Contents

- Previous Years' Solved Papers

Unit–1

- **Philosophical Foundations of Educacation 3–43**
  - ❖ Idealism 4
  - ❖ Idealisam and Curriculum 6
  - ❖ Realism 8
  - ❖ Realism in Education 9
  - ❖ Naturalism 9
  - ❖ Pragmatism 10
  - ❖ Existentialism 12
  - ❖ Education Implications of Existentialism 12
  - ❖ Marxism—Karl Marx 13
  - ❖ Indian Schools of Philosophy 15
  - ❖ Islamic System of Education 19
  - ❖ Swami Vivekanand 20
  - ❖ Rabindranath Tagore 22
  - ❖ Mahatma Gandhi 25
  - ❖ His Educational Philosophy 25
  - ❖ Shri Aurobindo Ghosh 26
  - ❖ Education is a Fundamental Right Now 28
  - ❖ Logical Positivism 29
  - ❖ **Objective Type Questions 30**

Unit–2

- **Sociological Foundations of Education 44–80**
  - ❖ Relation between Sociology and Education 44
  - ❖ Need for Educational Sociology 47
  - ❖ The School and Education 47
  - ❖ Community and Education 50
  - ❖ Modernisation of Indian Education 50
  - ❖ Education and Politics 51
  - ❖ Religion and Education 51
  - ❖ Education and Culture 52
  - ❖ Democracy and Education 53
  - ❖ Socialisation of the Child 54
  - ❖ Social Mobility and Education 56
  - ❖ Equality of Educational Opportunity ... 59
  - ❖ Implementation of Equality of Educational Opportunity 59
  - ❖ The Common School System 61
  - ❖ Promotion of Education Among STs ... 62
  - ❖ **Objective Type Questions 63**

Unit–3

- **Psychological Foundations of Education 81–118**
  - ❖ General Nature of Growth and Development 82
  - ❖ Causes of Development 83
  - ❖ What is Heredity 83
  - ❖ What is Environment 83
  - ❖ Theories of Heredity 84
  - ❖ Educational Implications of Heredity *Vs* Environment 85
  - ❖ Intelligence 87
  - ❖ Theories of Intelligence 88
  - ❖ Theories of Learning 90
  - ❖ Thorndike's Trial and Error Theory 91
  - ❖ Pavlov's Classical Conditioning Theory 92

- Skinner's Operant Conditioning Theory 92
- Hull's Reinforcement Theory 93
- Kurt Lewin's Field Theory 93
- Gagne's Hierarchical Theory 94
- Factors Influencing Learning 94
- Learning and Motivation 95
- Transfer of Learning and Its Theories 96
- Definition of Exceptional Children and Special Education 96
- Personality-Type and Trait Theories 97
- Development of Personality 97
- Mental Health and Hygiene 99
- Foundations of Mental Health 100
- Meaning and Purposes of Mental Hygiene 102
- Aims of Mental Hygiene 102
- Elements of Mental Hygiene 102
- Mental Hygiene Concept in Education 103
- **Objective Type Questions 103**

Unit–4

- **Methodology of Educational Research 119–164**
  - Formulation of Research Problem 121
  - Criteria and Sources for Identifying the Problems 122
  - Delineaing and Operationalizing Variables 123
  - Hypothesis 124
  - Sampling 128
  - Tools and Techniques 129
  - Meaning and Nature of Research 130
  - Historical Research 134
  - Descriptive and Inferential Statistics 136
  - Errors in Statistics 136
  - Test of Significance 139
  - Two-Tailed and One-Tailed Tests of Hypotheses 139
  - Analysis of Variance 139
  - Chi-square Test 140
  - Correlation 141
  - **Objective Type Questions 142**

Unit–5

- **Concept and Principles of Guidance and Counselling 165–203**
  - Meaning of Guidance 165
  - Basic Facts about Guidance 165
  - Principles of Guidance 166
  - Types of Guidance 167
  - Functions of Guidance 167
  - Educational Guidance 168
  - Vocational Guidance 170
  - Guidance Services in Schools 172
  - Minimum Programme of Guidance 173
  - How to Organise Guidance Service 173
  - Educational Guidance at Different Stages 176
  - Vocational Guidance 177
  - Eclectic Counselling (Best Type) 180
  - Guidance Services 181
  - Placement Service 183
  - Follow Up Service 184
  - **Objective Type Questions 185**

Unit–6

- **Universalisation of Elementary Education in India 204–245**
  - Elementary Education and Literacy 204
  - Universalisation of Primary Education 204
  - Vocationalisation at Secondary Level in India 206
  - Making it a Success 210
  - **Objective Type Questions 225**

