Education

Paper -II

Time allowed: Three hours  Maximum Marks: 300

The figures in the margin indicate full marks for the questions.

Candidates should answer question Nos. 1 and 5 which are compulsory and any three of the remaining, selecting at least one from each group.

GROUP-A

1. a. What are the major clauses of Charter Act of 1813? What was its impact on contemporary education system in India? 15+15
   b. "What are the important clauses of Macaulay's minutes? How it has affected the nature of education in modern India? 15+15

2. What were the Major recommendations of Indian Education Commission (1982) with respect to primary and secondary education system in India? How far they are relevant even today? 30+30

3. "Lord Curzon started the movement for educational reconstruction in India" Critically examine Lord Curzon's policy on primary, secondary and university education in the light of this statement. 20+20+20

4. Write on (Any Two): 30+30
   a. Aims of Wood's Despatch
   b. Lord Bentick's resolution 1935
   c. Aims of Universalisation of Elementary Education (UEE)

P.T.O.

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GROUP-B

5. a. "Democracy can't be successful in a country where masses are illiterate" Describe this statement in the light of roles and responsibilities of citizens in a democracy. 30

   b. What are the problems being faced in implementation of Adult Education Program? How these problems can be resolved? 15+15

6. Explain the main clauses of Gokhale's Bill of 1911. Explain the reasons for rejection of the Bill. 30+30

7. Illustrate the circumstances that led to the appointment of the Hartog Committee in 1929. Describe the recommendations of this committee on different aspects of education. 30+30

8. Discuss the main features of Wardha Scheme of Education. Identify the defects of the scheme along with the causes of failure of Basic Education in our country. 30+30
Education

Paper -I

Time allowed: Three hours

Maximum Marks: 300

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Candidates should answer question Nos. 1 and 5 which are compulsory and any three of the remaining, selecting at least one from each group.

GROUP-A

1. a. "Education is all-round development of human beings" Elucidate. How will you ensure this for school students? 30
   
   b. Whether the social aims of education contradict the individual aims? Justify 30

2. a. Explain the concept of curriculum and it's types. 10+20
   
   b. What aims/ objectives of education are achieved by co-curricular activities? Explain with examples. 20+10

3. a. Explain the ancient "Gurukul" system of education with current "Students centred learning methods" with respect to discipline and freedom. 20+20
   
   b. What is the role of reward and punishment for maintaining discipline in a classroom? 10+10

4. a. "Teacher should be the role model for students." Explain and justify the statement in relation to today's society. 30
   
   b. "With the advancement of ICT based teaching learning methods the role of a teacher has become obsolete" Justify the statement in the light of roles and functions of teachers. 30

P.T.O.
GROUP-B

5. a. Explain the uses of calculating measures of central tendencies in Education and Researches. Explain a situation when Median is preferred to Mean. 
   
   b. Explain the concept of correlation with the help of scatter plots? What is the importance of correlation in educational research studies? 
   
6. Explain the relationship between types of memory and forgetting. What steps should be taken to facilitate memory of your students? 

7. Explain the concept of Intelligence. Which mechanisms you will employ to cater to the needs of "slow learners"? 

8. Differentiate between classical and operant conditioning theories of learning. Explain the role of reinforcement in teaching learning process.