

1. Attempt all questions. All questions carry equal marks.
2. Figures to the right indicate the marks to a sub-question.

I A Fill in the Blanks:

[5]

- Culture never remains constant, it always changes or evolves.
- The status of a person recognized under the custom or law as being a legal member of a sovereign state is citizenship.
- The scientific analysis of the social process and social patterns involved in the educational system is called sociology of education.
- Cultural consciousness created among students through multicultural education.
- The mode of learning in which students use the internet is called online learning.

I B State whether the following statements are 'True' or 'False':

[5]

- Education and culture are intimately and integrely connected.
- Religious fanaticism is not a great threst to National integration.
- Westernisation and Modernization are synonymous.
- Multicultural education encourages religious ideologies.
- Human rights are enforceable.

True
False
False
False
True

I C Match items in Column A with appropriate items in Column B and rewrite pairs:

[5]

Column A	Column B
1. Modernization	a. Socialization
2. Sustainable development	b. Flexibility
3. Sociology of Education	c. Industrial development
4. Human Rights	d. Miniature society
5. Information and Communication Technology	e. Conservation of heritage
	f. Individualism

Answers:

1. Modernization	c. Industrial development
2. Sustainable development	e. Conservation of heritage
3. Sociology of Education	a. Socialization
4. Human Rights	f. Individualism
5. Information and Communication Technology	b. Flexibility

I D Select the correct alternative and rewrite the whole sentence.

[5]

- Which one of the following is the best means for promoting socilaization among individuals?
 - Education
 - Family
 - Both A & B
 - None of the above
- Which one of the following is NOT the objective of sustainable development?
 - Promotion of responsible resource uses
 - Preservation of Nature
 - Conservation of energy
 - Political stability
- Dimensions of Multicultural Education include
 - Content Integration
 - Prejudice Reduction
 - Equity Pedagogy
 - All the above
- An example of Synchronous online learning is
 - Blog
 - Email
 - Video Conferencing
 - Discussion Forum
- Peace education develops
 - Assertiveness
 - Ability to Co-operate
 - Both A & B
 - None of the above



[20]

II Attempt any two of the following:

1. **Explain the relationship between education and culture.**

Answer:

Culture refers to the core beliefs and customs of a particular group of people, and it can be observed in many aspects of their lives, such as their language, food, clothing, religious ceremonies, symbols and history. Culture is associated with family origins, race, ethnicity and geographic location, but culture can also be gained by choosing to identify with a specific group.

Education is the process by which cultural heritage is transmitted from one generation to another. In fact, it is the society's culture that forms the content of its educational programs

- Explanation of the impact of Culture on Educational Institutions:
 - a) Curriculum
 - b) Methods of teaching
 - c) Discipline
 - d) Text Books
 - e) Teacher
 - f) School
- Explanation of the impact of education on culture:
 - a) Preservation of culture:
 - b) Transmission of culture:
 - c) Development of culture:
 - d) Continuity of culture:
 - e) Development of personality:
 - f) Removal of cultural lag:

2. **What are barriers to National Integration? Elaborate.**

Answer: Many divisive forces, disruptive tendencies called 'Barriers' to National Integration work in our country. These undermine the unity and dignity of the nation and hamper national integration.

<ul style="list-style-type: none"> ○ Caste ○ Religion ○ Language ○ Mass Illiteracy ○ Provincialism and Regionalism ○ Political Parties 	<ul style="list-style-type: none"> ○ Economic disparity ○ Corruption ○ Nepotism ○ Unemployment ○ Frustrations
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3. **"Citizenship in a democracy is very exacting and challenging responsibility for which every citizen has to be trained." Discuss the role of education.**

Answer:

- Explanation of the concept of citizenship
- Explanation of features of citizenship
- Explanation of citizenship training by parents, teachers, community leaders and media

III Attempt any two of the following:

[20]

1. **Elaborate the concept of Sustainable Development.**

Answer: *Sustainable development is defined as a process of meeting human development goals while sustaining the ability of natural systems to continue to provide the natural resources and ecosystem services upon which the economy and society depends.*

Urgent action is required on eight key issues to ensure development is sustainable, that it satisfies 'the needs of the present without compromising the ability of future generations to meet their own needs'.

