

No. A. 12011/01/2020-MSSSB
GOVERNMENT OF MIZORAM
MIZORAM SUBORDINATE SERVICES SELECTION BOARD
MIZORAM SECRETARIAT, MINECO BUILDING – II, BASEMENT - III & IV
MIZORAM: AIZAWL-796001

Aizawl, the 29th March, 2023

ADVERTISEMENT (05 of 2022 - 2023)

A hnuaiia tarlan hna te hi Mizoram sawrkar, department hrang hrang hnuaiiah a ruak a. Mizoram Subordinate Services Selection Board (MSSSB) online portal msssonline.mizoram.gov.in ah ni 30th March, 2023 atangin 3rd May, 2023 thleng dil theih a ni.

Exam Hming	Post Hming	Department	Pay Level	Qualification	Post zat	Reserv ed for PwD
Common Recruitment Examination	Govt. High School Teacher (General)	School Education	8	Any Graduate with a degree in Bachelor of Education or an equivalent course from recognized university	50	
	Center Commander	Mizoram Home Guard & Civil Defense	8	Junior Commissioned Officer not below the rank of Subedar or a Sub-Inspector or equivalent in Armed forces/Police/Para Military Forces with a Graduate or equivalent Degree form recognized University	1	
	Local Administration Officer	Local Administration Dept.	7	Graduate or above from a recognized university	1	
	Surveyor	Land Revenue & Settlement	6	Any Graduate from a recognised university with at least 1 year survey course from any Govt. recognised institution.	15	1
	Circle Officer	Social Welfare & Tribal Affairs	6	Graduate from a recognized University	36	2

Exam Chungchanga hriattur te

1. A chung a post tarlan te tan khian Paper-I leh Paper-II thuhmun siam a ni ang. Heta tan hian Common Syllabus for Group B (Non Technical) hman a ni ang.
2. Technical Paper nei post (Govt. High School Teacher) tan Paper-I leh Paper-II bakah Paper-III (technical paper) exam tel a ngai.
3. Technical paper neilo post te tan Paper-I & Paper-II chauh exam a tawk.

Hna diltute hriattur

1. **Candidate-te an post dil theih ah an chiang tur a ni. Qualification ngaite uluk taka chhiar chiangin mahni qualified-na post chauh dil tur a ni e.**
2. DP&AR Notification No.A.12018/31/2020-P&AR(GSW), Dt: 10.03.2023 in Computer Proficiency a phut ang zel in computer proficiency a ngai ang.
3. Kum 18 atanga 37 inkar, a diltu chu ni **28.04.2023** ah kum 37 a pel tur a nilo. **(ST/SC tan kum 5 ngaihnhathiam theih a ni ang)**. Sawrkar thuchhuak Notification No.A.12011/1/2019-P&AR(GSW), dt: 3rd June, 2019 in relaxation a siam ang chu zawm a ni ang. Kum tihchian nan HSLC certificate emaw Board in document a dil ang chauh pawm ani ang.
4. Hna diltu chuan Mizo tawng Middle School zirlai tluk tal a thiam ngei tur a ni.
5. Dilna fee hi ₹200 a ni a, **ST/SC/OBC tan ₹150** a ni ang. **Persons with Disabilities tan fee chawi a ngai lo.**
6. Sawrkar hnathawk tan proper channel in dil tur a ni ang.
7. Candidates **zawng zawng ten an dilna theih te pawm a ni ngei em tih an enfiat tur a ni.**
8. Hna diltute zingah engvang pawha dan kalh a che leh dilna fel tawklo te chu an dilna hnawl sak an ni ang.
9. Hnadiltu te tam/tem dan azirin Aizawl ah emaw Aizawl leh Lunglei ah exam buatsaih ani ang.


Sd/- DAVID LALLAWMKIMA FANAI
Secretary -cum- Controller of Examination
Mizoram Subordinate Services Selection Board
Mizoram: Aizawl.

