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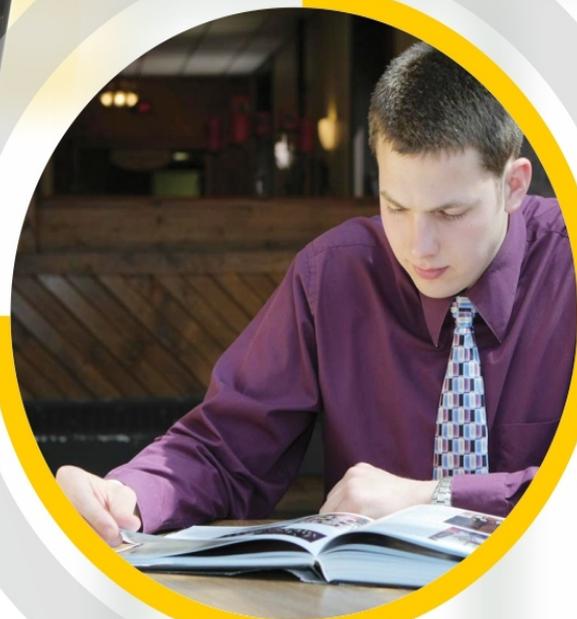
UPKAR'S

UGC

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EDUCATION

(PAPER-II)



Dr. Shyam Anand

 **UPKAR'S**
UGC
NET/JRF/SET
Education
(PAPER -II)

By
Dr. Shyam Anand

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PREFACE

Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances. Human life which is the best creation of God, has two aspects : the biological and the sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education.

The post-independence period has witnessed in all round colossal upheaval in the spheres—social, political, economic and educational. The traditional system of education is an anachronism, to be replaced completely by a truly national system. We now need to redefine the aims of education for democratic India, and to have a comprehensive plan for educational at all levels. On the one hand, we need to preserve our cultural traditions, and on the other hand, we need to solve all over present problems with a modern and scientific approach. The philosophical background of our education will be more or less oriental in character, but the means and methods of implementing our educational ideals will be modern. The ardent task of our educational thinkers is, therefore, to redefine our educational theory and plan educational practices completely in harmony with the theory.

The present book **UGC Education Paper-II** has been written according to the latest syllabus of the examination. The sections that are covered in the syllabus for the subject are : 1. Philosophical Foundations of Education, 2. Sociological Foundations of Education, 3. Psychological Foundations of Education and 4. Methodology of Educational Research.

Most of the UGC JRF/NET/SET aspirants can barely afford sufficient time to thorough all the listed references. It is here that this handy compendium, a product of several year's intelligent research and labour will be found the most reliable friend, philosopher and guide by the UGC aspirants who wish to zoom ahead of their competitors who have toiled through burning mid-night lamp reading volume after volumes of educations book. "Work smarter and not necessarily harder" is the dictum of the present day successful candidates. This mantra can be clearly seen to be operating in every page of this book.

A careful study of the previous year's question papers would reveal that in Education the variation of the questions is very high. The topics in the book are so designed and selected that every possible variation of the questions is covered. It will provide you wider choice in framing your answer.

The scientific approach of this book has deliberately been made success-friendly. The book is written in an easily digestible and reproducible format. The simplicity and lucidity of the language is bound to make the study of the subject easy and understandable.

We shall feel grateful to the readers if they send us their valuable comments, so that further improvement may be made in the forthcoming editions of the book.

—Author

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Syllabus

1. Philosophical Foundations of Education

Relationship of Education and Philosophy

Western Schools of Philosophy :

Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implications.

Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking.

National values as enshrined in the Indian Constitution, and their educational implications.

Modern concept of Philosophy : Analysis— Logical analysis, Logical empiricism and Positive relativism—(Morris L. Prigge).

2. Sociological Foundations of Education

Relationship of Sociology and Education

Meaning and nature of Educational sociology and Sociology of education

Education—as a social sub-system—specific characteristics

Education and the home

Education and the community with special reference to Indian society

Education and modernization

Education and politics

Education and religion

Education and culture

Education and democracy

Socialization of the child

Meaning and nature of social change.

Education as related to social stratification and social mobility.

Education as related to social equity and equality of educational opportunities.

Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

Education of the socially and economically disadvantaged sections of the society with special reference to Scheduled Castes and Scheduled Tribes, women and rural population.

3. Psychological Foundations of Education

Relationship of Education and Psychology

Process of Growth and Development

—physical, social, emotional and intellectual.

—development of concept formation, logical reasoning, problem solving and creative thinking; language development.

—individual differences—determinants; role of heredity and environment; implications of individual differences for organising educational programmes.

Intelligence—its theories and measurement.

Learning and Motivation

Theories of learning—Thorndike is connectionism; Pavlov's classical and Skinner's operant conditioning; Learning by insight; Hull's reinforcement theory and Tolman's theory of learning; Lewin's Field theory.

—Gagne's hierarchy of learning

—Factors influencing learning

—Learning and motivation

—Transfer of learning and its theories

Psychology and education of exceptional children—creative, gifted, backward, learning disables and mentally retarded.

Personality—type and trait theories—measurement of personality.

Mental health and hygiene—Process of adjustment, conflicts and defence mechanism,

mental hygiene and mental health. Sex Education.	Types of research tools and techniques and their uses
Guidance.	Questionnaire-Interviews-Observations
4. Methodology of Educational Research	Tests and scales, projective and sociometric techniques
Nature and Scope of Educational Research	Major Approaches to Research
Meaning and Nature	Descriptive Research
Need and Purpose	Ex-post facto Research
Scientific Inquiry and Theory Development—Some emerging trends in research	Laboratory Experiment
Fundamental—Applied and Action Research	Field Experiment
Formulation of Research Problem	Field Studies
Criteria and sources for identifying the problem	Historical Research
Delineating and Operationalizing variables	Analysis of Data
Developing assumptions and hypothesis in various types of research	Descriptive and Inferential Statistics. The null hypothesis, test of significance, types of error, one-tailed and two-tailed tests.
Collection of Data	The <i>t</i> -test
Concept of population and sample	The F-test (one-way and ANOVA)
Various methods of sampling	Non-parametric tests (Chi-square test)
Characteristics of a good sample	Biserial, point-biserial, tetrachoric and phi-coefficient of correlation
Tools and Techniques	Partial and multiple correlations.
Characteristics of a good research tool	

Education
(Paper-II)
UGC-NET/JRF Exam.
(December 2014)
Solved Paper

December 2014
Education
(Paper-II)

Note—This paper contains **fifty (50)** objective type questions of **two (2)** marks each. **All** questions are compulsory.

1. Of Froebel's idealism it can be said that—
 - (A) Education is not a process of unfoldment
 - (B) Learning unites knowledge, feelings and doing
 - (C) Education cannot be a process of self realization
 - (D) The notion of self activity is limited to manual activity
2. Concerning the nature of truth—
 - (A) The idealist says it is absolute discovered through reasoning and intuition
 - (B) The realist says it is constantly changing and is a concept that is man made
 - (C) The pragmatist says it consists of laws governing the physical world of man
 - (D) The rationalist humanist says it is whatever the individual in his/her society makes it
3. Those whose educational philosophy is based on pragmatism, will—
 - (A) Reject the scientific method of experimentation
 - (B) Accept that complete objectivity is possible
 - (C) Accept the stimulus response theory of learning
 - (D) Claim that knowledge is tentative, truth is relative
4. Critically examine the following Assertion (A) and Reason (R) and give your answer from the codes given below—

Assertion (A) : There is almost a consensus that drop out rate of the government primary schools is much higher in comparison to that of public schools.

Reason (R) : It is so because the government primary schools do not offer enough co-curricular activities.

Codes :

