

**SYLLABUS FOR SCREENING TEST ( MCQ TYPE ) FOR RECRUITMENT TO THE POSTS OF  
LECTURER IN THE GOVT. PRIMARY TEACHERS' TRAINING INSTITUTES IN FOUNDATION COURSE  
AND  
LECTURER OF DISTRICT INSTITUTE OF EDUCATION & TRAINING IN FOUNDATION COURSE**

**Full Marks : 100**

**Time : 1 Hour 30 Minutes**

Module – I : **PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS**

1. Relationships between education and philosophy
2. Child centric and Life centric education
3. Functions and scope of education – individual and social perspective. Education for Human Resource Development.
4. Education as propagation of values
5. Schools of philosophy and their influence on education: Idealism, Naturalism, Pragmatism and Existentialism.
6. Schools of Indian Philosophy  
Basic Features and Influence on Education –
  - a) Vedic schools (Sankhya, Yoga, Nyaya)
  - b) Non-Vedic schools (Charvak, Buddhist, Jain and Islamic tradition)
7. Contribution of great Educators:
  - a) Rousseau
  - b) Froebel
  - c) Montessori
  - d) Bertrand Russell
  - e) Dewey
  - f) Rabindranath Tagore
  - g) Vivekananda
  - h) Aurobinda

Module – II : **PSYCHOLOGICAL FOUNDATION OF EDUCATION**

1. Introduction to Psychology, relation between education and Psychology. Different perspectives of psychology (Biological, Cognitive, Developmental, Associationist – A brief overview).
2. Personality development, Trait approach, Psychoanalytical theory of Personality, Erikson's stages of Psycho-social development.
3. Stages and types of Development and their Educational significance:
  - a) Physical and motor development, Factors affecting Physical and motor development.
  - b) Cognitive development, brief outline of Piaget's theory of Cognitive development.
  - c) Language development.
  - d) Emotional development and Emotional Quotient.
  - e) Moral development, Theories of Piaget and Kohlberg.
4. Neural basis of cognition: Neuron – structure and electrical potentials, synoptic transmission, structure and functions of human brain, Neuro-endocrinal system.
5. Perception: Factors influencing perception, role in cognition.
6. Attention: Selective and divided attention. Role of attention in the cognitive process. Factors of attention.
7. Memory: acquisition, storage and retrieval of information, sensory memory, short term and long term memory, forgetting.

8. Motivation: types and factors.
9. Learning: Laws of learning, classical and operant conditioning, insight learning, concept learning, Bandura's social learning theory.  
Transfer of learning: Concept and application.
10. Intelligence: Theories of intelligence – Spearman, Thurston, Guilford and Gardner, Measurement of Intelligence.

Module – III :

**DEVELOPMENT OF EDUCATION IN INDIA**

1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to
  - a) Aims and Objectives
  - b) Subject of study
  - c) Methods of teaching including teacher – pupil relationship
  - d) Evaluation
  - e) Centre of Learning
  - f) Education of woman
2. Brief outline of events relating education from 1757 to 1947
  - a) Missionaries activities (Srirampur trio)
  - b) Charter Act of 1813
  - c) Bengal Renaissance – Contribution of Rammohan Ray, H.L.V. Derozio and Vidyasagar
  - d) Adams Report
  - e) Anglicist – Orientalist controversy – Macaulay's Minute & Bentinck's resolution
  - f) Wood dispatch ( Recommendations only)
3. Brief outline of –
  - a) Hunter Commission 1882-83 (Primary and Secondary Education)
  - b) Curzon Policy (Quantitative development of Primary Education)
  - c) National Education Movement (cause and effect)
  - d) Calcutta University Commission (1917-1919)
  - e) Basic Education (concept and development)
  - f) Sargent Plan
4. Constitutional provision for Education in India
5. Brief outline of the recommendations made by different Education Commission:
  - a) University Education Commission (1948-49)  
(Aims of Higher Education & Rural University)
  - b) Secondary Education Commission (1952-53)  
(Aims, Structure & Curriculum of Secondary Education)
  - c) Indian Education Commission (1964-66)
6. National Policy on Education (1986)
7. Current issues on Education:
  - a) Equalization of Education Opportunities
  - b) Programmes on Universal Elementary Education
  - c) Non-formal education and alternative schooling, Education of women
  - d) Education for children with special needs

Module –IV :

**SOCIOLOGICAL FOUNDATION OF EDUCATION**

1. Sociological Foundation of Education-Sociology of education, Nature, Scope, Method of Study.
2. Society and Education –
  - a) Society: Its origin and factors and their influences on education (population, location, religion, class, culture, technology, economy).
  - b) Impact of different political systems on education (capitalism and socialism).