Memo No. A. 12011/01/2020-MSSSB :

Aizawl, the Dt: 29th March, 2023

Copy to:

1. Sr. P.A to Chairman, MSSSB for information.
2. P.A to Member, MSSSB for information.
3. Under Secretary to the Govt. of Mizoram, DP&AR(GSW).
4. Under Secretary to the Govt. of Mizoram, School Education/ Home/ LAD/ Land Revenue & Settlement/ Social Welfare & Tribal Affairs for information.
5. Website manager, MSSSB for uploading to official website.
6. Notice Board.
7. Guard File.


29/03/23
Secretary -cum- Controller of Examination
Mizoram Subordinate Services Selection Board
Mizoram: Aizawl.

**COMMON SYLLABUS FOR DIRECT RECRUITMENT TO GROUP 'B'
NON-TECHNICAL POSTS**

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Paper	Subject	Marks	Duration
Paper-I	General Knowledge (50 questions)	100	3 hours with compensatory time of 20 minutes per hour for persons with benchmarked disabilities
	General English (25 questions)	50	
	English Comprehension (25 questions)	50	
	Total	200	
Paper-II	Basic Computer Knowledge (50 questions)	100	3 hours with compensatory time of 20 minutes per hour for persons with benchmarked disabilities
	Simple Arithmetic (30 questions)	60	
	General Intelligence & Reasoning (20 questions)	40	
	Total	200	
Total		400	

Note:

Questions shall be set in Objective Type Multiple Choice pattern only with all questions carrying equal marks and answers for each of the questions shall be marked using blue or black ball point pen. In other words, there shall be multiple probable answers (four) wherein the candidate has to choose the correct answer for every objective type question.

Paper-I

General Knowledge: Questions will be designed to test the candidate's knowledge of current events and of such matters of everyday observation and experience as may be expected of an educated person. The test will also include questions relating to Indian history and culture, Indian polity including the Constitution of India, geography, economy and general science. Questions on Mizo history and culture will also form part of the syllabus.

General English: Questions in this component will be designed to test the candidate's understanding and knowledge of English Language and will be based on error recognition, fill in the blanks (using verbs, preposition, articles etc), Vocabulary, Spellings, Grammar, Sentence Structure, Synonyms, Antonyms, Sentence Completion, Phrases and Idiomatic use of Words, etc.

English Comprehension: There will be questions on comprehension of passages also to test the vocabulary, grammar, logical thought ability and overall grasp of the candidates over English language.

Paper-II

Basic Computer knowledge: Introduction to Computers, introduction to Graphical user interface-based Operating System, elements of Word Processing, Spreadsheets, Power point presentations, Computer communication and internet, world wide web and web browser, communication and collaboration.

Simple Arithmetic: Number system, simplification, roots, averages, discounts, percentages, profit & loss, ratio and proportion, partnership, chain rule, time & work, time & distance, simple & compound interest, mensuration, permutations & combinations, heights & distances, line graphs, bar graphs, pie charts and tabulation.

General Intelligence & Reasoning: It would include questions of both verbal and non-verbal type. This component may include questions on analogies, similarities and differences, spatial visualization, spatial orientation, problem solving, analysis, judgement, decision making, visual memory, discrimination, observation, relationship concepts, arithmetical reasoning and figural classification, arithmetic number series, non-verbal series, coding and decoding, statement conclusion, syllogistic reasoning etc.

PAPER-III (Technical Paper) for Govt. High School Teacher (General)

Paper	Subject	Marks	Duration
Paper - III	Mizo Language (10 questions)	20	3 hours with compensatory time of 20 minutes per hour for persons with benchmarked disabilities
	Social Studies (40 questions)	80	
	Perspectives on Education and Leadership (50 questions)	100	
	Total	200	

1. Mizo Language:

(a) **Lehkha chhiar hriatthiam leh hriatthiam lo tehna tur thuziak. (Unseen passages)**

i) Thu pakhat (One Prose)

ii) Hla pakhat (One Poem)

A chung a mite atang khian heng ang zawhnate hi buatsaih tur a ni.

i) Comprehension questions

ii) Grammar

iii) Communication

(b) **Tawng upa.**

(c) **Ziak zawm leh zawm loh hun.**

2. Social Studies:

(a) **History : India and the contemporary World** - The French Revolution. The Russian Revolution. Rise of Nazism. Pastoralism in the Modern world. Forest Society and Colonialism. Peasants and Farmers. Clothes and Culture. Nationalism in Europe. Nationalism in India. Age of Industrialisation. Making of a Global World Print Culture and Nationalism.

