

West Bengal Teacher Eligibility Test

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Teacher Eligibility Test (TET) in School Service Commission of West Bengal.

Teacher Eligibility Test or commonly known as TET is going to be active in School Service Commission of West Bengal. Now candidates willing to appear in Assistant Teacher or Assistant Mistress's recruitment exam will have to sit for TET first.

Why TET?

As per Act and rules of N.C.T.E., the required qualification of the candidates willing to appear as Teacher/Mistress in primary level school, i.e. upto Class-VIII, should be Degree pass with minimum 50% marks and should have done B.Ed (Bachelor in Education) or D.Ed (Diploma in Education). Along with this candidates will require to sit for TET (Teacher Eligibility Test).

In West Bengal, the same rules were applied up-to Madhyamik level school. But the grip of the rules of N.C.T.E. was kept loose because of lack of B.Ed Schools and Institutions in West Bengal and also the numbers of candidates acquiring 50% marks in Degree Course is few. So, if School Service Commission of West Bengal follows the rules of N.C.T.E. then it will become hard to fill the vacant laying posts of Teachers and keeping this in view Central Government have relaxation in few terms and conditions such as— cut-off of 50% marks and non-requirement of B.Ed Course but TET will remain active. However this cut-off is up to 31st March 2014 after which 50% marks and B.Ed will become compulsory for candidates willing to become a Teacher.

Teacher Eligibility Test (TET) will of 150 Marks. Questions will be Objective Multiple Choice Type and time allotted will be 1 ½ hours, i.e. 90 minutes. There will be no negative marking but candidate must acquire minimum 50% marks to get qualified.

TET will be on following 5 papers. Each paper will consist of 30 Marks and each question will be of 1 mark—(i) Child Development and Pedagogy, (ii) First Language (Ability in Bengali, Element of Language, Communication and Comprehensive Ability), (iii) Second Language (Any other opted languages—ability on that language, Element of Language, Communication and Comprehensive Ability), (iv) Mathematics and (v) Environment Studies.

WBSSC TET SYLLABUS

WBSSC Paper II- Child Development and Pedagogy Syllabus -30 Questions

I. Child Development and Pedagogy 15 Questions

a) Child Development (Elementary School Child)

- . • Concept of development and its relationship with learning
- . • Principles of the development of children
- . • Influence of Heredity & Environment
- . • Socialization processes: Social world & children (Teacher, Parents, Peers)
- . • Piaget, Kohlberg and Vygotsky: constructs and critical perspectives
- . • Concepts of child-centered and progressive education
- . • Critical perspective of the construct of Intelligence
- . • Multi Dimensional Intelligence
- . • Language & Thought
- . • Gender as a social construct; gender roles, gender-bias and educational practice
- . • Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.

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LABELS

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- Distinction between Assessment for learning and assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation: perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.

Concept of Inclusive education and understanding children with special needs 5

Questions

- Addressing learners from diverse backgrounds including disadvantaged and deprived
 - Addressing the needs of children with learning difficulties, 'impairment' etc
 - Addressing the Talented, Creative, Specially abled Learners
- c) Learning and Pedagogy 10
- Questions
- How children think and learn; how and why children 'fail' to achieve success in school performance
 - Basic processes of teaching and learning; children's strategies of learning; learning as a social activity; social context of learning.
 - Child as a problem solver and a 'scientific investigator' Alternative conceptions of learning in children; understanding children's 'errors' as significant steps in the learning process.
 - Cognition & Emotions
 - Motivation and learning
 - Factors contributing to learning personal & environmental

WBSSC 2012 Paper II - Language-II Syllabus Total Marks 30

Questions

a) Comprehension 15 Questions

Two unseen prose passages (discursive or literary or narrative or scientific) with questions on comprehension, grammar and verbal ability

b) Pedagogy of Language Development 15 Questions

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
 - Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
 - Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

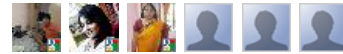
WBSSC 2012 Paper II- Language I Syllabus. Total Marks 30

Questions

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a) Language Comprehension 15- Marks

Questions

Reading unseen passages-two passages one prose or drama and one poem with questions on comprehension, inference, grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive)

b) Pedagogy of Language Development 15- Marks

Questions

- . • Learning and acquisition
 - . • Principles of language Teaching
 - . • Role of listening and speaking; function of language and how children use it as a tool
 - . • Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
 - . • Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
 - . • Language Skills
 - . • Evaluating language comprehension and proficiency: speaking, listening, reading and writing
 - . • Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom
 - . • Remedial Teaching
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