3. Social groups and education –
  - a) Social groups (primary, secondary and tertiary)
  - b) Socialization: the role of the family and school
4. Education and culture
5. Social change and Education –
  - a) Social change: Its definition and role of education.
  - b) Social change in India (Sanskritization, Westernization, Modernization and Globalization).
6. Education and Social Communications –  
Informal agencies of Social Communication.
7. Education and Contemporary Social Issues:
  - a) Unemployment
  - b) Poverty
  - c) National Disintegration
  - d) Population explosion

Module – V : **EDUCATIONAL ORGANIZATION AND MANAGEMENT**

- 1 Principles of Educational organization: Concept of School organization, it's principle.
2. Aspects of Institutional Organization—
  - a) Educational Plant, Building, Equipment, Sanitation, Play ground, Workshop, Library, Computer Room.
  - b) SSA, RMSA, RUSA.
  - c) Inclusive education.
3. Educational Management and Administration—  
Primary, Secondary and Higher Education:  
Board of Secondary Education, Council of H.S. Education, Council of Higher Education.
4. Concept of educational management—  
Meaning, nature, need and scope, Role of Educational manager.
5. Types of Educational Management—  
Autocratic, Democratic, Laissez Fair supervision.
6. Educational Planning—  
Meaning, need and significance of educational planning.  
Types and strategies of educational planning. Steps in Educational planning, Institutional Planning.
7. Leadership— Meaning, nature and styles.

Module – VI: **GUIDANCE & COUNSELING**

1. Psychology of adjustment:  
Concept of adjustment – adjustment and adaptability, homeostasis, defence mechanisms: Criteria of good adjustment.
2. Maladjustment – meaning of maladjustment – Conflict and frustration,  
Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours.
3. General causes of maladjustment – Biological and Environmental – role of parent and educational institution in promoting mental health.
4. Stress, stressors – personal and environmental stress, coping strategies and therapies – behaviour, cognitive and humanistic therapies.

5. Concept of guidance – meaning and nature of guidance – different forms of Guidance (group and individuals) Types of Guidance (educational, vocational).
6. Counseling - meaning- types and techniques – directive, non directive, eclectic – individual and group counseling.
7. Identification and guidance for special learners – gifted, slow learners, learner with learning disabilities, MR/mentally challenged.
8. Multi-axial classification of mental disorders – DSMIV Axis I & II category.

Module – VII :

**EVALUATION IN EDUCATION**

1. Educational Measurement and Evaluation—  
Concept, Scope and Needs.
2. Tools and Techniques of Evaluation—
  - a) Test: Types, use of Norm – Referenced test and Criterion –  
Referenced test, essay type and objective type tests.
  - b) Observation – Concept and Use
  - c) Inquiry – Concept and Use
  - d) Cumulative Record Card – Concept and Use
3. Scales of Measurement – Nominal, Ordinal, Interval, Ratio.
4. Criteria of Standardized test
  - a) Validity
  - b) Reliability
  - c) Objectivity
  - d) Usability
  - e) Norms
5. Construction of a Standardized Test
6. Statistics – Use in Education
7. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive.
8. Measures of Central tendency – Mean, Median, Mode –  
Calculation and application
9. Measures of Variability – Range, Quartile Deviation, Standard Deviation –  
Calculation and application
10. Percentile and percentile rank – Calculation and application, including graphical Representation
11. Characteristics of Normal curve
12. Skewness and Kurtosis – Concept
13. Concept of Z – Score – Calculation and use
14. Linear Correlation – Concept and Use – Co-efficient of Linear Correlation:  
Product – moment method and Rank difference  
Method – calculation

Module – VIII : **EDUCATIONAL TECHNOLOGY**

1. Concepts need and scope of educational technology.
2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System.
3. Computer and its role in education.
4. Use of media in education: Audio (Radio & Tape), Visual (Projector), Audio-visual (T.V. & C.C.T.V.).
5. Models of teaching: Nature, Concepts and different families of Teaching Models, Advantages of the use of Models of Teaching.
6. Communication and educational technology: Components of communication process, Role of communication in effective teaching-learning process, Factors affecting classroom communication.
7. Instructional techniques: Mass instructional techniques (basic concepts only), Personalized techniques – Programmed learning, Mastery Learning, Microteaching.
8. Distance education: Concepts, types and usefulness – Application of technology in Distance education.

Module – IX : **CURRICULUM STUDIES**

1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum, Nature of Curriculum. Bases of Curriculum: Philosophical, Sociological & Psychological.
2. Principles of Curriculum Construction.
3. Objectives of curriculum: Need to form objectives of curriculum. Sources of objectives of the curriculum: Society, Discipline, Needs of students.
4. Curriculum development – Content based, Process based, Product based and Systems based.
5. Determinants of content selection: Culture based, Knowledge based, Need based.
6. Curriculum evaluation: Meaning and Utility, Sources and means of curriculum evaluation. Formative and Summative evaluation.

Module – X : **COMPARATIVE EDUCATION**

Any one country from UK, USA, China.

1. Concept, meaning, scope of Comparative Education.
  2. Various issues of the Indian educational system with special reference to School Education in comparison among India and SAARC countries on –
    - a) Structure of education
    - b) Administration
    - c) Curriculum
    - d) Examination
    - e) Teacher Education
    - f) Education for all
    - g) Distance education and open learning
  3. Comparison between India and any one of the following countries, UK, USA and China in regard to Universalization of Elementary Education.
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