1. Education is a process of abstracting the ________ in the child.

2. Under the word 'education' the act of drawing out the best in the child through education pre-supposes to give him_____ and experience.

3. Instruction of education should be according to the requirement for meeting the needs and capacities of the ________.

4. Education makes an ________ development of body, mind or soul when it draws out of the best in the child.

5. Development of personality of an individual means the development of ______________ capacities of an individual.

6. Education is a conscious process of ____________ of human.

7. Education should aim at complete development of personality of the child so that they can ________ best to the ________.

8. Simply acquiring theoretical _____ through formal institution is a narrow sense of education.

9. According to the social aim of education the claim of the ____ is always above the claim of the individual.

10. Harmonious development aim of education is ____ because it sets up a static predetermined goal as an ultimate objective of education.

11. It is not possible to fix an aim of education for all the times and for all the country because education is a _____ force.
12. The word education is derived from the
   a) German origin   b) Greek origin
   c) Latin origin    d) French origin

13. According to Adams education is a conscious process of modification of behaviour in which
   a) the personality of one acts upon the personality of the other
   b) heredity of child has greater influence
   c) intelligence of the child acts as a soul factor
   d) the course-content of the curriculum acts upon the personality of the child.

14. Nunn is of the opinion that education should develop the individuality of the child in a manner so that
   a) the best contribution of the child goes to his family
   b) he becomes a fully developed human being
   c) he can make original contribution to the society
   d) he can stand on his own feet.

15. According to Dewey the process of development of life through construction and reconstruction of experience may be regarded as
   a) life experience   b) education
   c) a process of adjustment d) life struggle

16. Different aims of education are the results of different
   a) philosophical thought
   b) requirements of the students
   c) needs of the society
   d) political pressure
17. According to the individualistic aim of education, individuality of a child can flourish only when he gets
a) maximum opportunity for realising his own-self
b) social support
c) opportunity to know the social evil
d) all the three above

18. According to the social aim of education personality of an individual cannot flourish without
a) proper training
b) acquiring high academic qualification
c) social contact
d) intellectual development

19. Individuality is of no value and personality a meaningless term when these lie apart from
a) better educational achievement
b) social environment
c) the moral development of the child
d) the realisation of the needs of the child

20. Social aim of education is defective because it never caters to the
a) ethical need of the individual
b) needs and desires of the individual
c) vocational needs of the individual
d) individual differences

21. Synthesis between individual and social aim of education is
a) desirable  b) inevitable
c) impossible  d) acceptable
22. According to Karl Marx vocational education is necessary not only for social production but also for
   a) physical exercises   b) producing fully developed personality
   c) keeping oneself busy in work
   d) the livelihood of the people

23. Economic self-sufficiency alone cannot make a man perfect but at the same time he must be
   a) physically stout
   b) a culturally developed human being
   c) free from any mental anxiety
   d) intelligent

24. Vocational education is life-less and mechanical if it disassociates
   a) social needs   b) liberal education
   c) productive work   d) physical labour

25. Harmonious development aim of education lays stress on
   a) one's economic self-sufficiency
   b) one's individual talent
   c) one's instinctive desire
   d) simultaneous development of all human aspects

26. Self-expression as an aim of education gives stress on
   a) moral development   b) free and fullest gratification of human desire
   c) social efficiency of human being
   d) cultural development of human mind
27. Self-expression as an aim of education is defective because there is no
   a) limitation of freedom allowed to the child
   b) other knowledge provided to the child
   c) modification of behaviour but spontaneous development
   d) all the three above

28. No aim of education is self-sufficient unless there is a
    synthesis between
   a) moral and spiritual aim
   b) harmonious development aim and complete living aim
   c) inherent talent and environmental factors
   d) vocational and liberal education

29. The main aim of education in a democratic country should be the development of
   a) social sensitiveness  b) right for equality
   c) democratic values among children  d) all the three above

30. The main function of education should be to build the child's character and to inculcate certain socially desirable
    virtues which may be termed as
   a) social aim  b) moral aim
   c) cultural aim  d) none of the above

31. Educational aims are decided by
   a) by the different philosophical thoughts
   b) by the requirements of the time
   c) by the ruling party at power
   d) on the basis of the child's intelligence
SUB-TEST - II

1. Function of education is to prepare person to suit the complex____ structure.

2. The broad conception of the school is to transmit the inherited ____ of the society in a modified form.

3. The mutual understanding of the teachers and the students within a school society develops in children some ____ values.

4. School, college or universities may be termed as ____ educational institution.

5. To cope up with all the emerging requirements of the society, non-formal education is a supplement to the ____ education.

6. Is non-formal education an outcome of meeting the needs of the increasing population? Yes/No

7. Do the lessons taught under radio, TV network or summer institutions come under non-formal education? Yes/No

8. ____ education is casual and gained through daily experiences and activities.

9. Education should follow the direction what ____ shows to it and at the same time should prepare students to meet their life problems.

