

Royal University of Bhutan
Paro College of Education
Spring Semester Examination - 2014

B. Ed(S/Dzo) III – Education for Development (EDN 307)

Full Mark: 100

Time: 3 hours

Instruction:

This paper is divided into three sections. Sections A and B are compulsory. Section C consists of six questions and you are required to answer any three questions of your choice.

Section A (20 Marks)

Instruction: This section contains 20 questions. Each question carries 1 mark. You are asked to write the answer in your answer sheet. You must mention the question number clearly.

Question 1

- a. The derivative meaning of education include
 - i. Development of both internal and external capacity
 - ii. Development of innate capacity
 - iii. Development of physical capacity
 - iv. Development of spiritual capacity
- b. 'The act of teaching and learning' in Latin is called
 - i. Educere
 - ii. Educare
 - iii. Educatum
 - iv. Educo
- c. The educational authors laying stress on inner potentialities of human development include
 - i. Dewey, William, Raymont
 - ii. Pestalozzi, Plato, Rousseau
 - iii. Dewey, Raymont, Emerson
 - iv. Aurobindo, James, Raymont

- d. The educational authors laying stress on the social and environmental aspects of human development include
- i. Dewey, Raymont, Emerson
 - ii. Pestalozzi, Plato, Rousseau
 - iii. Emerson, Dewey, William
 - iv. Dewey, James William, Raymont
- e. Which of the following personalities declared that education is all-round drawing out of the best
- i. Plato
 - ii. Gandhi
 - iii. Aristotle
 - iv. Pestalozzi
- f. Who among the following personalities said education is realisation of the self
- i. Shankaracharya
 - ii. Aurobindo
 - iii. Ramakrishna
 - iv. Dayanand
- g. Which of the following is considered a “teacher-centered” philosophy?
- i. Progressivism
 - ii. Existentialism
 - iii. Social Reconstructionism
 - iv. Perennialism
- h. The “back-to-basics” movement is most associated with
- i. Progressivism
 - ii. Essentialism
 - iii. Perennialism
 - iv. Behaviourism
- i. “Students learn best not by sitting in a closed room but by opening the doors and windows of experience to the world around us.” This quote reflects the tenets of
- i. Essentialism
 - ii. Behaviourism
 - iii. Progressivism
 - iv. Perennialism

j. Dorji Dema educated poor farm workers in her village to help them organize to improve the conditions in which they lived and worked. Her approach to education is

- i. Progressivism
- ii. Perennialism
- iii. Essentialism
- iv. Social Reconstructionism

k. The patterns of acquired behavior and attitudes transmitted among the members of society is

- i. Socialization
- ii. Social class
- iii. Culture
- iv. Ethnicity

l. The process of preparing persons for a social environment is

- i. Stratification
- ii. Socialization
- iii. Social class
- iv. Social life

m. Which of the following is the earliest and the most influential agent of socialization?

- i. Family
- ii. Peers
- iii. School
- iv. Media

n. Unorganized, use of relatively meaningless symbols and focus on memorizing are the characteristics

- i. Stage of Formalism
- ii. Dame school stage
- iii. Stage of Transition
- iv. Stage of Meaning

o. One of the watchwords in education during the early twenty first century around the world is

- i. Access to education
- ii. Equity in education
- iii. Quality of education
- iv. Justice in education

- p. All of the following are UNESCO'S dimensions of quality education except
- i. Proportion of GDP
 - ii. Access to education
 - iii. Teacher-pupil ratio
 - iv. Entry standards to teaching
- q. Which of the following is the odd one out?
- i. Gender equality
 - ii. Social inclusion
 - iii. Social stratification
 - iv. Sustainable development
- r. The launching of constitution and the policy of decentralization is an example of
- i. Socio-economic development
 - ii. Promotion of culture
 - iii. Conservation of environment
 - iv. Good governance
- s. The four pillars of education is a report submitted by
- i. National report on the development of education by Bhutan
 - ii. UNESCO's Delor's commission report
 - iii. UNICEF's report on the state of the world's children
 - iv. UNFPA's report on education development in Bhutan
- t. All of the following are roles of education in a democratic society except
- i. to make an informed decision
 - ii. to promote equality of opportunity
 - iii. to promote equity and justice
 - iv. to create gender, class, and race

Section B (20 Marks)

Instruction: Read the question provided below and attempt any two philosophies of your choice. Each question carries 10 marks.

Question 2

The main educational philosophies as cited in Parkay, F. et al (1996) are Perennialism, Progressivism, Essentialism, Reconstructionism, Existentialism, and Behaviourism. Discuss ONLY TWO of the above mentioned philosophies in terms of:

- a. Metaphysics
- b. Epistemology
- c. Curriculum
- d. Sample classroom
- e. Teacher's role
- f. Goal for students

Section C (60 Marks)

Instruction: This section contains SIX questions. You are asked to choose any THREE questions from this section. Each question carries 20 marks.

Question 3

Make a list of FIVE important aims of education by international educational philosophers and thinkers and relate them to the educational aims of Bhutan. Evaluate each aim in terms of their practicality, considering cultural and socioeconomic differences.

Question 4

“The most important factor in economic growth and development in modern world is not capital formation, but the upgrading of human resources through education, training, development of knowledge, technology and health improvement”. Elaborate this statement using evidences from the contemporary Bhutanese society.

Question 5

Sustainability is one of the main criteria of Bhutan's development philosophy. In this regard, you are asked to highlight how these aspects are taken care of in our curriculum and in extra-curricular activity.

Question 6

Discuss the hypothetical stages of educational development as proposed by C. E. Beeby.

Question 7

In reviewing the research literature related to quality in education, UNICEF takes a broader perspective and demonstrates by this analysis that programmes must encompass a broader definition involving many dimensions on quality education. In relation to the above statement, identify these dimensions and explain it accordingly within the context of Bhutan.

Question 8

Gross National Happiness is a balanced and holistic approach to development. Explain this statement by referring it to the four pillars of Gross National Happiness.