

CSM-26/24
PART—II/PAPER—VI
EDUCATION
PAPER—I

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Time : 3 Hours

Full Marks : 250

*The question paper contains **18 (Eighteen)** questions
in **GROUP—A, (12)** and **GROUP—B, (06)** together.*

GROUP—A

*Candidates to attempt **10 (ten)** questions within word limit of **250**.*

*Each question carries **15** marks.*

1. Explain Gardner's theory of multiple intelligences and analyse its educational implications.
2. "Education reflects and transforms society." Evaluate this statement by analysing the key characteristics of education as a social sub-system.
3. Assess the relevance of Gandhian and Tagorean educational ideas in addressing ethical and social challenges of contemporary education.
4. To what extent should education remain independent of political influence in a democratic society? Discuss.
5. "The aim of ancient Indian education was the harmonious development of life." Justify this statement with reference to Dharma, Artha, Kama and Moksha.
6. "Macaulay's Minute marked a turning point in Indian education." Justify this statement with suitable arguments.

7. What is existentialism? Analyze its educational implications with reference to aims, curriculum and teaching methods.
8. What is Idealism? Discuss its influence on contemporary educational practices.
9. What social, cultural and economic barriers continue to hinder the education of girls and women and how can education address these challenges?
10. Critically evaluate the significance of 'Satyabadi Bana Vidyalaya' in the context of Gopabandhu Das's educational philosophy.
11. Evaluate the impact of the Kothari Commission on educational policy and practice in post-independence India.
12. Analyse the major characteristics of education as a social sub-system with suitable examples from Indian society.

GROUP—B

Candidates to attempt 05 (five) questions within word limit of 300.

Each question carries 20 marks.

13. How is learning different from maturation and performance and why is this distinction important in educational psychology?
14. Explain the concepts of formative and summative evaluation and critically examine their respective roles in improving the teaching-learning process.
15. To what extent is Skinner's Operant Conditioning effective in shaping learner behaviour in schools and where does it fall short?
16. How relevant is the Panchakosha-based approach to personality development in meeting the psychological and ethical challenges of modern education?

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17. Why is the Normal Probability Curve (NPC) considered an ideal model for representing large-scale psychological and educational test scores? Explain.

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18. How do the concepts of growth, development and maturation differ and why is understanding this distinction important for educational planning?

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SPACE FOR ROUGH WORK

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