDUCATION
DEPARTMENT, GOVERNMENT OF MIZORAM.
(SEPTEMBER - 2026)

PAPER - I

Time Allowed : 3 hours

Full Marks : 100

Pass Marks : 40

SECTION - A (Conventional Type Question)
(60 Marks)

*This section should be answered only on the Answer Sheet provided.
Marks for each question is indicated against it.*

1. Write essay on **any one(1)** of the following topics. **(20)**
- (a) Impact of mobile phones on students' learning and behaviour.
 - (b) Importance of environmental awareness among students.
 - (c) Rising Drug abuse among the youth in Mizoram.
 - (d) Teaching local languages to elementary students in the digital age: **challenges and remedies.**

2. Read the following passage carefully and answer the questions given below:-

Political education has many connotations. It may be defined as the preparation of a citizen to take well informed, responsible and sustained action for participation in the national struggle in order to achieve the socio-economic objectives of the country. The predominant socio-economic objectives in India are the abolition of poverty and the creation of a modern democratic, secular and socialist society in place of the present traditional, feudal, hierarchical and in egalitarian one.

Under the colonial rule, the Congress leaders argued that political education was an important part of education and refused to accept the official view that education and politics should not be mixed with one another. But when they came to power in 1947 they almost adopted the British policy and began to talk of education being defiled by politics. 'Hands off education' was the call to political parties. But in spite of it, political infiltration into the educational system has greatly increased in the sense that different political parties vie with each other to capture the mind of teachers and students. The wise academicians wanted political support, without political interference. What we have actually received is infinite political interference with little genuine political support. This interference with the educational system by political parties for their own ulterior motives is no political education at all and with the all round growth of elitism, it is hardly a matter for surprise that real political education within the school system (which really means the creation of a commitment to social transformation) has been even weaker than in the pre-independence period.

During that time only, the struggle for freedom came to an end and the major non-formal agency of political education disappeared. The press played a major role by providing some political education. But it did not utilize the opportunity to the full and the strangle hold of vested interests continued to dominate it. The same can be said of political parties as well as of other institutions and agencies outside the school system which can be expected to provide political education. After analyzing all these things, it appears that we have made no progress in genuine political education in the post-

education period and have even slid back in some respects. For instance, the education system has become even more elite-oriented. Patriotism has become the first casualty. Mahatma Gandhi the father of the nation gave us the courage to oppose government when it was wrong, in a disciplined fashion and on basic principles. Today, we have even lost the courage to fight on basic issues in a disciplined manner because agitational and anarchic politics for individual, group or party aggrandizement has become common. In the recent times the education system continues to support domination of the privileged groups and domestication of the under-privileged ones. The situation will not change unless we take vigorous steps to provide genuine political education on an adequate scale. This is one of the major educational reforms we need, and if it is not carried out, mere linear expansion of the existing system of formal education will only support the status quo and hamper radical social transformation.

Answer the following questions:

(10×2=20)

- (a) What are the primary socio-economic objectives of political education in India?
- (b) How did the stance of Congress leaders regarding political education change after 1947?
- (c) What is the difference between what academicians desired and what educational institutions actually received post-independence?
- (d) How does the passage define “real political education” within the school system?
- (e) Why did the post-independence period lose a major non-formal agency of political education?
- (f) Why was the press unable to fully deliver genuine political education after independence?
- (g) According to the author, what two negative trends emerged in the education system post-independence?
- (h) According to Mahatma Gandhi, how should citizens express opposition to the government?
- (i) How does the current education system create social inequality according to the passage?
- (j) What will be the consequence if mere “linear expansion” of formal education continues without genuine political education reform?

3. Read the following passage carefully and write a précis of it in about **one-third** of its original length. Give a suitable title to your précis. **(20)**

The home should be the happiest place on earth, a constant source of strength and inspiration. It nurtures our closest relationships, sustaining us through life. Yet creating and preserving family happiness demands specific qualities and attitudes.

The family is an institution of love, care, compassion, and kindness. It fosters progress, prosperity, peace, and tranquility in society, nurturing values that civilize humanity. Formed by marriage between man and woman, it creates kinship, community, and society. Families prepare each generation for human civilization, with parents desiring better lives for their children—happier, healthier, more educated. All religions emphasize family values.

As societies shift from agriculture to industry, extended families yield to nuclear ones. Values evolve with economic, political, and cultural changes, varying by country and household. Pre-20th century, married women seeking independence breached norms, focusing solely on home duties. The family acts as a societal laboratory for research and experiments.

Sociologists define family values by four principles: (1) marriage as a lasting bond between one man and one woman; (2) husband as household head, wife as homemaker; (3) parental control over children’s education and discipline; (4) care for aged parents and relatives. In typical Indian families, these are not outright violated, but compliance brings underlying stress—no longer fully natural or voluntary.

The crux of family is blossoming oneness in diversity. With ten members come ten thinking styles, work habits, emotions, and intensities. Happiness lies in amicable living and peaceful coexistence. We accept others' race, religion, culture, opinions, and hobbies, enriching lives through varied talents. Variety fosters connectivity.