Population and Human Resources

- Industry
- Food Security
- Species and Ecosystems
- The Urban Challenge
- Managing the Commons
- Energy
- Conflict and Environmental Degradation

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2. Explain the role of teacher to promote Sustainable Development.

Answer: Answer: Awareness and education is an important tool in creating this culture of prevention and preparedness. We use the environment and its resources to serve our many purpose, the fact of the matter is that because of ignorance, arrogance and defiance of the natural laws of the environment, the net result of the human occupance of the Earth has been an environmental crisis of grave dimension. Global changes in terms of green house warming, depletion of the ozone layer and radioactive fall out drew our attention to the environment. In this context, Environment Education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops, and fosters attitudes, motivations and commitments to make informed decisions and take responsible action. Environmental literacy goes beyond possessing knowledge and skill, since even well honed skills for taking action cannot have an effect unless they are used. During the years of their formal education, learner develops the inclination to put their knowledge and skills to work, acting on their own conclusions about what should be done to ensure environmental quality. Environmentally literate persons possess a sense of good citizenship. He understands the role of citizen in a democracy and accept their part with responsibility and commitment. Students grow into the role of citizen, developing the personal and civic insight and traits that motivate action, cultivating their own environmental and social ethic, help learners make difficult decisions and accept personal responsibility for those choices. The role of teacher is very important in nation making. They play a crucial role in forming, changing and establishing attitudes and values. A teacher is the friend, philosopher and guide of the students. Importance of sustained Development and environmental education must teach Knowledge of the environment based on a balanced presentation of current scientific information. Change is a common phenomenon in each every society, it happens more when they inch closer to any new thought, ideas and with new innovations and development. Knowledge of sustainable development and environmental awareness is a burning issue these days therefore it should be the first lesson for the child. The environmental education should be a essential part of the curriculum at all the levels i.e primary to higher education. The role of formal environmental education in building society is to help students to determine what is best to conserve in their cultural, economic and natural heritage and to nurture values and strategies for attaining sustainable development in their local communities while contributing at the same time to national and global goals. The central goal of environment and sustainable development must include helping students learn how to identify elements of unsustainable development and how to address them. They need to practice thinking, which helps them in finding alternative ways of achieving development and living, more sustainable consumption and production pattern and learning how to negotiate and justify choices. These are the skills and abilities that underlie good citizenship and make environmental education for sustainable development part of a process of building an informed, concerned and active student. Teacher should take a leading role in pursuing the action on sustainable development and environment education, whether acting as individuals infusing environmental perspectives into their classes or collectively fostering environmental education through their educational institutions. It's the moral duty for all teachers to integrate interdisciplinary approach through eco-clubs, project work, environmental labs, quiz, debates etc., so that the new generation can spread SD to families and community; and thereby contribute in nation building.

3. "Education for Sustainable development promotes the process of socio-cultural transformation". Justify with reference to need for Sustainable development.

Answer: The term 'sustainable development' was popularised by the World Commission on Environment and Development (WCED) in its 1987 report entitled *Our Common Future*. The aim of the World Commission was to find practical ways of addressing the environmental and developmental problems of the world. Urgent action is required on eight key issues to ensure that development was sustainable, i.e. that it would satisfy 'the needs of the present without compromising the ability of future generations to meet their own needs'. Sustainable development is needed for the following reasons:

1. Problem of energy and impact of its consumption	5. Other energy sources
2. Energy and poverty	6. Impact of energy consumption on climate change
3. Controlling energy demand	7. Environmental impact
4. Renewable energy sources	8. Environmental footprint
	9. Carbon balance

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1. Elaborate on the characteristics of Peace Education.

Answer: Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures — R.D. Laing (1978)

Peace Education is the process of acquiring the *values*, the *knowledge* and developing the *attitudes, skills, and behaviors* to live in harmony with oneself, with others, and with the natural environment.

The basic concepts embedded in the above definitions are that peace education is a remedial measure to protect children from falling into the ways of violence in society. It aims at the total development of the child. It tries to inculcate higher human and social values in the mind of the child. In essence, it attempts to develop a set of behavioral skills necessary for peaceful living & peace building from which the whole of humanity will benefit.

