

**ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉಪನ್ಯಾಸಕರ ಅರ್ಹತಾ ಪರೀಕ್ಷೆ (ಕೆ-ಸೆಟ್)**  
**KARNATAKA STATE ELIGIBILITY TEST (K-SET)**  
**FOR LECTUERSHIP**

Subject: **EDUCATION**

Subject Code: **12**

**Note:**

There will be two question papers, Paper-II and Paper-III. Paper II will have 50 objective Type Questions (Multiple choice, Matching type; True/False, Assertion-Reasoning type) carrying 100 marks. All the 50 questions are compulsory and have to be marked in OMR sheet. Paper III contains **seventy five (75)** objective type questions (Multiple choice, Matching type; True/False, Assertion-Reasoning type) of **two (2)** marks each. All the 75 questions are compulsory and have to be marked in OMR sheet

**SYLLABUS**  
**Paper—II**

**1. Philosophical Foundation 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 deference mechanism, mental hygiene and mental health. Sex Education

Guidance

#### **4. Methodology of Educational Research**

Nature and Scope of Educational Research

Meaning and Nature

Need and Purpose

Scientific Inquiry and Theory Development-some emerging trends in research Fundamental-

Applied and Action Research

Formulation of Research Problem

Criteria and sources for identifying the problem

Delineating and Operationalizing variables

Developing assumptions and hypothesis in various types of research

Collection of Data

Concept of population and sample

Various methods of sampling

Characteristics of a good sample

Tools and Techniques

Characteristics of a good research tool

Types of research tools and techniques and their uses

Questionnaire-Interviews-Observations

Tests and scales, Projective and sociometric techniques

Major Approaches to Research

Descriptive Research

Ex-post facto Research

Laboratory Experiment

Field Experiment

Field Studies

Historical Research

Analysis of Data

Descriptive and Inferential Statistics. The null hypothesis, test of significance, types of

error, one-tailed and two-tailed test

The t-test

The F-test (one-way and ANOVA)

Non-parametric tests (Chi-square test)

Biserial, point-biserial, tetrachoric and phi-coefficient of correlation

Partial and multiple correlations

### **Paper—III (Core Group)**

#### **Unit—I**

Western Schools of Philosophy :

Idealism, Realism, Naturalism, Pragmatism, Existentialism; 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 (Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concepts of knowledge reality and values and their educational implications

Contributions of Indian Thinkers, like Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking

#### **Unit—II**

Meaning and nature, Education and Social change, constraints on social change (caste, ethnicity, class, language, religion, population and regionalism)

Education as related to social equity and equality of educational opportunities. Education of socially and economically disadvantaged section of society with special reference to scheduled castes and scheduled tribes, women and rural populations.

#### **Unit—III**

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

#### **Unit—IV**

Intelligence-its Theories and Measurement

Learning and Motivation :

—Theories of learning : Thorndike's conditions, Pavlov's classical and Skinner's operant conditioning; learning by insight. Hull's reinforcement theory and Tolman's theory of learning

—Gagne's hierarchy of learning

—Factors influencing learning

—Learning and motivation

—Transfer of learning and its theories

### **Unit—V**

Personality-type and trait theories-measurement of personality

Mental health and hygiene

Process of adjustment, conflicts and defence mechanism, mental hygiene

### **Unit—VI**

Concept and principles of guidance and counselling, types of guidance and counselling

Tools and Techniques of Guidance-records, scales and tests, techniques, interview

Organizing Guidance services at different levels of education, occupational information, kinds of services, like information, testing, counselling and follow-up

### **Unit—VII**

Sample : Concept of population and sample various methods of sampling

Hypotheses : Concept, difference with assumptions, source, various types of hypothesis

Tools : Questionnaire, observation and interview as tools of data collection, tests and scales

### **Unit—VIII**

Descriptive Research, Ex-post facto Research. Survey Research, Historical Research

Experimental Research : Designs of experimental research. characteristics. Internal and external validity in experimental research

Qualitative Research : Phenomenological research. Ethnomethodical and Naturalistic inquiry

### **Unit—IX**

Universalization of elementary education in India

Vocationalization of education in USA and India

Educational administration in USA, UK (Britain and Ireland) and India

Distance education and continuing education in Australia, UK and India

## **Unit—X**

Construction and Development of Curriculum

—different models

—administrative

—grass root

—demonstration

—system analysis

Curriculum Evaluation

—formative

—summative

—interpretation of evaluation results

## **PAPER—III (Elective/Optional) Elective-I**

Development of Modern Concept of Educational Administration from 1900 to Present-day.