Central to oneness is love, like a tree with many fruits. Humility and gratitude—fruits from younger to elders—are reverential gifts. Affection flows from elders to youth. In families with mutual humility, gratitude, and affection, the aged earn honor, and joy abounds. Without these, life burdens mount, sweetness evaporates.

SECTION - B (MCQ Type Question)
(40 Marks)

*All questions carry equal marks of 2. Attempt all questions.
This Section should be answered only on the OMR Response Sheet provided.*

Directions (Question Nos. 1 & 2) : In the following questions out of the four alternatives choose the one which best expresses the meaning of the underlined word:

1. The **erudite** article was a great resource for learning about the difficult topic.
(a) academic (b) common
(c) uncultured (d) exact
2. The host looked quite **jaded** by the time the party was over
(a) miserable (b) cheerful
(c) inspiring (d) exhausted

Directions (Question Nos. 3 & 4) : In the following questions out of the four alternatives choose the one which best expresses the opposite meaning (antonym) of the underlined word:

3. The **luscious** sweetmeats were a hit with the guests.
(a) splendid (b) sumptuous
(c) bland (d) improper
4. He has an **indolent** nature.
(a) lazy (b) carefree
(c) sluggish (d) diligent

Directions (Question Nos. 5 - 7) : In the following questions, four alternatives are given for the Idiom/Phrase in bold/underlined in the sentence. Choose the alternative which best expresses the meaning of the Idiom/Phrase:

5. Mawii added another **feather in her cap** by winning that international tournament.
(a) to feel well and healthy (b) an achievement to be proud of
(c) to take advantage of one's position (d) an expression of extreme annoyance

6. His comments **cast a slur upon** the integrity of his manager.

- | | |
|--------------|--------------|
| (a) praised | (b) damaged |
| (c) redeemed | (d) improved |

7. His guide asked him **to pull up his socks**.

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|---|--------------------------------------|
| (a) take care to be more formal | (b) make a greater effort to improve |
| (c) give attention to his appearance also | (d) dress more carefully and neatly |

Direction (Question Nos. 8 - 10) : Select the option that expresses the given sentence in the Active/ Passive voice:

8. Who did this mischief?

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|-------------------------------------|------------------------------------|
| (a) By whom was this mischief done? | (b) Who was this mischief done by? |
| (c) Was this mischief done by you? | (d) By whom is this mischief done? |

9. Do not shout at them.

- | | |
|---------------------------------|---|
| (a) Stop shouting at them. | (b) Let them not be shouted at. |
| (c) Let they not be shouted at. | (d) You are commanded not to shout at them. |

10. Grammar is taught to us by the teacher.

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|--|---|
| (a) The teacher teaches us grammar. | (b) The teacher is teaching us grammar. |
| (c) The teacher has taught us grammar. | (d) The teacher taught us grammar. |

Directions (Question Nos. 11 - 14) : Choose the correct alternative to fill in the blank/blanks:

11. Rindika's aptitude _____ business cannot be doubted.

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|--------|-----------|
| (a) to | (b) about |
| (c) at | (d) for |

12. _____ movie directed by him was _____ complete failure.

- | | |
|--------------|-------------|
| (a) the, the | (b) an, the |
| (c) the, a | (d) a, a |

13. He must mend his ways, _____

- | | |
|-----------------|-----------------|
| (a) must he? | (b) won't he? |
| (c) doesn't he? | (d) mustn't he? |

14. Mangoes are sold by _____ kilo, eggs by _____ dozen.

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|-------------|--------------|
| (a) the, a | (b) a, an |
| (c) an, the | (d) the, the |

Directions (Question Nos. (15 - 18) : *The following sentence has a word or phrase underlined. Find which part of speech the underlined word belongs to:*

15. We haven't seen Barry for a while.

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|-----------------|-----------------|
| (a) Noun | (b) Adjective |
| (c) Conjunction | (d) Preposition |

16. Both the sisters are musicians.

- | | |
|---------------|------------|
| (a) Pronoun | (b) Adverb |
| (c) Adjective | (d) Verb |

17. It is too hot to play outside.

- | | |
|-----------------|-----------------|
| (a) Preposition | (b) Conjunction |
| (c) Adverb | (d) Verb |

18. He called me after he had finished eating.

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|------------------|---------------|
| (a) Conjunction | (b) Adverb |
| (c) Prepositions | (d) Adjective |

Directions (Question Nos. 19 & 20) : *Choose the correct option that transforms the given sentence into its Indirect Speech/ Direct form, ensuring appropriate changes in tenses, pronouns, and reporting verbs:*

19. The teacher advised him not to read so fast.

- (a) The teacher said to him, "You are reading fast."
- (b) The teacher said to him, "Don't read so fast."
- (c) The teacher told him, "He should not read fast."
- (d) The teacher says, "Not to read fast."

20. She asked me if I would wait for a minute.

- (a) She said to me, "You will wait for a minute?"
- (b) She asked, "Can you wait for a minute?"
- (c) She said to me, "Will you please wait for a minute?"
- (d) She said to me, "I would wait for a minute."

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