(b) **Geography: India – Land and the People** India – Size and Location. India – Physical Features. Drainage. Climate of India. Vegetation and Wildlife in India. Population. Resources and their development. Forest and Wildlife resources. Water Resources Agriculture. Mineral and Power Resources. Manufacturing Industries. Transport, Communication and Trade.

(c) **Political Science : Democratic Politics – Democracy** : Significance and Relevance. Designing of Democracy in India. Electoral Politics in India. Institutions of Parliamentary Democracy. Rights in a Democracy. Working of Democracy Power-sharing Competition and Contestation in Democracy Outcomes of Democracy Challenges to Democracy.

(d) **Economic : Understanding Economic Development – The story of Village Economy.** Human Resources. Poverty as a challenge facing India. Food security in India : Sources of Foodgrains. The story of Development. Money and Financial Systems. The Role of Service Sector in Indian Economy. Consumer Awareness. Globalisation.

(e) **Disaster Management – Disaster Management.** Road Safety. Survival Skills. Alternative Communication Systems.

3. Perspectives on Education and Leadership:

- (a) **Understanding the Learner:** Concept of growth, maturation and development, relationship between growth and development, principles of growth and development, development tasks and challenges.

Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.

Psycho-Social Factors influencing the Learner: Parent-Child relationship, Family, Peer Influences, School.

Understanding Adolescence: Needs, challenges and implications for designing institutional support.

- (b) **Understanding Teaching Learning:** Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for: The role of teacher, the role of learner, Nature of teacher-student relationship, Choice of teaching methods, Classroom environment, Understanding of discipline, power etc.

Factors affecting learning and their implications for: Designing classroom instructions, Planning student activities and Creating learning spaces in school.

Approaches to Teaching – Meaning and concept of Teaching, nature, phases and levels of Teaching, principles and levels of teaching.

Planning and Organization of Teaching-Learning: Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, Principles of curriculum organization, Competency based Education, Experiential learning, etc., Instructional Plans: -Year Plan, Unit Plan, Lesson Plan, Instructional material and resources, Information and Communication Technology (ICT) for teaching-learning, National Policy on ICT in School Education. Assessment of learning, for learning and as learning: Meaning, purpose and considerations in planning each.

Enhancing Teaching Learning processes: Classroom Observation and Feedback. Understanding Social Science as a Discipline – Development of Values through Social Science, Social Science and Its relation with Individual and Society. Relevance of Social Sciences in School Curriculum.

- (c) **School Organization and Leadership:** Leader as reflective practitioner, team builder, initiator, coach and mentor.

Perspectives on School Leadership: instructional, distributed and transformative. Vision building, goal setting and preparing a School Development Plan.

Management of Co-Curricular Activities. Using School Processes and forums for strengthening teaching learning-Annual Calendar, time-tabling, parent teacher forums, school assembly, teacher development forums, using achievement data for improving teaching — learning, School Self Assessment and Improvement, Creating partnerships with community and other neighbouring schools.

Ecology of School Community – Community for School and School for Community. Community Participation envisioned through different educational programmes - RTE, SSA and RMSA.

Strategies and Modalities of Community Participation – PPP & SMCs.

(d) Contemporary Studies and Educational Programmes: NEP-2020: Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education.
Diversity in Indian Society - Meaning, Types, Forms, Cultural Heritage, Social Stratification, Religions, Caste, Linguistic and Gender. Role of Education towards Diversity in Society. Educational Schemes and Projects under the State and Central Government - Kothari Commission (1964-1966), National Policy on Education (NPE), 1986 and Programme of Action (POA). 1992, The Education Policy of Mizoram, 2013, The Mizoram Prevention of Malpractices at Examination Act. 1990 as amended.
New Trends in Education – Education for Sustainable Development, Peace, Value and Human Rights Education, Environment Education. Inclusion and Policies for providing Inclusive set-up.
The Protection of Children from Sexual Offences (POSCO) Act, 2012.