

**Syllabus for Recruitment
of Lecturers in Bachelor of
Education (B.Ed) College,
Soreng, West- Sikkim**

**SYLLABUS FOR THE EXAMINATION OF APPOINTMENT OF LECTURERS IN
B.ED COLLEGE UNDER HRDD, GOVERNMENT OF SIKKIM, 2014.**

Paper I (Compulsory)

NB: (This paper is divided into two sections) M.M.:100, Time:-3 Hours

Section A (50 Marks)

- Principles of Education and Curriculum Development
- Educational Psychology.

Section B (50 marks)

- General English (Compulsory)

Paper II (Optional) M.M:-100, Time:-3 Hours

NB: There shall be one method paper for B.Ed candidates of Maximum 100 Marks.

Section A (50 marks)

- Pedagogy /Methodology

Section B (50 marks)

- Content /Subjects

Education (Foundation Course) Compulsory paper

Principles of Education and Educational Psychology.

M.M :-(50+50) =100, Time:-3 Hours

Principles of Education.(Compulsory for all)

Units I- Meaning, definition aims and Scope of Education

- Education as a process.
- Agencies of Education.

Unit II – An overview of salient features of the Philosophy and practice of education advocated by the following thinkers:-

- Rabindanath Tagore- Liberalization of Pedagogy
- M. K. Gandhi- Basic Education / Education for self sufficiency.
- Aurobindo Gosh- Integral Education.
- J. Krishna Murthi- Education for individual and Social Transformation.
- Rosseau, John Dewey, Pestalogy and Herbert.

Unit III- Sociological bases of Education.

- Relationship between Sociology and Education and its educational implications.
- Education and social change.
- Socialization of Child , School as a social institution, home and school , community and peer groups as informal agencies of education , mass media as an agency of education – Education for Cohesive society.

Unit IV- Contemporary Educational Problems and Issues.

- Meaning of universalisation of elementary education.
- Causes and problems for non-fulfillment of constitutional provisions regarding UEE.
- New initiatives in universalisation of elementary education. Inequality in schooling- Public, Private, Single teacher schools and many other forms of inequalities in school systems and the process leading to disparities.
- Idea of Common school system.
- Right to Education bill and its provisions.

Unit V – Examination System

- Issues related to the examination system
- Suggestions laid down by various Education Commissions and Committee.
- Innovations in Examination system with special reference to CCE, Kothari Commission (1964 – 66), New Policy on Education (1986), National Curriculum frame work (2005) and Right To Education (2009).

Unit VI- Concept of Educational Psychology

- Meaning, scope, nature and aims of Educational Psychology.
- Relationship between Education and Psychology.
- Relevance of Educational Psychology to teacher learner and teaching – Learning process.

Unit VII – Growth and Development.

- Concept and Principles of Growth and Development, characteristics of various stages of development.
- Piaget’s cognitive Development theory, Erickson’s Psychological Development Theory and Kohlberg’s moral development theory.
- Adolescence in Indian Context – Characteristics and problems, their needs and aspirations.
- Guidance and counseling for adolescents, role of school and teacher.

Unit VIII- Psychology of Learning

- Meaning, Nature and Scope of Learning.
- Theories of Learning with Educational Implications.
- Laws of Learning.
- Factors affecting learning.
- Transfer of learning.

Unit IX- Intelligence and its theories – Meaning definition & types of intelligence.

- Measuring intelligence, aptitude and Interest.
- Nurturing Emotional Intelligence.

Unit- X – Psychology of adjustment.

- Adjustment as achievement, adjustment as process.
- Frustration – frustration of conflict, operations of frustrations, what is maladjustment, causes of maladjustment in school, role of the teacher.

Methods of studying learner's behavior- observations, experiment, case study, interview and survey.

Section B (50 Marks)

General English (Compulsory)

1. Reading Comprehension.
2. Nouns: Kinds, Number, Gender, Case.
3. Verbs: Main verbs, Auxiliaries, Transitive, Intransitive, Finite, Infinite.
4. Adverbs.
5. Adjectives : Kinds , Formation, degree of comparison
6. Pronouns: Personal, relative Pronoun, Reflective Pronoun & usage.
7. Preposition – Kinds, prepositions of time, place, position, direction.
8. Conjunctions- Co-coordinating, subordinating, co-relative conjunctions, sentence connectors.
9. Determiners – Articles, demonstrative, distributive.
10. Clauses – Adjective, adverb and noun clause.
11. Punctuations.
12. Synonyms antonyms, Idiomatic Expressions and miscellaneous idiomatic expression.
13. Time and Tenses
14. Transformation of Sentences.
15. Essay Writing: descriptive, narrative, Reflective and argumentative.
16. Miscellaneous topics: note making, summarizing abstracting, advertisement, notices, letters, circulars, report writing.

