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TEACHER IN EMERGING INDIAN SOCIETY
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Section-A: Objective type questions.

1. Which branch of Philosophy does examine the issue pertaining to the nature of reality?

(c) Metaphysics

2. Which book is written by Rousseau on Education?

(d) 'Emile'

3. Under which Article of the Constitution, the Indian States are given right to promote the educational interests of the Scheduled Castes and Scheduled Tribes and Other Backward Classes of India?

(a) Article 46

4. When was NCPCR set up?

c) 2007

5. Which of the following are agencies of social change?

(a) Family or (b) School

6. Which schools of philosophy integrates students' capacities, interests, habits with social participation?

(a) Pragmatism

7. Which article has been inserted in Indian constitution for the right to free and compulsory education for children between age group of 6 to 14?

(d) Article 21A

7. Socialisation is the process of.....

d) All of the above

9. Write the full form of RMSA.

RMSA का पूर्णरूप लिखे.

Rashtriye Madhyamik Shiksha Abhiyan

10. Equal opportunity of education means.....

b) same kind of opportunity for all

Section-B:

Attempt any five Questions, each question carries equal marks.

- Discuss the aims, curriculum, method of teaching and discipline according of educational philosophy of Gandhi.

The answer should include:

Introduction: main ingredients of his philosophy (belief in God, individual as a spiritual being, God realization as the goal of life, truth, love, non-violence, satyagraha etc.)

Aims of education: All-round development, character-building, self-sufficiency, cultural development, social uplift and welfare etc.

Curriculum: Emphasis on subjects which concern our own country, our people, our life and our physical and social environment. He also emphasized on the teaching of mother-tongue and education through craft.

Method of teaching: correlation, teaching through craft, learning by living

Discipline: no place of punishment in the educational philosophy of Gandhiji. Gandhiji himself never resorted to external punishment towards others. In his own pain, he punished himself by fasting. The love and admiration his students, disciples and followers bore for him was enough to guide them about the correct value and action. He proposed self discipline. He promoted religious and moral education that will create self discipline among the students. In this regard we can quote him ‘consciousness is the ripe fruit of strictest discipline.’

- What are the social forces that are active in Indian Classroom? Explain each of them.

The answer should include:

Introduction: Schools are established by society in order to maintain and perpetuate itself as society, as well as strive to improve the quality of the group and individual living in terms of what social group prizes and values best for itself. Each community in order to fulfill its political, social and economic needs opens and maintains school. Therefore the school is one of the chief instruments by which a society seeks to ensure the acceptance by children and youth of the ways of living as individuals and as members of the society that the group deems to be best. Thus school is bound to be affected by the social forces that are active in society. The social forces such as cast, communalism, linguistics, etc. are very active in Indian society. These directly affect the Indian classroom. (and the like)

The following social forces can be identified in the Indian schools:

- Poverty
- Family Disintegration
- Caste System
- Communalism
- Linguistics
- Secularism
- Immigration
- Technology
- Social Evils (Child marriage, child labour, human trafficking, blind faith etc.)
- and the like

(Explain each one preferably by giving example)

- What do you mean by social change? Describe the factors responsible for social Change.

The answer should include:

Introduction: social change refer to the modifications of social structures and processes over time.....etc.

Definitions of social change: (at least three definitions given by sociologist)

Factors affecting social change:

Internal and external factors: (What are these and is there difference at all between them).

The following factors of Social Change can be enumerated:

- Physical Environment: (deforestation, soil erosion, climate change, pollution, natural disaster etc. how these affect change)
 - Cultural contacts and Diffusion:
 - Technology:
 - Political factors:
 - Economics factors:
 - Demographic factors:
 - Religious factors:
 - Education:
 - Values and Ideologies
 - (and the like)
- (Explain each one preferably by giving example)

- What is NCPCR? Explain its nature and objectives.

What is NCPCR: about NCPCR (full form, starting date, principal aim, need of the commission or the cause behind starting the scheme etc.)

Nature of NCPCR: It's composition (national and state level, members, selection procedure, qualifications of the members etc.