10. Narrowly conceived the main function of the school is to give____ education to the children.

11. The function of the school curriculum is to meet the need of the ____.

12. Education of a society acts as a dominant force which
   a) introduces new ideas in the minds of the people
   b) supports and develops the social change
   c) adjusts people with the social upheavals
   d) all the three above
13. The school is simply a form of community life because
   a) people of all religions mix up here
   b) it imparts moral teaching to the students
   c) every aspect of community life is projected in the school
   d) none of the above

14. Education is not only a force to support the change but also
    a powerful medium to introduce the
   a) moral development       b) change in the society
   c) sense of discipline     d) theoretical and practical work

15. Education imparted by the society or organisations in some
    formally organised institutions may be termed as
   a) non-formal education    b) time suiting institution
   c) formal education       d) occasional educational institution

16. Non-formal education is necessary in a democratic country
    because
   a) it meets the inadequacy of formal education
   b) it imparts knowledge on worthy citizenship
   c) it enables the pupil to learn and earn simultaneously
   d) all the three above

17. Experiences that we get through our daily activities may be
    termed as
   a) practical education    b) experience centered education
   c) informal education     d) household experience

18. As all the ways of a democratic living co-exist in a school
    environment, a school may be termed as
   a) a miniature society    b) a country
   c) a miniature world      d) a home of a joint family
19. Education which is nourished by the society ultimately feedbacks the society to transform and rebuild it with
   a) new ideas  b) new traits
   c) new truths  d) all three

20. Development of a society indirectly implies the needs and development of
   a) the personality of the individual
   b) productivity of the society
   c) economic standard of its people
   d) academic arrangement of the society

21. Knowledge imparted by formal education is
   a) vocational  b) limited in specified discipline
   c) both theoretical and practical  d) only mechanical

22. In the broader sense of education formal education is defective because
   a) the duration of the formal education is limited
   b) it conceives education as a time bound activity
   c) it ignores the whole process of life
   d) all the three above

23. To familiarise the masses with the enormous and imperative challenges of a democratic society
   a) formal education alone is sufficient
   b) non-formal education should embody a formal education
   c) informal education alone is sufficient.
   d) none of the above is necessary
24. Non-formal education provides educational scope for people who
a) does not like assessment
b) does not like to read books
c) look upon education as a life-long process
d) attend the classes

25. The defects of non-formal education is that it cannot provide
specialised knowledge in any subject because
a) there is no provision for individual differences
b) the persistent efforts cannot be expected here
c) the teachers are part-time devotees
d) there is no system of offering degree

SUB-TEST III

1. ______ is the only effective agency for education in providing
moral and spiritual values to children

2. The ______ assumes general control and supervision of education

3. ______ deals with the moral and spiritual values which no
system of sound education can easily ignore

4. The present curriculum is too much dominated by ___ .

5. Different philosophical thought give birth to different ____ .

6. The curriculum should be vitally related with the ____
outside school

7. The moral teachings imparted by different____ exert great
influences on the growing mind of a child.

8. Proper attitude and interest in areas of art and literature are
developed in a child according to the scope and field of activity
in which his family is involved True/false
9. Development of balanced personality is an objective of education for which the first place is
   a) school   b) religious institution
   c) family   d) society

10. Social virtues such as cooperation, good will, self-sacrifices blooms first in
    a) a good social environment   b) the family
    c) the field of social service   d) the educational institution

11. The citizenship education which is fundamental in a democratic society is rooted in the life of man through
    a) citizenship training   b) the family for the first time
    c) actual practice   d) none of the above

12. In the experience-centred subjects of curriculum, problem areas should be selected
    a) from vocational sides   b) from community living
    c) with scientific invention purpose
    d) academic subjects

13. Types of education in a particular society or locality is under the decision of
    a) local people   b) the state
    c) the central government   d) district authority

14. Curriculum of a school may be termed as
    a) book-list selected for study
    b) entire programme of the school work
    c) school routine   d) syllabus

15. The present curriculum is defective because
    a) it is narrow in outlook   b) it provides theoretical knowledge
    c) it is overloaded and bulky   d) all the three above
16. In constructing curriculum there should be provision for
   a) individual differences   b) fusion of subjects
   c) gathering knowledge through   d) all the three above
      practical life experience

17. In our present curriculum there is a wide gap between
   a) different subjects   b) life problems and school practices
   c) knowledge imparted in the school and vocational requirement
   d) teaching and examination

18. Our present curriculum is mainly dominated by
   a) the necessity of the child   b) examination
   c) practical knowledge   d) moral teaching

   SUB-TEST III

19. Personal interaction of humanbeing on one another is more
    educative than any other experience which is primarily
    acquired through
    a) fellow students of the school   b) religious occasions
    c) the family members at home   d) social service

20. The first place where a child experiences of a social
    outlook and of a community life within which the child feels
    himself as an important one is
    a) the school   b) the society
    c) the family   d) his playmatch

21. The home tradition and the vocations of the parents provides
    for the future of the children a platform for
    a) social behaviour   b) vocational education
    c) income source   d) job opportunity
22. The knowledge about the socio-economic pattern of the community 
arouses among children a sense of
   a) democracy     b) economic responsibility
   c) appreciation of labour     d) social service

23. Religion admits the cultural value of a society and at the 
same time it
   a) teaches people to be orthodox about their religion
   b) imparts democratic values
   c) imparts a sense of superiority over other religions
   d) denies the power of science

24. All the learning which is planned and guided by the school, 
whether it is carried on in group or individually, inside or 
outside the school is defined as
   a) school work     b) curriculum
   c) syllabus     d) group activity

25. Curriculum or educational programme should stand or fall, 
persists or be modified because of the quality of their effects 
upon
   a) nation     b) students
   c) examination     d) culture of the society

26. One of the principles of the curriculum construction is 
that in imparting education there should be provision for both
   a) earning and learning     b) vocation and leisure time
   c) day and night coaching     d) school work and social service

27. The responsibility for providing opportunity for receiving 
education to a minimum standard for every child lies with the
   a) parents of the child     b) leaders of the society
   c) state     d) all the three above
28. The totality of subject matter, activities and experiences which constitutes a pupil’s school life is defined as
a) school routine b) curriculum
c) formal education d) programme of the work

29. The activities provided by the curriculum for the education of children should be broken down into different strands appropriate to suit the
a) level of strength of children
b) various stages of growth
c) economic status of the parents
d) intelligence level of children

30. To cope-up with the changing demand of the society the curriculum should
a) include maximum science subjects
b) be broader one c) be dynamic
d) be experience-centered