Paper II Optional (M.M: =100), Time:-3 Hours

English Syllabus

Unit I – Introduction

- Meaning and definition of Language.
- Difference between Language and Literature.
- Role of English Language in the Indian context.
- Constitutional provisions and Policies of Language Education.
- Provision of Language Education as per Kothari Commission 1964 -66, NPE-1986, POA-1992, NCF-2000 and NCF-2005.

Unit II Different approaches / Methods of Teaching.

- Difference between method and approach.
- Grammar Translation method, Direct method and Dr. West Method.
- Structural Approach, communicative approach, situational approach.
- Inductive and deductive approach and Constructive approach.

Unit III Acquisition of Language Skills.

- (Listening , speaking , Reading and writing Skills)
- Listening and speaking skills- sub skills of listening. Importance of pronunciation, Syllable, stress and intonation in Speaking.
- Task materials and Resources for developing listening and Speaking skills - story-telling , dialogues, situational contexts, language laboratories, pictures, use of authentic materials and media resources.
- Phases of listening.

Reading

- Types of Reading, Strategies of Reading ,importance of understanding the development of Reading skills (levels of comprehension) Using thesauruses, dictionaries ,encyclopedias, periodicals etc. for developing Reading skills.

Writing

- Sub skills of writing
- Stages of writing
- Process of writing
- Formal and informal writing.

Unit IV- Linguistic System

The organization of sound, basic concept in phonology, morphology, syntax and semantics .

Unit V- Testing and Evaluation

- Purpose of testing and Evaluation
- Types of testing
- Techniques of evaluation –oral, written, portfolio Closets, self-evaluation , peer evaluation , group evaluation .
- Typology of questions /Tools- open –ended questions, MCQ ,problem solving ,creative and critical thinking and enhancing imagination.
- ASL (Assessment in Speaking and listening) and PSA (Problem Solving assessment) with reference to CBSE Syllabus.

Unit VI – Teaching of different forms of English Literature to Children.

- Purpose of teaching poetry, prose, drama and Grammar.
- Lesson planning in Prose (with emphasis on four language skills), Poetry, Drama, and grammar at various school level (Jr. high school, Secondary and Sr. Secondary level)

Method Papers – (Optional) M.M. 100 , Time :- 3 Hours

Content – Subjects – Science (Physics /Chemistry/ Biology) Social Sciences (History/ Economics Geography/ Political Science)/Education/Psychology Mathematics and Nepali (Method Paper for Nepali also shall be of maximum 100 marks to be noted by the candidates and time also 3 hours)

Nature and Objectives of teaching

- Science /Social Science /Mathematics.
- Meaning, nature, need / importance of teaching Science /Social Science / Mathematics.

Units II - Methods and Approaches of Teaching.

- Different methods of teaching suitable at the Jr. High School / Secondary/ Sr. Secondary level.
- Different approaches of teaching with special reference to learner centered approach, contextual teaching, Constructive Approach and Integrated approach to teaching and learning.

Unit II- Teaching Aids

- What are teaching aids?
- Classification of teaching aids.
- Importance of teaching aids
- Improvising of teaching aids and their effectiveness in using in the classroom teaching – learning process.

Unit IV- Lesson – Planning

- What is lesson planning?
- Difference between unit planning and lesson planning
- Importance of unit planning and lesson planning

Unit V- Different modes of popularizing – Science /Social Science/ Mathematics

- Center and State’s initiative of popularizing Science/ Social Science / Mathematics.

Unit VI- Testing and Evaluation.

- Understanding evaluation.
- How is evaluation different from measurement?
- Use of different tools and techniques of evaluating different aspects of pupil’s learning.
- Principles of preparing good test.
- Classification of testing tools with the purpose of each.