There are numerous United Nations declarations on the importance of peace education. Ban Ki Moon, Former U.N. Secretary General, dedicated the International Day of Peace 2013 to peace education in an effort to refocus minds & financing on the preeminence of peace education as the means to bring about a culture of peace.

Characteristics of Peace Education

- Peace Education as Transformative Education
- Peace Education is holistic
- Peace education is a practical imperative
- Peace education is an ethical imperative
- Peace Education is Transformative Education

2. Describe in detail the approaches to Multicultural Education.

Answer: Dr. James A. Banks, educator and author of over 20 books on multicultural education, has identified four approaches that teachers can use for integrating multiculturalism into their curriculum:

1. Contributions : Teachers using this approach provide examples of the relevant contributions and heroic accomplishments of people from different races and cultures, without changing the lesson plan or goals of the unit being taught. For example, in a science unit students could learn of the contributions of scientists from different countries or Indian ethnicities.

2. Additive: This approach requires adding cultural realities that traditionally are left out of a curriculum that focuses on a traditional holiday, like Independence Day or Navratri. Providing stories about how Christians were involved in the first Christmas celebration would be one way to add a multicultural element. The Additive approach does not change the overall curriculum.

3. Transformation: The transformation approach seeks to change the attitudes about cultural differences by using a different curriculum, one that encourages students to view problems and concepts from the perspective of different cultures. For example, if students were studying the Indian wars, they would consider the views of the Britishers, soldiers, and also the people from neighbouring countries.

4. Social Action: The social action approach uses the concepts from the transformation curriculum and takes it a step further, where students take action for social change. After acquiring the necessary knowledge about something in their community that needs change, students get involved in activities that may effect that change, such as writing letters to ministers or taking the time to reach out and befriend students of different races or ethnic backgrounds.

3. Describe in detail the five dimensions of Multicultural Education.

Answer: While individual teachers may work to teach in ways that support multicultural ideas and practices, in order to truly experience a multicultural education, there must be a commitment in schools to:

- Involve all educational stakeholders in the decision-making process.
- Examine the school climate and culture and the roles played by both students and staff.
- Gather information on what is currently being done to promote multicultural education already.
- Establish school-wide activities throughout the year that support multicultural themes.
- Focus on student and teacher outcomes that involve knowledge of diversity, respect, cooperation, and communication. Involve the community in this plan.

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The Five Dimensions of Multicultural Education Each dimension is conceptually distinct, but in practice they overlap and are interrelated.

1. Content Integration
2. Knowledge Construction Process
3. Empowering School Culture and Social Structure
4. Prejudice Reduction
5. An Equity Pedagogy

V **Attempt any two of the following:**

[20]

1. **Explain the characteristics of Human Rights Education.**

Answer: Concept of Human Rights: All human beings are born free and equal in dignity and rights.

— *Article 1 of the United Nations Universal Declaration of Human Rights (UDHR)*

(1) Human rights are those rights that belongs to every individual i.e. man or woman, girl or boy, infant or elder because she or he is human being.

(2) Human rights are universal. They are birth – right of every member of human family. No one has to earn or deserve human rights.

Definition of Human Rights:- “Human rights may be generally defined as those rights which are inherent in our nature and without which we cannot live as human beings.” ~ United Nations

Their denial is not only an individual and personal tragedy but also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations.

Characteristics of Human Rights Education:

12. **Universality** - rights of all people at all times in all situations.
13. **Individuality** - the human rights are individualistic because the concept of human rights is derived from the acceptance of man as free and equal on dignity and rights.
14. **Paramount** – human rights are paramount in the sense that ‘no one can be deprived of human rights without a grave affront to justice.
15. **Practicability** – human rights are practical in the sense that they are the claims which are not physically impossible to be realized.
16. **Enforceability** – these rights are enforceable because their fruits cannot reach the people. National commissions on human rights have been set up to ensure their implementation.
17. Human rights education promotes **democratic principles**. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.
18. Human rights education develops **communication skills** & informed **critical thinking** essential to a democracy. It provides multicultural & historical perspectives on universal struggles for justice & dignity.
19. Human rights education engages the **heart and the mind**. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action.
20. Human rights education affirms the **interdependence** of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.
21. Human rights education can produce **changes in values, attitude and behavior**.
22. Human rights education develops knowledge & analytical skills, and **encourages participatory education**.

