

2016

(4th Semester)

EDUCATION

Paper No. : EDN-401

(Philosophical Foundation of Education)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

(PART : B—DESCRIPTIVE)

(Marks : 45)

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

1. "Education is the dynamic side of philosophy." Discuss the statement and bring out the relationship between Philosophy and Education. 3+6=9

Or

Explain the vocational aim of education. How can you say that individual and social aims are complementary to each other? 3+6=9

2. Explain the role of education in human resource development. Explain how we can make the educational system meaningful for the development of the manpower resources. 3+6=9

Or

Define international understanding. Suggest some steps and programmes that you would adopt to develop a sense of world understanding. 3+6=9

3. What is idealism? Explain how a teacher should be influenced by the philosophy of idealism with reference to teacher-pupil relationship and classroom instruction. 3+6=9

Or

Define pragmatism. Give a comparative view of idealism, naturalism and pragmatism in the areas of curriculum and methods of teaching. 3+6=9

4. What do you mean by the term 'value'? Values are not inherited but they are acquired. Explain. 3+6=9

Or

Classify the different types of values. How can you inculcate these values through extracurricular activities in schools and colleges? 3+6=9

5. What do you understand by the word discipline? Discuss the importance of discipline in social life. 3+6=9

Or

Explain the concept of freedom and discipline. Bring out the relation between freedom and discipline. 3+6=9

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(PART : A—OBJECTIVE)

(Marks : 25)

The figures in the margin indicate full marks for the questions

SECTION—I

(Marks : 10)

- I. Put a Tick mark against the correct answer in the box provided : 1×5=5
1. Everything is good as it comes from the hands of the author of nature, but everything degenerates in the hands of man, is the view-point of
- (a) Froebel
- (b) Rousseau
- (c) Dewey
- (d) Herbert Spencer

2. Freedom is closely related to the concept of
- (a) punishment
 - (b) compulsion
 - (c) democracy
 - (d) repression
3. The curriculum of pragmatism stresses on
- (a) knowledge development
 - (b) subject-centred education
 - (c) activity-oriented education
 - (d) value-based education
4. Who among the following believes in free discipline?
- (a) Impressionist
 - (b) Emancipationist
 - (c) Repressionist
 - (d) None of the above

5. Exaltation of human personality is the basic aim of

- (a) idealist
- (b) pragmatist
- (c) naturalist
- (d) None of the above

II. Match the items of Column—A with the items of Column—B and place the codes of Column—B in the brackets provided : 1×5=5

- | | | |
|-------------------------|-----|----------------------------|
| (a) External discipline | () | (i) Autonomy |
| (b) Liberty | () | (ii) Self-control |
| (c) Discipline | () | (iii) Democracy |
| (d) Freedom | () | (iv) Reward and punishment |
| (e) Internal discipline | () | (v) Latin word |

SECTION—II

(Marks : 15)

III. Write on the following :

3×5=15

1. Self-actualization

2. Naturalism

3. Aesthetic values

4. Types of discipline

5. National integration