नेपाली पाठ्यक्रम

१. भाषा -
- क) भाषाको अर्थ र परिभाषा
 - ख) शिक्षण क्षेत्रमा भाषाको महत्व र आवश्यकता
 - ग) नेपाली भाषा उत्पत्तिको संक्षिप्त इतिहास
 - घ) भाषा शिक्षणका उद्देश्य
२. मातृभाषा-
- क) मातृभाषाको अर्थ र परिभाषा
 - ख) शिक्षण क्षेत्रमा मातृभाषाको महत्व र आवश्यकता
 - ग) सिक्किमेली परिवेशमा मातृभाषाको स्थान
३. भाषा कौशल/भाषागत योग्यताका अपेक्षित स्तर-
- क) श्रवण कौशल/सुन्ने कौशल - आवश्यकता र महत्व
- प्रकार-
- १. सामान्य
 - २. मनोरञ्जनात्मक
 - ३. विश्लेषणात्मक
- सुनाइ सम्बन्धी कमजोरीका कारण-
- १. वक्तागत
 - २. भाषिक क्षमतागत
 - ३. वातावरणगत
 - ४. श्रोतागत
- सुनाइ शिक्षणका कार्यकलापहरू - विभिन्न प्रकारका कार्यक्रमहरू
- ख) बोल्ने कौशल - आवश्यकता र महत्व
- बोलाइको विकासमा प्रभाव पार्ने तत्वहरू
 - जस्तै-वातावरण, संवेग, शारीरिक स्थिति, वेवास्ता (carelessness) भाषिक अनुभव
- बोलाइ शिक्षणका कार्यकलापहरू- जस्तै- कुराकानी, प्रश्नोत्तर, वस्तु तथा चित्र वर्णन, कथाकथन, घटना वर्णन, वाद-विवाद, छलफल, परिचर्चा, अभिनय/नाटकीकरण, तत्काल भाषण (extempore)

- ग. पढाइ कौशल
- महत्व र आवश्यकता
 - पढाइका प्रकार
 - पढाइका उद्देश्यहरू
 - सस्वरवाचनका गुणहरू
- घ) लेखन कौशल
- महत्व र आवश्यकता
 - लेख्ने तरिका
 - लेखाइका प्रकार
 - सुन्दर हस्तलिपिका चिह्नहरू, जस्तै- प्रष्टना, अक्लिष्टना अन्तरता, समानता
४. साहित्य
- साहित्यको अर्थ
 - भाषा शिक्षणमा साहित्यको स्थान
५. नेपाली पाठ्य पुस्तक - पहिलो श्रेणीदेखि आठौं श्रेणीसम्म
६. व्याकरण- व्याकरणका विभागहरू
७. एकाई योजना
८. पाठ योजना
- शिक्षण क्षेत्रमा पाठयोजनाको महत्व
 - गद्य, पद्य, नाटक र व्याकरण पाठयोजनाका नमूनाहरू
 - शिक्षण सामग्री

OPTIONAL PAPERS

SYLLABUS

EDUCATION/PSYCHOLOGY

(FOR B.Ed)

Max. Marks-100(50+50)

Content + Methodology

Time-03 hours

N.B: For those candidates who want to opt for Education /Psychology as one of the options.

UNIT-I

1. RELATIONSHIP OF EDUCATION AND PHILOSOPHY

Introduction:- Meaning of Philosophy ; Scope of Philosophy, Brief chronology of western philosophical thought; Concepts of Education; Function of Education; Various forms of Education; Scope of Education; Inter- relationship of Philosophy & Education; Philosophy and Various Dimensions of Education.

2. WESTERN PHILOSOPHIES AND EDUCATION.

Introduction; Idealism; Naturalism; Realism ; Humanism; Pragmatism; Reconstruction.

3. WESTERN PHILOSOPHERS AND EDUCATION

Jean Jacques Rousseau (1712-1778); John Dewey(1859-19520).

4. INDIAN PHILOSOPHIES AND EDUCATION.

Introduction; Sources of Indian Philosophy; Darshan (Vedic Education); Heterodox or Vedic Philosophies; Nature of Education According to Advaita Vedana; Islamic Tradition & Buddhism.

5. INDIAN PHILOSOPHERS

Mahatma Gandhi (1869-1948); Ravindra Nath Tagore(1861-1941)

UNIT- II

1. AGENCIES OF EDUCATION

Introduction; Some Important Agencies of Education; Indian Schooling System; a critical appraisal; Reality (An active but informal Agency); Community (An Agency of Education); Church or Religion (An Active and Informal Agency of Education) State (An Active and Non Formal Agency of Education).