2. **Describe the functions of Open Learning Systems in education.**

Answer: Concept of Open Learning

One of the most significant developments in the field of education during the last two decades has been the acceptance, spread and growth of distance education through open learning systems in most parts of the world. Terms 'distance education' and 'open learning' are used in different contexts with somewhat different meanings. Open learning is an innovative movement in education that emerged in the 1970s and evolved into fields of practice and study. The term refers generally to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond formal education systems. Open learning is used to describe “*learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional methods, modes of access, and other factors related to their learning processes*”. Open learning is supposed to allow pupils self-determined, independent and interest-

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guided learning. Open learning is a way of studying that allows people to learn where and when they want, and to receive and send written work by mail or email. Open learning is *the process of making learning available to learners no matter who they are or where or when they wish to study*. The term 'open' has been taken to imply open access for students regardless of their previous qualifications or age. It should be understood from this perspective that a learning situation or process should be open to everyone, under any circumstances, at any place and at any time. Open learning involves classroom teaching methods, approaches to interactive learning.

Functions of Open Learning

- Obtaining and managing money and other resources grant-sustained, cost recovery (self-financing); higher development and start-up costs; and human support relatively expensive component, human support relatively expensive component
- Developing or acquiring programs and courses considerable development time required for full-scale development and production; buying or leasing courses from other open and distance learning providers may be more effective use of resources; and continuum of approaches, from single author to large teams of specialists
- Recruiting and promoting, analyze and assess the needs of your prospective learner populations; make information available at right place and time; provide sufficient accurate information about time, cost, and effort required; provide sufficient accurate information about when, where, and how to get involved; and reassure potential learners about legitimacy and credibility
- Physically producing, reproducing, storing, and disseminating materials
- course materials requirements may demand print, audio, video, or computer software; dissemination may require post, courier, transport companies, telecommunications, broadcasts, or satellites; physical production and reproduction time consuming; and specialized equipment and personnel required for storage, handling, packaging, dispatch, and inventory.
- Enrolling and registering process varies from simple manual lists to complex electronic systems; fixed or rolling entrance dates; and range of delivery options available.
- Delivering programs and courses two-way communication required; evaluation and feedback; collaboration with other agencies; library services; and record systems.
- Providing learner support, personal support such as advice or counseling; academic support such as tutoring, grading, and examining; and face-to-face or mediated support.
- Examining, crediting, and granting credentials, range of credit options available; exam taking and credit evaluation requirements; and involvement of professional associations and external agencies
- Evaluating and revising processes, procedures, programs, and courses learner performance; learner satisfaction; meeting goals and objectives; and resistance to change.

3. “ICT has revolutionised the educational system”. Comment.

Answer: Answer: **Information and Communication Technologies (ICTs)** which include radio and television, as well as newer digital technologies such as computers and the Internet have been proven as Potentially powerful tools for educational change and reform. When used appropriately, different ICTs can help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by helping make teaching and learning into an active process connected to real life **Definition:** ICT stand for information and communication technologies and is defined, as a ‘diverse set of technological tools and resources used communicate, and to create, disseminate, store, and manage information.’ ‘ICT implies the technology which consists of electronic devices and associated human Interactive materials that enable the user to employ them for a wide range of Processes in addition to personal use.’ These, technologies include computers, the Internet, broadcasting technologies (radio and Television), and telephony. ICT is that technology which uses the information to meet human need or purposes including processing and exchanging.

Impact of ICT on Education

ICT encompasses all those gadgets that deal with the processing of information for better and effective communication. In education, communication process takes place between teachers, students, management and administrative personnel which requires plenty of data to be stored for retrieval as and when required, to be disseminated or transmitted in the desired format. The hardware and software like OHP, Television, Radio, Computers and related software are used in the educational process. However ICT today is mostly focused on use of Computer technology for processing data.

Advantages of ICT in education are:

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1. Quick access to information
2. Easy availability of updated data
3. Connecting Geographically dispersed regions
4. Facilitation of learning
5. Catering to the Individual differences
6. Wider range of communication media
7. Cost effective
8. Changing roles of the teacher
9. Minimizing psychological barriers
10. Effective collaboration between schools and with the society
11. Wider learning opportunities for pupils

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