

According to Uniform Curriculum Structure for Two-Year MEd Programme in  
WEST BENGAL following NCTE Regulations

**1st Semester**

# MEd Scholar

**SUGGESTIVE QUESTION-ANSWERS FROM  
COURSE: CC-2.1.1, CC-2.1.2, CC-2.1.3, CC-2.1.4  
WITH YEAR-WISE QUESTION-ANSWERS**

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## Syllabus

### Course: 2.1.1 EDUCATIONAL STUDIES

#### Unit I: *Theoretical Perspectives of Education*

- Education as a system developed by the society based on: social, cultural, political, economic, and technological factors.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to education.
- Sustainable education, curriculum, syllabus, text books, assessment, teaching-learning process etc. and its application to pedagogy and practices.

#### Unit II: *Education as a Discipline*

- Critical analysis of education as a discipline/area of study.
- The aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.

#### Unit III: *Education as Interdisciplinary Knowledge*

- Interdisciplinary nature of education; relationships with the disciplines / subjects such as philosophy, psychology, sociology, anthropology and languages.
- Science and Technology in Education and challenges ahead.
- Axiological issues in education: role of peace and other values, aesthetics in education.
- Dynamic relationship of education with the political process.
- Interrelation between education and development.

#### Unit IV: *Socio-cultural Context of Education*

- Social purposes of education.
- Understanding Indian society-with reference to its multilingual and multicultural nature and other diversity, appropriate approaches for teaching young children in this context
- Process of socialization and acculturation of the child: -Critical role of school, parents, peer group and the community.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality.
- Education of deprived group children

#### Unit V: *Support Systems of Education*

- Principles and guidelines in organizing the support systems.
- Teacher education and contemporary issues as reflected in NCF (2005).
- Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.

#### Unit VI: *Role of Media*

- Complementarities in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community.
- Re-conceptualism of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

#### Unit VII: *Knowledge about Education system in India*

- Education system in Ancient and Medieval India
- Educational policies during British period
- Determinants of Educational Policies in India
- Major educational policies of the Government of India
- Possibilities, Challenges and Opportunities for future.

### Practicum

Assignments based on self-study on identified themes such as—

- Policy perspectives and status of education of socio-economically disadvantaged children of India/ of a particular State
- Vision of school education in India
- Process of socialization of the child
- Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality
- Visit to a school, observation of activities and preparation of a reflective diary and interaction in a group.

## Course 2.1.2 HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES

### Unit I: *Historical Perspectives of Education*

- Education and national development: Indian perspective;
- Contemporary Indian education system, structure, policies, practices and major challenges;
- Constitutional and legal basis underlying educational policies and practices;
- The evolution of national system of modern education in India;
- Educational philosophy and ideals of Indian thinkers and social reformers;

### Unit II: *Political Perspective of Education*

- Relationship between education and democracy, Education and political development; Role of the State and civil society in education; Role of teachers' union/organisations in education development.
- Group diversity and politics of inclusion in education; Equity and inclusion in education; Education and national integration; Education for citizenship building.
- Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.

### Unit III: *Economic Perspective of Education*

- Education- Public good, basic need, human right;
- Education and economic development; Education as investment;
- Education and economic growth, poverty, inequality;
- Education and human development, Human Development Index (HDI), human capability approach to education;
- Impact of market failures on education development, neo-liberal perspectives and education development

### Practicum

Practicum activities will include—

- Term paper.
- Library Studies.
- Group presentation.

## Course 2.1.3: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

### Unit I: *Learning and Human Development*

- Introduction to the developmental constructs and principles derived from psychological theories and the socio-political contexts that influence growth and development of young children, adolescents and youth.
- Changing perspective of psychological theories of human development;
- Neuroscience perspective of learning and development;

- Holistic approach to promoting learning and development: Importance of linking all aspects of development (physical, intellectual, social and emotional development) in the education process to promote growth and development and to facilitate the acquisition of appropriate development stage-specific cognitive and non-cognitive skill.
- Self concept and identity in adolescence.

#### **Unit II: *Different aspects of Development***

- Intelligence: Nature and Evaluation of the Concept.
- Theories of Intelligence: (i) Psychometric theories with special reference to the Guilford's SOI Model. (ii) The Information Processing Approach with special reference to Sternberg's Triarchic Theory. (iii) Howard Gardner's Multiple Intelligence Theory.
- Implications of theories of Intelligence in Education
- Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence.
- Creativity.
- Stages of psychosocial development—Erikson.
- Moral development—Kohlberg's Stages of Moral Development, Gilligan's ethics of caring.
- Stages of language development.

