

[Time: Two Hours]

[Marks:60]

Please check whether you have got the right question paper.

- N.B:
1. Attempt any six questions of the following out of which Q 9 is compulsory.
 2. Marks are indicated against each question.
 3. Students answering in regional language should refer in case of doubts to the main text of the paper in English.

- Q. 1 "Addressing Linguistic diversity is the need of the hour in India society." Justify with reference to the characteristics and role of education. (10)
- Q. 2 Explain the nature and challenges of Schedule Caste and Schedule Tribe as marginalised groups in Indian society. (10)
- Q. 3 "Directive Principles of State Policy helps to eradicate stratification and marginalization". Elucidate. (10)
- Q. 4 Explain the various features of Nai Talim in detail with suitable examples. (10)
- Q. 5 Explain the National Education Policy of 1986. (10)
- Q. 6 "Globalization and Privatisation has an impact on Indian education system". Elaborate. (10)
- Q. 7 Differentiate between Diversity and Stratification in Contemporary India. (10)
- Q. 8 Elucidate the need and characteristics of Distance Education as an emerging trend in India education system. (10)
- Q. 9 Attempt any two of the following. (10)
- a) Stratification with respect to gender
 - b) Equality as a constitutional value
 - c) Objectives of RTE Act, 2009 (any five)
 - d) Highlight of NCF 2005, (any five)

(2 Hours)

(Total Marks : 60)

Please check whether you have got the right question paper.

- NR:-**
- 1) Answer **any five** questions from **Question No.1 to Question No.8** and **Question No. 9** is **compulsory**.
 - 2) **Marks are indicated** against **each** questions.
 - 3) Students answering in **regional language** should refer in case of doubt to the **main text of paper in English**.

1. What is Vocational Guidance? Why is Vocational Guidance significant for the secondary and higher secondary level? (10)
2. "Aptitude and Interest tests help in better Vocational Guidance". Explain. (10)
3. Elaborate Ginzberg's theory of vocational choice. (10)
4. "Counsellor must have certain skills for the success of the process of counselling". Justify. (10)
5. Define Counselling. Illustrate the process of counselling. (10)
6. "An effective counsellor has to possess varied qualities". Comment. (10)
7. Explain the importance of an interview and its uses for the purpose of guidance. (10)
8. What is meant by substance abuse? How would you help students suffering from substance abuse? (10)
9. Answer briefly **any two** of the following : (10)
 - a) Any two functions of guidance
 - b) Sources of career information
 - c) Characteristics of counselling
 - d) Importance of Positive Mental Health.

[Time: 2 Hours]

[Marks:60]

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- N.B:
1. Answer any six questions out of which Question no. 9 is compulsory.
 2. Marks are indicated against each question.

- Q.1 "Collaborative Action Research speedens the process of and effectiveness of research". Elaborate with reference to the uses and rationale of it. 10
- Q.2 Explain the approaches of Action Research. Elaborate its need. 10
- Q.3 Illustrate the Action Research process with reference to Stephen Kemmi's Action Cycle. 10
- Q.4 "Observation is an important technique of Data Collection in Action Research". Justify 10
- Q.5 Explain the meaning of Action Research. Enumerate its characteristics. 10
- Q.6 Explain the importance of sharing and reflecting in communicating the result of Action Research. 10
- Q.7 "Planning is very important while conducting an Action Research. Elaborate any five factors while designing an action research. 10
- Q.8 Elaborate the features of a good quality Action Research. 10
- Q.9 Attempt briefly any two of the following: 10
 - a) Uses of Questionnaire in Action Research.
 - b) Delimitation of a problem in Action Research
 - c) Concept of peer validation
 - d) Uses of 'Mean' in Action Research

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[Marks:60]

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- N.B:
1. Answer any 6 questions out of which Q. no 9 is compulsory.
 2. Marks are indicated against each question.

1. "Environment is the sum total of biotic and abiotic components and the interrelationship existing among them". Elaborate. 10
2. Explain the need for Environmental Management. 10
3. Describe multidisciplinary and inter disciplinary approaches of teaching Environmental Education. 10
4. Elaborate the guiding principles of sustainable development. 10
5. "Environmental education is the need of the hour." Justify with reference to its meaning and objectives. 10
6. Explain the causes and effects of the climate change. 10
7. "Managing solid waste does not mean mere disposal but also its effective utilization as a material resource". Explain. 10
8. Elucidate the salient features of the Tarun Bharat Sangh Movement. 10
9. Attempt briefly any two of the following 10
 - a) Types of ecosystem
 - b) Features of Environmental Audit.
 - c) Effects of Bio imagination
 - d) Recommendations of Noise Pollution Act (2000)

[Time: 2 Hours]

[Marks: 60]

Please check whether you have got the right question paper.

- N.B: 1. All questions are compulsory.
2. All questions carry equal marks.

- Q.1 What is the meaning of Inclusion? Explain the need of inclusion with respect to Educational and Democratic perspectives. 10
- Q.2 Elaborate the concept of children with special needs and their types. 10
- Q.3 "Educational concession for children with special needs promote inclusion." Elaborate. 10
- Q.4 Explain any six strategies for differentiating content in an inclusive classroom with suitable examples. 10
- Q.5 "Facilitators of inclusion helps to overcome the infrastructural barrier in an inclusive setting." Justify. 10
- Q.6 Explain the per-support and per-vocational training programme for children with special needs. 10
- Q.7 "Rehabilitation council Act, 1992 provides guidelines for effective inclusion." Justify. 10
- Q.8 Elucidate the use ICT in inclusive classrooms. 10
- Q.9 Attempt briefly any two of the following:- 10
- Difference between diversity and inclusion
 - Any five characteristics of children with sensory disabilities.
 - Any five alternative means for assessment and evaluation.
 - Role of resource teacher in inclusive settings.
