



N. Srinivasan

Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

Bachelor of Education Degree Examination – May 2024
II Semester

Class : I B.Ed.

Time : 3 Hours

School Subject: Mathematics and English / Physical Science and English /

Max. Marks: 100

Biological Science and English / Home Science and English /

Economics and English / History and English / Special English and English

23BEDC04 Development of Educational System in India

Course Outcomes:

- CO1: Understand the different educational systems in ancient India and medieval period
CO2: Analyse the different Education Commissions in India before independence and find out the origin of the present educational system
CO3: Develop the characteristics of the educational system after independence and develop new innovative thoughts and practices of education for forthcoming generation
CO4: Recognize the Government bodies in administering the responsibilities for the promotion of better education system to the present needs of the society
CO5: Critically analyze the existing challenges in the field of education at different levels of Education

Part A

10 x 1 = 10

Choose the Correct Answer

1. The pioneer of Yoga was CO1 K2
a. Patanjali b. Banabhatta c. Atreya d. Vrudukanta
2. _____ are essentially known as books of rituals. CO1 K2
a. The Vedas b. The Upanishads c. The Aranyakas d. The Brahmanas
3. Congress organized a national conference on education in Wardha and formulated a committee under _____ for basic education. CO3 K1
a. Zakir Hussain b. Jawaharlal Nehru c. Mahatma Gandhi d. Indira Gandhi
4. _____ was considered as Magna Carta of English Education in India. CO3 K4
a. Macaulay's Minute, 2nd February, 1835 b. Resolution of 7th March, 1854
c. Wood's Dispatch on Education, 1854 d. None of the above
5. National Education Commission, also known as Kothari Commission was set up on 14th July 1964 under the Chairmanship of CO3 K2
a. Dulat Singh Kothari b. B.S. Kothari
c. Dr. RadhaKrishnan d. Jawaharlal Nehru
6. Ishwar Bhai Patel Committee was formulated on CO3 K1
a. 1977 b. 1987 c. 1997 d. 1999
7. The headquarter of NUEPA is CO4 K1
a. New Delhi b. Uttar Pradesh c. Haryana d. Madhya Pradesh
8. ERIC is a unit of CO4 K3
a. NCERT b. NCTE c. NIEPA d. NRF
9. According to NEP 2020, the full form of ECCE is CO5 K1
a. Education of a Caring Child in Elementary class
b. Elementary Classes of Child Education
c. Educational Classes for Caring Early childhood
d. Early Childhood Care and Education
10. According to Swami Vivekananda, teacher's success depends on CO5 K3
a. His renunciation of personal gain and service to others
b. His concentration on his work and a spirit of obedience to God
c. His professional training and creating
d. His mastery of the subject and task controlling the student

Part B

5 x 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. What is Buddhist system of education? Explain about the curriculum and the role of teacher in Buddhist system. CO1 K1
(or)
- 11.b. Describe the education during the muslim period. CO1 K1
- 12.a. List out the history of Education policies in British India. CO2 K1
(or)
- 12.b. Discuss about the Macauley's minutes. CO2 K2
- 13.a. State the difference between NPE 1986 and NPE 1992. CO3 K3
(or)
- 13.b. List out the recommendations of Mudaliar Commission (1952-1953). CO3 K1
- 14.a. Illustrate the Broad functions of SCERT. CO4 K3
(or)
- 14.b. What are the role of NCERT and SCERT in curriculum development? CO4 K1
- 15.a. Why is preprimary education highlighted in New Education Policy 2022 ? Explain in brief. CO5 K1
(or)
- 15.b. State the challenges and problems faced by secondary education in India. CO5 K5

Part C

5 x 12 = 60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Describe the main features of the Vedic education system and review its significance in the present. CO1 K1
(or)
- 16.b. What are the salient features of Jain philosophy of education? Enumerate the role of teacher in Jainism. CO1 K6
- 17.a. Why did the British introduce education in India? Examine how the British system of education is different from the earlier system of education. CO2 K1
(or)
- 17.b. Mention the acts implemented during British rule in India. Enumerate in detail. CO2 K6
- 18.a. The Ishwar Bhai Patel Report recommends a scheme of studies with different curricular divisions at different school stages. Discuss its implications for learner-centred pedagogy. CO3 K2
(or)
- 18.b. What does NCF 2005 recommended with special reference to secondary education? CO3 K5
- 19.a. List out the roles and responsibilities of state and central government towards education. CO4 K1
(or)
- 19.b. Describe about the functions, structure, powers and the main aims of UGC. CO4 K2
- 20.a. What are the stages of school education in India? Illustrate. CO5 K4
(or)
- 20.b. Describe about the emerging issues, challenges and future perspectives in teacher education programme. CO5 K1