Unit–7

- **Construction and Development of Curriculum 246–276**
  - ❖ Modern Concept of Curriculum 246
  - ❖ Curriculum and Education 247
  - ❖ Need and Importance of Curriculum 247
  - ❖ Different Types of Curriculum 247
  - ❖ The Activity Curriculum 248
  - ❖ Basic Education Curriculum 252
  - ❖ System Analysis 258
  - ❖ **Objective Type Questions 261**

Unit–8

- **Modern Concept of Educational Administration 277–349**
  - ❖ Taylorism 277
  - ❖ Administration as a Process 278
  - ❖ Administration as Bureaucracy 279
  - ❖ Human Relation Approach to Administration 279
  - ❖ Specific Trends in Educational Administration 282
  - ❖ Decision Making 282
  - ❖ Organizational Compliance 285
  - ❖ Organizational Development 287
  - ❖ PERT (Programme Evaluation and Review Technique) 288
  - ❖ Modern Trends in Educational Management 289
  - ❖ Leadership in Educational Administration 290
  - ❖ Meaning and Nature of Leadership 290
  - ❖ Theories of Leadership 291
  - ❖ Styles of Leadership 294
  - ❖ Measurement of Leadership 295
  - ❖ Educational Planning 296
  - ❖ Meaning and Nature 296
  - ❖ Approaches to Educational Planning ... 298
  - ❖ Perspective Planning 302
  - ❖ Institutional Planning 303
  - ❖ Educational Supervision 304
  - ❖ Meaning and Nature 304
  - ❖ Supervision as a Service Activity 307
  - ❖ Supervision as Process 307
  - ❖ Supervision as Functions 308
  - ❖ Supervision as Educational Leadership 308
  - ❖ Concept of Modern Supervision 309
  - ❖ Functions of Supervision 310
  - ❖ Planning the Supervisory Programme 315
  - ❖ Steps in Planning the Supervisory Programme 318
  - ❖ Organizing the Supervisory Programme 319
  - ❖ Implementing the Supervisory Programmes 324
  - ❖ **Objective Type Questions 329**

Unit–9

- **Measurement and Evaluation 350–419**
  - ❖ Concept of Measurement 350
  - ❖ Concept of Evaluation 352
  - ❖ Scope of Measurement 353
  - ❖ Characteristics of a Good Measuring Instrument 354
  - ❖ Types of Tests Used in Evaluation 354
  - ❖ Evaluation—Approach in Education 355
  - ❖ Need and Relevance of Evaluation 356
  - ❖ Techniques of Evaluation 356
  - ❖ Evaluation and Measurement 357
  - ❖ Educational Purpose of Evaluation 357
  - ❖ Objectives Tests 359
  - ❖ Kinds of Objective Type Test 359
  - ❖ Questionnaire 361
  - ❖ Inventories 363
  - ❖ Performance Tests 364
  - ❖ Characteristics of Good Measuring Instrument 364

- Meaning and Concept of Validity 365
- Methods of Estimating Validity 366
- Concept of Reliability 370
- Methods or Types of Reliability 371
- Norms in Measurement 374
- Test Standardization 376
- Need of Norms in Measurement 377
- Criterion—Referenced Tests 378
- Scaling Standard Score 379
- T-scores 380
- Stanine Scores (C-scores) 381
- Steps in Standardization of a Test 381
- Measurement of Achievement 383
- Definition of Aptitude 385
- Measurement of Intelligence 389
- Measurement of Skills 392
- Measurements of Attitudes 394
- Importance of Measuring Interest 396
- Methods of Feedback 397
- Grading 397
- Semester System 399
- Question Bank 400
- Role of Computer in Evaluation 402
- Qualitative Analysis 402
- **Objective Type Questions 403**

Unit–10

- **Educational Technology 420–488**
  - System Approach 421
  - System Approach in Educational Technology 421
  - Components of Educational Technology 423
  - Multi-Media Approach 424
  - Modalities of Teaching 426
  - Stages of Teaching 427
  - Teaching at Different Levels 430
  - Micro Teaching 434
  - Flander's Interaction Analysis 438
  - Simulated Teaching 439
  - Programmed Instruction 440
  - Teaching Machines 444
  - Computer Assisted Instruction (CAI) 445
  - Advantages of CAI 447
  - Model of Teaching 447
  - Types of Teaching Models 449
  - Steps in Designing Instructional System 451
  - Task Analysis in Planning of Teaching 452
  - Formulation of Instructional Objectives 453
  - Meaning of Instructional Strategies 454
  - Lecture as a Instructional Strategy 455
  - Team Teaching 457
  - Discussion 460
  - Panel Discussion 460
  - Seminars as Instructional Strategy 462
  - Tutorials 465
  - Communication Process 466
  - Teaching as a Process of Communication 469
  - Principle of Communication 470
  - Barriers of Communication 470
  - Class room Communication (Verbal and Non-Verbal) 472
  - **Objective Type Questions 475**