#### **Unit III: *Emotion, Motivation and Attention***

- Instincts and Emotions, Emotional Intelligence: Concept, Meaning with special reference to Daniel Goleman, Relationship between Intelligence and Emotional Intelligence, Implications of EI in day to day life.
- Motivation—Extrinsic and Intrinsic Motivation, Theories of Motivation- Maslow, Weiner and McClelland. Factors affecting Motivation—Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.
- Attention and Interest , their class room application

#### **Unit IV: *Influence of Culture and Diversity on Learning***

- Significance of contextualising education; of linking child's existing knowledge and skills with learning process in school; importance of situating learning in the context of learner's socio-cultural context/ environment.
- Implications of culture and diversity for learning and development.
- Importance of linking schooling processes with the socio-cultural environment of the learner.
- Implications of culture and diversity for designing learning experiences.

#### **Unit V: *Comparative Analysis/Perspective of Theories of Learning***

- Changing perspectives in theories about human learning (Behaviourism, Cognitivism, Constructivism);
- Implications of different learning theories for curriculum planning and development, including designing of pedagogical practices (teaching learning and learning assessment processes).

#### **Unit VI: *Transfer of Learning and Memory***

- Transfer of Learning—Concept, Importance, Nature and Types. Contemporary views of general transfer and specific transfer. Theories. Methods of enhancing transfer.
- Mechanism of memory, types of memory, economy and training in memory.
- Causes of forgetting.

#### **Practicum**

Practicum (any one)

1. Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications.
2. Development of a profile of students of a class by using appropriate Assessment procedures.
3. Analyze the type of strategies adopted by a classroom teacher in organizing learning.

## Course 2.1.4: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

### Unit I: *Structure, Curriculum and modes of Pre-service Teacher Education*

- Roles and functions of School Teachers.
- Pre-service teacher education: Needs, objectives and scope.
- Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE documents.
- Curriculum areas of initial teacher preparation: Foundation Courses, curriculum and pedagogy, Practicum, school internship.
- Modes of pre service teacher education—Face to Face mode and Open Distance Mode Learning. Needs and significance.

### Unit II: *Organisation of Different Components of Teacher Education Curriculum*

- The student teachers as adult learners' and their characteristics. The concept of andragogy and its principles.
- Organisation, transaction and evaluation of different components of teacher education curriculum; model practices.
- Transactional approaches for the foundation courses in teacher education programmes individualized, Group based, Teacher Centred and blended Approach.
- Transactional approaches for the skill and competency development courses: Micro teaching, Simulated teaching, Models of Teaching, Teaching in real classroom situation, Peer presentation and Feedback, Tutor observation etc.
- Concept and scope of school based practicum and internship objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship; model practices.

### Unit III: *In-service Teacher Education Concept, Structure and models*

- Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference- their meaning and objectives.
- Agencies of In-service teacher education: Local Level, District Level, State Level and National Level.
- Modes and Models of in-service teacher education: Face to face mode; Open Distance Learning mode and Blended approach.
- Induction, one shot, cascade, mentoring and action research based approach for professional development of teachers.
- Role of Teacher Educators in different modes of In-service teacher education.

### Unit IV: *Planning, Organisation and Evaluation of In-service Teacher Education*

- Planning In-service Teacher education programme: context, purpose, duration and budget.
- Designing In-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.
- Organisation of In-service teacher education programme: common problems faced by teacher education institutions.
- Effectiveness of in-service education programmes: impact on development of professional competencies among practicing teachers and impact on curricular practices at school level.

### Practicum

Any One of the following

- Interview of in-service teachers on training needs and the impact of pre-service training programme.
- Comparison of curriculum of pre-service teacher education university wise/ state wise NCTE norms and guidelines.
- Workshop on writing objectives of teacher education courses and identifying relevant teacher education institution wise in the context of content areas.

## CONTENTS

<b>Course 2.1.1: Educational Studies</b>	<b>1-70</b>
● Group: A	2-18
● Group: B	19-57
● Group: C	58-70
<b>Course 2.1.2: Historical, Political and Economic Perspectives of Education</b>	<b>71-144</b>
● Group: A	72-93
● Group: B	94-134
● Group: C	135-144
<b>Course 2.1.3: Psychology of Learning and Development</b>	<b>145-226</b>
● Group: A	146-172
● Group: B	173-213
● Group: C	214-226
<b>Course 2.1.4: Pre-Service and In-service Teacher Education</b>	<b>227-306</b>
● Group: A	228-243
● Group: B	244-277
● Group: C	278-306
<b>Previous Years' (1st Semester) Questions with Answers BSAEU (erstwhile WBUTTEPA)</b>	<b>307-336</b>
● SESSION 2015-17	307
● SESSION 2016-18	310
● SESSION 2017-19	313
● SESSION 2018-20	316
● SESSION 2019-21	319
● SESSION 2020-22	322
● SESSION 2021-23	325
● SESSION 2022-24	328
● SESSION 2023-25	331
● SESSION 2024-26	334