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(NEP-2020)

(2nd Semester)

EDUCATION (MAJOR)**(Philosophical Foundations of Education)**

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 literal meaning of philosophy is
(a) love of wisdom () (b) love of God ()
(c) love of truth () (d) love of knowledge ()
2. The scope of philosophy of education is formed by the
(a) social aims () (b) individual aims ()
(c) educational values () (d) spiritual values ()
3. Which school of philosophy emphasized realization of Truth, Beauty and Goodness' as the aims of education?
(a) Idealism () (b) Realism ()
(c) Naturalism () (d) Pragmatism ()
4. According to Realism, the true way to determine what is real is
(a) materialism () (b) spiritualism ()
(c) experience () (d) activity ()

5. The oldest traditional school of Vedanta is

- (a) Shuddhadvaita Vedanta ()
- (b) Advaita Vedanta ()
- (c) Dvaita Vedanta ()
- (d) Vishishtadvaita Vedanta ()

6. In Samkhya philosophy, the philosophy of physical world is called

- (a) Prakriti () (b) Moksha ()
- (c) Tattvas () (d) Purusha ()

7. The founder of Buddhist religion was

- (a) Ashoka ()
- (b) Guru Nanak ()
- (c) Mahavira ()
- (d) Siddhartha Gautama ()

8. Who advocated universal and free education as fundamental human rights?

- (a) Karl Marx ()
- (b) Immanuel Kant ()
- (c) Jiddu Krishnamurti ()
- (d) Mahatma Gandhi ()

9. Character building as the principal aim of education was advocated by

- (a) Krishnamurti ()
- (b) Karl Marx ()
- (c) Radhakrishnan ()
- (d) Immanuel Kant ()

10. The competitive and comparative nature of traditional education was strongly opposed by

- (a) Swami Vivekananda ()
- (b) Radhakrishnan ()
- (c) Rousseau ()
- (d) Jiddu Krishnamurti ()

(SECTION : B—SHORT ANSWERS)

(Marks : 15)

Write short notes on *five* of the following, taking at least *one* from each Unit : 3×5=15

UNIT—I

1. Educational philosophy
2. Branches of philosophy

UNIT—II

3. Realism and curriculum
4. Naturalism and aims of education

UNIT—III

5. Eightfold path of Buddhism
6. Methods of teaching according to Jainism

UNIT—IV

7. Karl Marx's concept of education
8. Methods of teaching according to Radhakrishnan

(SECTION : C—DESCRIPTIVE)

(Marks : 50)

Answer five questions, taking at least *one* from each Unit : 10×5=50

UNIT—I

1. Explain the concept of philosophy. Discuss the relationship between philosophy and education. 3+7=10
2. What is knowledge? Describe the sources of knowledge. 3+7=10

UNIT—II

3. Explain the meaning of idealism. What are the aims of education and curriculum advocated by the school of idealism? 4+3+3=10
4. Define pragmatism. What are the methods of teaching and role of teacher in pragmatism? 4+3+3=10

UNIT—III

5. Explain the concept of Samkhya philosophy. Elaborate the educational implications of Samkhya philosophy. 3+7=10
6. Write the concept of Vedanta philosophy. What are its educational implications? 3+7=10

UNIT—IV

7. Elaborate the contributions of Jiddu Krishnamurti's philosophy of education. 10
8. Discuss the contribution of Immanuel Kant's philosophy of education. 10

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