2. MODERNISATION OF EDUCATION.

Modernization and Westernization of Education.

UNIT-III

1. PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY.

Psychology; Scope of Psychology; Need of Education; Education Psychology.

2. PSYCHOLOGY OF CHILD DEVELOPMENTS.

Stages of Development; Effects of emotions.

3. LEARNING OF CONCEPTS, REASONING AND PROBLEM SOLVING.

Meaning of Concepts; Meaning of reasoning; Meaning of problem solving; Thinking process and role of the teacher.

UNIT-IV.

1. INTELLIGENCE AND ITS MEASUREMENT.

Introduction; Definitions of Intelligence; Characteristics of Intelligence; Theories of Intelligence; Measurement of Intelligence; Binet-Simon Scale; Classification of intelligence Test.

2. MEMORY AND FORGETTING.

Meaning of memory; Theories of forgetting; Measurement of retention; types of memory.

3. MOTIVATION AND LEARNING

Meaning of motivation; Technique of Motivation; Theories of Motivation.

4. LEARNING THEORIES AND THEIR APPLICATIONS.

Meaning of learning; Types of Learning; Importance of learning for teachers; Theories of learning.

5. TRANSFER OF TRAINING.

Definitions; Theories of Transfer.

UNITE-V

1. PERSONALITY & ITS MEASUREMENT.

Meaning of personality; Definition of personality; Theories of personality; Basic Principle of Social Learning; Measurement of Personality; (E) Measurement of Attitude, Interest and Values.

UNIT-VI

1. BACKWARD CHILDREN AND THEIR EDUCATION ADAPTATION.

2. EDUCATIONAL GUIDANCE AND CONSELING

Introduction; Techniques & Approach of guidance and counseling; Types of guidance and counseling services in the school.

UNIT-VII

1. EDUCATIONAL RESEARCH

Meaning & Research.

2. RESEARCH PROCESSES

Introduction; Selection of the problem.

3. SAMPLING

Introduction; Methods of Sampling; Types of random methods

4. HYPOTHESIS

Meaning

5. RESEARCH PROPOSAL (SYNOPSIS)

Introduction

6. ANALYSIS OF DATA

Qualitative Analysis; Quantitative Analysis.

UNITE-VIII

7. MEASURE OF CENTRAL TENDENCY.

8. UNIVERSALISATION OF EDUCATION.

9. EDUCATIONAL ADMINISTRATION IN INDIA.

10. DISTANCE EDUCATION IN INDIA

Introduction

11. VOCATIONALIZATION OF EDUCATION IN INDIA

Introduction and meaning.

UNIT-IX

DEVELOPMENT OF CURRICULUM.

UNIT-X

MEASUREMENT AND EVALUATION

1. MEASUREMENT AND ITS RELATED CONCEPT.

Meaning of Measurement; Historical Perspective; General Theory of Measurement.

2. APTITUDE AND ACHIEVEMENT TESTS.

Meaning of Aptitude; Types of Aptitude Test; Meaning of Achievement.

3. CONSTRUCTION OF OBJECTIVE TYPE TESTS AND ITS STANDARDIZATION.

Introduction; A. standardized tests. B. Teacher made tests; steps in construction of an objective type test (A) planning of a test(First step); (B) item Writing (Second step); (c) Experimental try out of the test(Third Step)(D) Proper try out and item analysis(Fourth Step); Steps in Item Analysis;(E) Final Try out (Fifth Step).

4. MODERN TRENDS IN EVALUATION

(A)Grading System; (B) Semester System; (C) Continuous- Comprehensive/ summative Assessment; (D) Question Bank System; (E) Uses of Computer in evaluation.

UNIT-XI

1. EDUCATIONAL TECHNOLOGY: NATURE AND SCOPE.

Meaning of Technology; Educational technology; Definitions of Technology; Characteristics of educational Technology; Use of Educational Technology for Teachers; Functions/ Objectives of Educational technology; Scope of Educational technology.

2. MULTIMEDIA APPROACH IN EDUCATION.

Classification of audio-visuals; Important projected devices; Software aids; non-projected aids.

3. PROGRAMMED INSTRUCTION.

Introduction; Types of programmed Instruction; (a) linear of extrinsic programming of Instruction; (b) Branching or Intrinsic programming of Instruction.

4. MODELS OF TEACHING.

Introduction; Classifications of teaching models.