Define

2025

(2)

(4th Semester)

How carNOITAJUCar international

international understanding.

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Paper : Edn-401

(Philosophical Foundation of Education)

Full Marks: 70 Pass Marks: 45% contribution of pragmatism towards

0-0+6 .anidoset loTime: 3 hours enilgipsib

(PART : B—DESCRIPTIVE)

(Marks: 45)

The figures in the margin indicate full marks for the questions 3+6=9

- Define the 'educational 1. (a) term philosophy'. Discuss the influence of philosophy on the different aspects of latom education. stomore of betquoba 3+6=9 values among the student?

 - Explain the terms 'individual' and (b) 'social' aims of education. Point out the merits of vocational aim of education. How can you inculcate these values
- 2. (a) What is self-actualization? Discuss how education can help in bringing about self-actualization. 3+6=9

4+5=9

(d) 3+6=9

2 0 2 5 70 4th Semester)

- (b) Define international understanding.

 How can education for international understanding and cooperation be imparted in school?

 3+6=9
- 3. (a) What is pragmatism? Explain the contribution of pragmatism towards discipline and method of teaching. 3+6=9

(PART: B-TOESCRIPTIVE)

- (b) What is idealism? Explain the contribution of idealism in the field of education. 3+6=9
- 4. (a) What do you mean by values? What educational strategies should be adopted to promote social and moral values among the student?

 4+5=9

(b) Explain the toms 'individual' and 'social' aims of education. Point out the

(b) Classify the different types of values.

How can you inculcate these values

through occurricular activities in

3+6=9

5. (a) What do you mean by discipline?

Discuss briefly different types of discipline.

3+6=9

Or

(b) What is freedom? Explain the relationship between freedom and discipline. 3+6=9

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good as it comes from the hands of the	2. "Everything is
ed al alexande (4th Semester)	author of natu
(a) learning by d Spidt bias odw " EDUCATION	hands of man.
(b) socialist teo Paper : Edn-401	(a) Froebel
	(b) Rousseau
(Philosophical Foundation of Ed	lucation)
(d) None of (PART: A—OBJECTIVE)	(d) Dewey
(Marks: 25)	ad man almost F
6. Any educational problem wh	Shiviwhen dai
The figures in the margin indicate full mark	
(a) educational so SECTION—I ()	
good avad ab (Marks: 10)	(b) their hig
Put a Tick () mark against the correct	satisfied
brackets provided : Pebesaphy medi	dod1×10=10
(d) educational research	satisfied
1. The word philosophy is derived from tw	o words.
7 (a) Arabic (see) be independed to	4. Which school of
(a) Arabic (b) Shlow Is	world is the re
(b) Greek ()	(a) Idealism
	(b) Naturalism
(c) German ()	(c) Fragmatism
	(d) Realism
(d) Latin ()	membon (a)

3.

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2. "Everything is good as it comes from the hands of the author of nature but everything degenerate in the hands of man." Who said this?	5. Naturalism recommends and a son at ano doint .8 (a) learning by doing at (180) a yearn and (180)
(a) Froebel () (b) Rousseau ()	ndicate whether the following statements are True (7) Fal. (b) socialist technique itano (ba) a bas trigo (d) 5=5
(c) Herbert Spencer ()	(c) Senses as the (sate) says osupposed (c) (c) Senses as the (sate) says as the (sate) s
(d) Dewey ((VIT) RUGO—A: TRAT)	(d) None of the above (nio) vd gnimes (b)
3. People can be motivated towards self-actualization only when (a) their lower order needs have been satisfied ()	6. Any educational problem which requires philosophical scrutiny is a subject matter of (a) educational sociology ()
(b) their higher order needs have been satisfied () (c) both of their needs have been satisfied.	(b) educational psychology (a) (b) (c) educational philosophy (b) (c) educational philosophy (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d
satisfied () (d) None of the above () gooding moved 1. 4. Which school of philosophy advocated that material	(d) educational research () Maturalism stands for complete freedom to be given to be giv
world is the real world? (a) Idealism ()	(a) education (()) sbranshed (a)
(b) Naturalism () (c) Pragmatism ()	(c) cultivation () () () ()
(d) Realism () (ii)	(d) all aspects of life (()) usself Ath
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	Which one is not a characteristic of naturalism?	
	(a) Supremacy of nature ()	
	(b) Spirit and mind constitute reality (a)	
	(c) Senses as the gateways of knowledge ()	
	(d) Learning by doing (vod) and to anoli (b)	
	Freedom is closely related to the concept of	
	(a) punishment ()	
	(a) educational sociology (b) concational sociology (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	
	(c) repression ()	
	both of their videophy ried (b) (d) democracy () (d) democracy () (d) democracy () (d) democracy ()	
	"Education is the complete development individuality." It was stated by	
	(a) Vivekananda (()) nobsoubs (b)	
	(b) Percy Nunn (()() barronyalq (d)	
10	(c) Froebel () () noite value (
	(d) Rousseau (()) shi lo atoogea lia (b)	

2. Cumicalum acco SECTION—II aliam ar and date W

(Marks : 5)

Indicate whether the following statements are True (T) or False (F) by putting a Tick (I) mark: 1×5=5

1. Socialism is known as Bread and Butter aim of life.

(T / F)

2. There are mainly two types of discipline.

(T/F)

3. The concept of self-actualization was introduced by Abraham Maslow.

(T/F)

4. Naturalism stands for complete freedom to be given to the child in learning.

(T / F)

Human resource development does not help employees develop their personal and organizational skills.

(T / F)

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SECTION—III

(Marks: 10)

Write short notes on any five from the following: 2×5=10

1. Vocational aim of education

1. Socialism is known as Bread and Butter aim of life.

(d) Learning by doing

2. There are on and the state of the same as a mobile of

(q) punishment

3. The concept of self-actualization was introduced by

(c) repression () wolasM madardA

(d) democracy

4. Naturalism stands for complete freedom to be given to to the chart of the chart

individuality." It was stated by

(a) Vivekananda

5. Human resource development dogsuingershelps) employees develop their personal and organizational

(c) Frocbel (

(d/A Rousedau

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2. Curriculum according to naturalism

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3. Human resource development as functions of education

4. Importance of discipline in social life

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5. National integration through education

6. Methods of teaching according to pragmatism

7. Education as a source of human resource development
