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B. ED. (FIRST SEMESTER) EXAMINATION, 2013
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SECTION- "A": OBJECTIVE TYPE QUESTIONS
(i)   (b) John Dewey
(ii)   (d) Social Progress
(iii)   (a) Self-Reliance
(iv)   (d) Theoretical tenets are translated into practice by education
(v)   (b) Deductive Method
(vi)   (d) Article 21 A
(vii)   (c) An analysis of Sociological process involved in the institutions of education
(viii)   (c) All of the above
(iX)   (c) 2009 AD
(X)   (a) Diversified

SECTION 'B': ESSAY TYPE

2. Define Idealism. Idealism has emphasized the aims of education more than the methods of teaching. Discuss.

Introduction: Oldest school of philosophy gives important to ideas over matter, some important idealist philosopher's name, belief that man is born with spiritual self etc.
Definition of Idealism: Etymological, derivatives, few definitions by different philosophers
Idealism and aims of education: idealism lays stress on the glory and grandeur of human life, which is the creation of God; provide very high aims for human life, development of human personality culminating in self-realization, enhancement or enrichment of personality, the embodiment of universal values (beauty, goodness and truth). Some of the aims of education we can derive from idealism are:
- Development of personality
- Self-realization
- Development of will power
- Synthesis of Man and Nature
- Cultural development
- Exploration of Universal Values
- Development of moral sense

Methods of Teaching: We do can derive some methods of education from idealist philosophers and philosophy:
- Question-Answer method by Socrates
- Discourse method by Plato
- Inductive-Deductive method by Aristotle
- Etc.

Conclusion: Thus we see idealism provide wider and higher, comprehensive aims. The emphasis is on what to make of human being and not on how to make. We do can derive some methods of education (as mentioned above) from idealist philosophers and philosophy. However, these are theoretical (stress on memory etc.), teacher centered, not per with the psychological makeup of the child that is demand of today.

3. Critically evaluate the educational philosophy of Rousseau.

Introduction: General information about Rousseau and his philosophy (Rousseau as naturalist; concept of natural man and natural state etc.)

Brief discussion on Rousseau's Concept of Education: Rousseau's aims of Education, Methods of teaching (direct experience, learning by doing, play-way method, teaching through concrete objects), Role of teacher, Discipline etc.

Contribution of Rousseau:
- Discovery and recognition of childhood traits
- Psychological movement in education
- New methods of teaching
- Values of concrete objects
- Free and positive discipline
- Sociological emphasis to education
- Etc.

Limitations/Shortcomings of Rousseau's Philosophy of Education:
- Confused conception of the aims of education
- Too much emphasis upon the present
- Utopian concept of discipline
- Need of Ideal teachers
- Etc.

Conclusion: How much do you agree or disagree with Rousseau, your opinion about its relevance/irrelevance etc

4. Success of democracy depends on education. Discuss.

Introduction: Meaning of democracy, (etymological, definition etc.), concept of democracy; not
a political concept or ideal only bur social philosophy, a way of life, it includes all political, social, religious, moral and economic aspects, important values of democracy (eg. importance of common man, respect for individuality, tolerance etc.)

Importance of education for democracy: democracy cannot be success without education, in democracy the government is composed of the elected representatives of the people and if the people are uneducated they can never elect the right leaders; it is difficult to expect a citizen to have responsibility if he is not even aware of his rights and duties, philosophers of all ages have emphasized the need of education for the success of democracy: (Eg. Quotes from philosophers………………), democratic education is required for the success of democracy etc.

Education also helps common man to know and develop the following things:

- Knowledge of rights and duties,
- Development of human qualities (sociability, benevolence, patience, pity, sympathy and brotherhood etc.)
- Faith in democratic ideals (liberty, equality, justice and fraternity)
- Protection and transmission of culture
- Preventing exploitation
- Fulfillment of political duties
- Etc

Conclusion: Thus we can say education play a great role for the success of democracy, etc.

5. What is RMSA? Discuss its aims, objectives and recommendations.

Introduction: about RMSA (full form, starting date, principal aim, need of the scheme or the cause behind starting the scheme etc.)

Aims of RMSA:

Objectives of RMSA:

Recommendation of RMSA for universalization of Secondary education:
- The guiding Principles of Universal Secondary Education (universal Access, Equality and Social Justice, Relevance and Development and Structural and Curricular Considerations).
- Education for nurturing multiple intelligence; flexible curriculum offering interest and capability based choices, constructivist approach to learning
- Norms for schooling
- The national and state level projections and estimation of enrolment, requirement of teachers, classrooms, finance etc.
- Development of comprehensive Secondary Education Management Information System (SEMIS)
- Decentralized micro-level planning
- Appointment of fully qualified teachers with full salary and benefit
- Drastic reforms and expansion of teacher training
- Training of Heads of schools
- Immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion
- Prevention of Commercialization of school education and teacher education institutions
- Etc.

Conclusion: Usefulness of the scheme, sufficiency of steps taken etc.

6. Differentiate between horizontal mobility and vertical mobility. How does education help the people of lower strata in breaking the barriers of their strata?

Difference:

Vertical Mobility: An alteration in status upwards or downwards. Takes place whenever an individual's occupational status changes, his education level changes, his income undergoes change or his style of life's ranking in the stratification structure is altered. Movement can either

be upward or downward. Eg. A school teacher becomes a lecturer in college or a lecture due to some reason becomes a school teacher.

Horizontal Mobility: Movement from one situation to another at same level, within the single stratum, there is no difference between the ranks of the two statues, no change is social status but there is change in affiliations. Eg. A farm labourer becomes and industrial labourer. No change in status or head of koni H.S. School join as head of Sakri H. S. School (no change of lower occupation to higher occupation)

Education can help the people of lower strata in breaking the barriers of their strata because education can help in:

- Development of latet qualities and potentialities
- Sharpen the intellect, widens the vision
- Change in occupation
- Develop and generate motivation
- Self-Employment
- Contact with other society
- Progress of society towards stability
- Full and wholesome development to individual
- Growth of social efficiency and social progress
- Remedy of mal-adjustment
- Etc.

7. Discuss the educational philosophy of Ravindra Nath Tagore with reference to aims, curriculum, method of teaching, discipline and the role of teacher.

Introduction: Tagore's opinion about education system of his time, main principle of his educational philosophy

Aims of Education:
- Moral and Spiritual Aims
- Intellectual Aims
- Physical Development
- International Understanding/ attitudes

Curriculum: Kind of curriculum visualized by Tagore, Subject to be taught, kind of activities proposed etc.

Method of Teaching: Learning in nature, learning through activity, learning by doing

Discipline:

Role of Teacher: kind of teacher visualized by Tagore.

Note: Each topic and sub-topic should be explained clearly