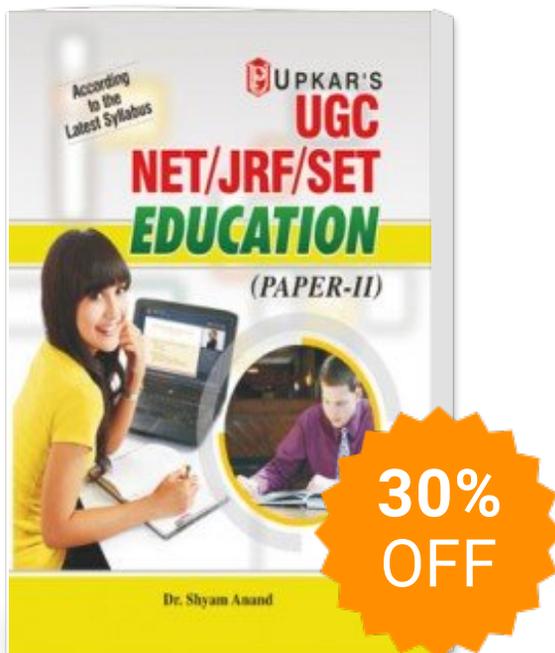
- (A) Both (A) and (R) are true
 - (B) (A) is true, but (R) is false
 - (C) (A) is false but (R) is true
 - (D) Both (A) and (R) are false
5. A student has a problem. He/she comes to the teacher and asks, "What shall I do ?" the teacher should—
 - (A) Tell the student the course of action after considering the student's abilities and interest
 - (B) Tell the student what he/she (the teacher) would do if he/she were in student's place
 - (C) Ask questions to the student, which will develop the information needed for an intelligent decision
 - (D) Tell the student to figure out himself / herself to find solution to his/her problems
 6. Which of the following premises is inconsistent with democratic school administration ?
 - (A) Every teacher should make an equal contribution to the cause of education.
 - (B) The welfare of the group is assured by furthering the welfare of individuals.
 - (C) Cooperative group decisions are apt to be more valid than the decisions of individuals.
 - (D) Every person can make a unique and important contribution
 7. Find the odd item out—

(A) Budhi	(B) Antahkaran
(C) Chitta	(D) Manas

8. The initiation ceremony called “Pabajja” is related to which of the following ?
 (A) Islam (B) Jainism
 (C) Buddhism (D) Samkhya-Yoga
9. Match Column-I (Thinkers) and Column-II (Their works) and give your answer from the codes given below—
Column – I
 (a) Ivan Illiach (b) John Dewey
 (c) Paulo Friere (d) Bertrand Russell
Column – II
 1. The laboratory school
 2. Education and social order
 3. Deschooling society
 4. Banking concept of education
 5. Integral education
Codes :

(a)	(b)	(c)	(d)
(A) 2	1	4	3
(B) 3	1	4	2
(C) 5	2	3	4
(D) 2	3	5	4
10. Which of the following is correct ?
 (A) Maktab is a place where pupils learn reading and writing and Madarsa is where lectures are delivered
 (B) The two concepts are the same, there is no actual difference
 (C) Madarsa is where literacy is provided and Maktab where higher education is given
 (D) Maktab are educational institutions meant for religious (Islamic) education but Madarsas are institutions where non-religious secular education is provided.
11. Application of general principles of sociology in the process of education is known as—
 (A) Educational Sociology
 (B) Social foundations of education
 (C) Sociology of education
 (D) Educational foundations of education
12. In modern society one spends a significant part of one’s formative years to avail formal education.
 (A) in family (B) in community
 (C) with peers (D) at school
13. Which of the following will not form part of a social system ?
 (A) Values (B) Technology
 (C) Collectivities (D) Roles
14. In social change, alteration in social organization relates mainly to its—
 (A) Structural aspects
 (B) Functional aspects
 (C) Both (A) and (B)
 (D) Neither (A) nor (B)
15. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R)—
Assertion (A) : An equitable society strives towards providing equality of opportunity to its members and also excellence on the basis of talents.
Reason (R) : These are mutually exclusive and hence it will not be possible to attain both.
 After reflecting on the two statements as above, decide as to which one of the following is correct.
 (A) Both (A) and (R) are true and (R) is the correct explanation.
 (B) Both (A) and (R) are true but (R) is not the correct explanation.
 (C) (A) is true, but (R) is false
 (D) (A) is false, but (R) is true
16. Which one of the following is not a characteristic feature of a school as a social sub-system ?
 (A) Latent pattern maintenance
 (B) Goal attainment
 (C) Integration
 (D) Enrichment of resources
17. In arranging the following policies/reports in order in which they appeared choose the correct code—
 1. Report of National Commission on Teachers-I (Chairperson Prof. D.P. Chattopadhyaya)
 2. Towards an enlightened and humane society (Chairperson Acharya Rammurti)
 3. Challenge of Education : A policy perspective

UGC-NET/JRF Education (Paper II)



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