



SRI BALAJI COLLEGE OF EDUCATION

II MODEL EXAMINATION (2018-2019)
B.Ed., I YEAR

COURSE 2 – CONTEMPORARY INDIA AND EDUCATION

Answer any SEVEN questions

(7 × 10 = 70)

1. $\%P \cdot EB \cdot Pzu\beta\theta^\circ \beta \circ s h \gg, \backslash^\circ - \textcircled{\theta\theta} \textcircled{CU} \textcircled{E\theta\theta} -$
 $\{ \theta \gg P\theta \textcircled{A} \textcircled{I} USP.$

Explain the levels of Social Diversity in region, religion and Casteism.

2. $E \gg P \textcircled{I} \theta \textcircled{A} - P \textcircled{A} \textcircled{A} A \theta h \theta \textcircled{A} \textcircled{\theta} \textcircled{E} \textcircled{\theta} \textcircled{A} u \theta P \theta \textcircled{U} \textcircled{A} \textcircled{E} A \theta \textcircled{\circ} zu \frac{1}{4} \textcircled{A}$
 $\textcircled{\theta} u \textcircled{\theta} h \textcircled{\circ} | \theta h \textcircled{-} \{ P \textcircled{I} a \} P \textcircled{I} \theta \textcircled{U} SSA, RMSA, RUSA \div \textcircled{E} \textcircled{\theta} \textcircled{\beta} \textcircled{\theta} \textcircled{A} \theta \textcircled{\theta} \textcircled{A} H \div u \textcircled{Y} \textcircled{\theta}$
 $C \textcircled{J} s i \theta \textcircled{U} \textcircled{\cdot} \textcircled{E} \textcircled{\theta} \textcircled{A} \textcircled{A} \gg.$

Discuss about any two programmes which pave way for achieving universalisation of education of the following (SSA, RMSA and RUSA).

3. $B \textcircled{J} \gg - \textcircled{\circ} GB \textcircled{\theta} \cdot \theta \textcircled{\theta} \textcircled{\circ} \textcircled{A}, A \textcircled{J} \textcircled{-} \textcircled{A} A \theta \textcircled{\circ} \textcircled{\cdot} \textcircled{\times} \textcircled{\beta} Ph \theta \textcircled{\circ} \textcircled{\cdot} \textcircled{\theta} \textcircled{E} \textcircled{\theta} \textcircled{\cdot} | U P \textcircled{I} \theta \textcircled{U}$
 $\textcircled{J} v, \backslash^\circ z x \textcircled{A} \textcircled{\theta} \textcircled{\theta} \textcircled{\theta} \textcircled{-} u \textcircled{\phi} v \textcircled{J} \textcircled{\theta} \div \textcircled{E} \textcircled{\theta} \textcircled{\beta} \textcircled{\theta} \textcircled{A} \theta \textcircled{\theta} \textcircled{\theta} G \textcircled{A} \textcircled{E} \textcircled{\theta} \textcircled{\theta} \{ \theta \textcircled{\theta} \div \textcircled{A} \theta \textcircled{\theta} \textcircled{A} \textcircled{\circ} ?$

As a teacher, how would you fulfill the constitutional obligations of justice, equality and freedom?

4. $B \textcircled{J} \gg - \& \textcircled{E} \textcircled{\theta} \textcircled{\theta} | \textcircled{\circ} GB \textcircled{\theta} \textcircled{A} \theta P \textcircled{\circ} \textcircled{A}, \textcircled{\theta} \textcircled{A} \textcircled{\circ} P \textcircled{A} \textcircled{A} \% \gg \textcircled{\theta} G \textcircled{A} \textcircled{E} \textcircled{\theta} \textcircled{\theta} \backslash \% P$
 $\backslash^\circ \textcircled{a} B \theta \textcircled{\circ} \theta \textcircled{-} \textcircled{J} USA \textcircled{\circ} ?$

As a teacher educator, how would you eliminate social inequalities through education?

5. $\div \textcircled{A} u, \textcircled{|} zu \textcircled{\theta} \textcircled{\theta} \textcircled{\theta} \theta \textcircled{a} \textcircled{U} \textcircled{\circ} P \theta \gg [P \textcircled{I} \textcircled{A} P \theta n \textcircled{\cdot} \textcircled{E} m h P \textcircled{A} \textcircled{A} \cdot \theta \textcircled{\theta} P \theta \textcircled{I}$
 $J \textcircled{\cdot} \textcircled{\times} m k U P \theta \textcircled{J} n \textcircled{\theta} T \textcircled{\theta} G \textcircled{E} \times P.$

Write a comparative account on Vedic, Buddhist and Jain system of education.