Objectives of NCPCR:

- To Examine and review the safeguards provided by or under any law for the time being in force for the protection of child rights and recommend measures for their effective implementation;
- To Present to be central government, annually and at such other intervals, as the commission may deem fit, reports upon working of those safeguards;
- Inquire into violation of child rights and recommend initiation of proceedings in such

cases;

- Examine all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence, riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution and recommend appropriate remedial measures;
- Look into the matters relating to the children in need of special care and protection including children in distress, marginalized and disadvantaged children, children in conflict with law, juveniles children without family and children of prisoners and recommend appropriate remedial measures;
- Study treaties and other international instruments and undertake periodical review of existing policies, programmes and other activities on child rights and make recommendations for their effective implementation in the best interest of children;
- Undertake and promote research in the field of child rights;
- Spread child rights literacy among various section of society and promote awareness of the safeguards available for protection of these rights through publications, the media, seminar and other available means;
- Inspect or cause to be inspected any juveniles custodial home, or any other place of residence or institution meant for children, under the control of the central government or any other authority, including any institution run by a social organization; reformation or protection and take up with these authorities for remedial action, if found necessary;
- Inquire into complaints and take suo motu notice of matter relating to
 - Deprivation and violation of child rights;
 - Non implementation of laws providing for protection and development of children;
 - Non compliance of policy decisions, guidelines or instructions aimed at mitigating hardships to and ensuring welfare of the children and provide relief to such children;

Or take up the issues rising out of such matters with appropriate authorities and;

- Such other functions as it may consider necessary for the promotion a state commission

or any other commission duly constituted under any law for the time being in force.

- What is Right to Education? Discuss the various articles of Indian constitution regarding education.

Right to Education: The right to education is enshrined in the International Covenant on Economic, Social and Cultural Rights as well as in the principles and goals of the main international rights conventions and summits. It establishes that all children and adolescents are entitled to free, quality education, with the State bearing full responsibility for guaranteeing it throughout the life cycle. There are three main components to the right to education: access to education, the right to receiving quality education and the right to fair treatment in schools

The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out [discrimination](#) at all levels of the educational system, to set minimum standards and to improve quality of education.

EDUCATION IN THE INDIAN CONSTITUTION

Universalisation of Education: Article: Directive Principles: 41, 45-21A, 46.

Article 41: Right to work, to education and to public assistance in certain areas.

Article 45: Provision for free and compulsory education for children.

Article 46: Promotion of educational and economic interest of schedule castes, schedule tribes and other weaker sections.

Article 21A: Right to education: The state shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the state may, be law, determine.

Equality of opportunities in Education: Article 28, 29, 350, 351:

Article 28: Emphasizes that no religious instruction shall be provided in any educational institution wholly maintained out of state funds except in those institutions established under a Trust.

Article 29(i): States that any section of citizens residing in the territory of India or any part thereof, having a distinct language, script or culture of its own shall have the right to conserve the same.

Article 29(ii): emphasizes that no citizen shall be denied admission into any educational institution maintained by the state on grounds only on religion, race, caste, language or any of them.

350A: Facilities for instruction in mother tongue at primary stage.351: Directive for development of the Hindi Language.

Education and Fundamental Rights and Duties: Article 14, 15, 16, 30 and Duties: 51A(a to h):

Article 14: deals with equality before law and equal protection of law. This provision asserts the supremacy of rule of law. This also means equality of rights and duties. It means that among equals the law should be equal and should be equally administered. The provision further states that all persons shall be entitled to the protection of equal laws.

Article 15: prohibits discrimination on grounds of religion, race, caste, sex and place of birth.

Article 16: guarantees equality of opportunity.

Article 30: Rights of minorities to establish and administer educational institution. Article 51A: Fundamental Duties:

It shall be the duty of every citizen of India:

- a) To cherish and follow the noble ideals which inspired our national struggle for freedom;
- b) To value and preserve the rich heritage of our composite culture;
- g) To protect and improve the natural environment including forests, lakes, rivers and wildlife and to have compassion for living creatures.
- h) To develop the scientific temper, humanism and the spirit of inquiry and reform.

The following provisions have a great bearing on the functioning of the educational system in India:

Article 28: According to our Constitution article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

Article 29: This article provides equality of opportunity in educational institutions.

Article 30: It accepts the right of the minorities to establish and administrate educational institutions.

Article 45: According to this article "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years." We notice that the responsibility for universal elementary education lies with the Central Government, the State Governments, the Local Bodies and voluntary organisations.

Article 46: It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.

Article 337: This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

Article 350A: This article relates to facilities for instruction in mother tongue at primary stage.

Article 350B: It provides for a special offer for linguistic minorities.

Article 351: This article relates to the development and promotion of the Hindi language.

- “Philosophy and education are two sides of the same coin”. Discuss!

Introduction: should include definition of philosophy and education

Relationship between Philosophy and Education:

Both philosophy and education are integrally and interdependently related to each other. The

Education is dependent on philosophy due to the following reasons:-

- Philosophy determines the real destination towards which education has to go.
- Philosophy determines the various aspects of education.
- Great philosophers have been great educationists also

Philosophy is dependent on education due to following reason:

- Education is the dynamic side of philosophy.
- Education is means to achieve the goal.
- Education is the best means for the propagation of philosophy