Taylorism

Administration as a process

Administration as a bureaucracy

Human Relations Approach to Administration

Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making, (b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management

Leadership in Educational Administration :

Meaning and Nature of Leadership

Theories of Leadership

Styles of Leadership

measurements of Leadership

Educational Planning :

Meaning and Nature

Approaches to Educational Planning

Perspective Planning

Institutional Planning

Educational Supervision :

Meaning and Nature

Supervision as service activity

Supervision as a process

Supervision as functions

Supervision as educational leadership

Modern supervision

Functions of supervision

Planning the supervisory programme

Organizing supervisory programme

Implementing supervisory programme

### **Elective—II**

Educational Measurement and Evaluation concept, scope, need and relevance. Tools of measurement and evaluation subjective and objective tools, essay test, objective test, scales, questionnaires, schedules, inventories, performance tests. Characteristics of a good measuring instrument :

Validity

Reliability

Norms

Usability etc.

Test standardization :

Norm-referenced and criterion-referenced tests, scaling-standard scores.

T-scores and C-scores

Steps in the standardization of a test

Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills

Interpretation of test-scores and methods of feedback to students

New trends :

Grading, semester, continuous internal assessment, question bank, uses of computer in evaluation, qualitative analysis

### **Elective—III**

Meaning and Scope of Educational Technology

—educational technology as systems approach to education

—systems approach in educational technology and its characteristics

—components of educational technology, software, hardware

Multi-media approach in Educational Technology

Modelities of Teaching-difference between teaching and instruction. conditioning and training

Stages of teaching- pre-active, interactive and post-active

Teaching at different levels-memory, understanding and reflective

Modification of teaching behaviour : Microteaching, Flander's Interaction Analysis, simulation.

Programmed Instruction (origin, types, linear and branching, development of programmed instruction material-linear/branching model. teaching machines. computer assisted instruction

Models of Teaching : Concept, different families of teaching models.

Designing Instructional System

—formulation of instructional objectives

—task analysis

—designing of instructional strategies, such as lecture, team teaching. discussion, panel discussion, seminars and tutorials

Communication Process : Concept of communication. Principles. Modes and Barriers of communication. Classroom communication (interaction verbal and non-verbal)

Distance Education : Concept, Different contemporary systems, viz., Correspondence. Distance

and open : Student support services: Evaluation Strategies in Distance Education : Counselling

Methods in Distance Education

Development of Evaluation Tools-Norm-referenced and criterion-referenced tests

### **Elective—IV**

Concept and nature of special education

—Objectives

—types

—historical perspective

—integrated education

Education of Mentally Retarded

—characteristics of the retarded

—educable mentally retarded



- teaching strategies
- enrichment programmes
- remedial programmes
- etiology and prevention
- mental hygiene as remediation

#### Education of the visually impaired :

- characteristics
- degree of impairment
- etiology and prevention
- educational programmes

#### Education of the Hearing Impaired

- characteristics
- degree of impairment
- etiology and prevention
- educational programmes

#### Education of the Orthopaedically Handicapped

- types of handicap
- characteristics
- educational programmes

#### Education of the Gifted and Creative Children

- characteristics
- creativity and identification process
- educational programmes

#### Learning Disabled Children

- characteristics
- identification
- educational programme

#### Education of Juvenile Delinquents

- characteristics
- problems of alcoholion, drug adiction

—anti-social and character disorder

—educational programmes for Rehabilitation

### **Elective—V**

Teacher Education : Historical perspective Recommendations of various commissions on teacher education; Kothari Commission

National Policy on Education

Aims and objectives of teacher education at-

—elementary level

—secondary level

—college level

Teaching as a Profession :

Professional organisations for various levels of teachers and their role:

Performance appraisal of teachers

Faculty improvement programme for teacher education

Types of teacher education programmes and agencies :

Inservice teacher education

Preservice teacher education

Distance education and teacher education

Orientation and Refresher courses

Current Problems :

Teacher education and practicing schools

Teacher education and other institutions

Preparing teachers for special schools

Implementation of curriculum of teacher education

Areas of Research :

Teaching effectiveness

Criteria of admission

Modification of teacher behaviour

School of effectiveness