6. $\div P \theta zu \theta \gg P \textcircled{a} \textcircled{a} \textcircled{\beta}, \textcircled{\theta} \textcircled{\theta} AP \textcircled{\theta} B v \div \backslash \backslash \textcircled{-} \textcircled{\theta} P \textcircled{a} m i \textcircled{\theta} \textcircled{\theta} \textcircled{\theta}$
 $\backslash^\circ UP \theta \textcircled{\circ} P \textcircled{a} m i \div \textcircled{E} \textcircled{\theta} \textcircled{\beta} \textcircled{\theta} P \textcircled{A} \textcircled{A} \textcircled{\circ} - \textcircled{A} \textcircled{\theta} \backslash - \textcircled{A} v m h P m h \theta \textcircled{\circ} \textcircled{\cdot} | P \textcircled{I} \textcircled{\beta}$
 $J \theta \theta \theta \textcircled{\circ} \div \textcircled{A} \theta \theta \theta \textcircled{\circ} P \theta \textcircled{I} J \textcircled{\cdot} \textcircled{\times} k P.$

Compare the similarities and dissimilarities of Kothari Commission, Malcom Adisheshaiah Committee and Sarkar Committee on education policy framework.

7. $P \textcircled{A} \textcircled{A} \textcircled{a} \textcircled{\theta} \backslash - \textcircled{A} v m h [P \theta \textcircled{I} E, \textcircled{A} \theta US u \textcircled{A} \textcircled{\theta} \textcircled{\theta} \textcircled{\theta} A \textcircled{A} \theta \theta \theta P \theta \textcircled{U} \textcircled{A} \textcircled{J} \textcircled{A} \textcircled{\theta} \backslash \gg \textcircled{A} \textcircled{\cdot}$
 $\textcircled{E} m i - \textcircled{A} P \theta \textcircled{I} \textcircled{\cdot} \textcircled{E} \textcircled{\theta} \textcircled{A} \gg \textcircled{A} \theta \textcircled{U} P m k \theta \textcircled{J} \textcircled{A} \theta \mu P.$

Write a detailed essay on Educational Policy making and budgeting.

8. $u \theta T \textcircled{\circ} \textcircled{\theta} \textcircled{\theta} \textcircled{\theta} \textcircled{A} \div \textcircled{A} P \theta \textcircled{U} \textcircled{\phi} u \gg \textcircled{\beta} P \textcircled{A} \textcircled{A} \textcircled{\circ} - \textcircled{A} \div | \theta UP [P \textcircled{I} \textcircled{A} S \theta \textcircled{\cdot} \textcircled{E} \theta P P \theta \textcircled{\times} zu \textcircled{A}$
 $\cdot \theta \textcircled{\theta} P \theta \textcircled{I} J \textcircled{\cdot} \textcircled{\times} m k A \theta \textcircled{A} G \textcircled{A} \textcircled{E} \textcircled{\circ} \textcircled{A} u \theta P \theta \gg P \textcircled{A} \textcircled{A} \cdot \theta \textcircled{\theta} US \textcircled{\theta} \textcircled{E} \textcircled{\theta}, zu \textcircled{\theta} \textcircled{\theta} \textcircled{U} \times$
 $G B E \theta u \textcircled{\cdot} \textcircled{E} \theta \textcircled{\theta} U T \theta.$

Write a comparative account of Tagore and Vivekananda's views on education and particularly on medium of instruction. In what way, is it suitable to the present context of educational system?

9. $\textcircled{\circ} v - E n \textcircled{A} z v m h \textcircled{\theta} G \textcircled{\phi} \theta u \textcircled{\phi} u \textcircled{A} \textcircled{E} P \textcircled{I} \textcircled{A} \textcircled{E} - \textcircled{Y} \textcircled{\theta} \textcircled{I} \theta \textcircled{A} - \theta P P \textcircled{A} \textcircled{A} \textcircled{\circ} - \textcircled{A}$
 $P \textcircled{I} z v \textcircled{A} P \theta n \textcircled{\cdot} \textcircled{E} k Q \theta \times G B E \theta u \textcircled{\cdot} \textcircled{E} \theta \textcircled{\theta} U T \theta P.$

In what way Midday Meal Scheme offers beneficial things in the field of education?

10. $C \textcircled{\phi} v - a \textcircled{-} \textcircled{\zeta} \frac{1}{4} \textcircled{A} P \textcircled{A} \textcircled{A} \theta - u \textcircled{U} - \theta \textcircled{\circ} \textcircled{-} \textcircled{\theta} US u \frac{1}{4} \textcircled{U} \theta \textcircled{A} E, \textcircled{A} \theta S \textcircled{\theta} | \textcircled{\beta} \theta \textcircled{\circ}$
 $\textcircled{\zeta} \theta \textcircled{\circ} P \theta \textcircled{I} \textcircled{A} \textcircled{I} USP.$

Explain the advantages and disadvantages in privatization of education in Indian environment.

