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(NEP—2020)

(4th Semester)

EDUCATION (MAJOR)

(Development of Educational Thought)

Full Marks : 75

Time : 3 hours

The figures in the margin indicate full marks for the questions

(SECTION : A—OBJECTIVE)

(Marks : 10)

Tick (✓) the correct answer in the brackets provided :

1×10=10

1. The aim of Spartan system of education was to produce good

- (a) warriors ()
- (b) priests ()
- (c) orators ()
- (d) businessmen ()

2. The ancient Greek educational system known as 'Paideia' means

- (a) to motivate ()
- (b) to guide ()
- (c) to reform ()
- (d) to educate ()

3. The Romans gave importance to
- (a) knowledge ()
 - (b) wisdom ()
 - (c) power ()
 - (d) intellectual pursuits ()
4. The code of conduct for knights was known as
- (a) Chivalry ()
 - (b) Magna Carta ()
 - (c) Feudalism ()
 - (d) Odiopedus ()
5. The objective of education in monastic system of education was
- (a) physical education ()
 - (b) intellectual development ()
 - (c) spiritual life ()
 - (d) social development ()
6. The main objective of scholastic system of education was to acquire knowledge through
- (a) self-realization ()
 - (b) nature and nurture ()
 - (c) logic and debate ()
 - (d) play-way method ()
7. Who among the following played a crucial role in establishing Jamia Millia Islamia?
- (a) Zakir Hussain ()
 - (b) Muhammad Iqbal ()
 - (c) Aurobindo ()
 - (d) Swami Vivekananda ()
8. The author of the book, *Divine Life* is
- (a) Aurobindo ()
 - (b) Hussain ()
 - (c) Iqbal ()
 - (d) Vivekananda ()

9. The father of Naturalism in education is
(a) Whitehead ()
(b) Russell ()
(c) Herbert Spencer ()
(d) Rousseau ()
10. The phrase 'survival of the fittest' was coined by
(a) Rousseau ()
(b) Spencer ()
(c) Russell ()
(d) Whitehead ()

(SECTION : B—SHORT ANSWERS)

(Marks : 15)

Answer/Write short notes on *five* of the following, taking at least *one* from each Unit :

3×5=15

UNIT—I

1. Educational practices in ancient Sparta
2. Greek influences on the Roman educational system

UNIT—II

3. Aims of scholastic education
4. Any three special features of Medieval European Universities

UNIT—III

5. Muhammad Iqbal's aims of education
6. Swami Vivekananda's contribution to Indian education

UNIT—IV

7. Explain Rousseau's concept of negative education.
8. Bertrand Russell's contribution to modern education

(SECTION : C—DESCRIPTIVE)

(Marks : 50)

Answer *five* questions, taking at least *one* from each Unit :

10×5=50

UNIT—I

1. Give a comparative analysis of Athenian and Spartan system of education.
2. Discuss the main features of the Roman system of education from 275 BC to 529 AD.

UNIT—II

3. Define Monasticism and describe the key features of Monastic education in medieval Europe. 3+7=10
4. Discuss education for chivalry during medieval period.

UNIT—III

5. Discuss the educational philosophy propounded by Aurobindo Ghose and his contributions to Indian education. 5+5=10
6. Discuss Dr. Zakir Hussain's views on aims of education and mention his influence and contributions in education. 5+5=10

UNIT—IV

7. Discuss Herbert Spencer's aims of education and its contribution to modern education. 5+5=10
8. Explain Whitehead's educational philosophy and his contribution to modern education. 5+5=10
