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**Avinashilingam Institute for Home Science and Higher Education for Women**  
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD) (Now MoE)  
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B  
Coimbatore - 641 043, Tamil Nadu, India

**Continuous Internal Assessment Test I – February 2025**  
**SEMESTER- IV**

Class : II B.Sc. CS & II BCA

Max. Marks: 60  
Time: 2 Hrs

**23BEDGE1 Indian Education**

**Course outcomes**

- CO1** understand the evolution and key features of the ancient education system in India  
**CO2** compare and contrast the educational practices during medieval and modern periods.  
**CO3** integrate the best features of various philosophies into the modern education and invent new educational philosophies  
**CO4** identify and analyze the intellectual contributions and works of notable Indian thinkers and philosophers  
**CO5** familiarize one-self with the constitutional provisions related to education in India.

**PART – A**

**Choose the correct answer**

**6 x 1 = 6**

1. Which language was predominantly used in Vedic education? **CO1K1**  
a. Sanskrit b. Pali c. Persian d. Arabic
2. Identify a modern educational principle influenced by Buddhist education practices. **CO1K3**  
a. Rote memorization b. Residential schooling  
c. Critical thinking d. Oral recitation
3. Which educational institution was predominantly established during the Islamic rule in India? **CO2K1**  
a. Schools b. Colleges c. Madrasas d. Universities
4. In the post-independent era, what was a major focus of educational reforms in India? **CO2K1**  
a. Vocational training b. Religious studies  
c. Colonial history d. Physical education
5. If someone wants to understand the ethical implications of rituals, which Vedic school would they study? **CO3K3**  
a. Mimamsa b. Sankhya c. Vedanta d. Nyaya
6. Which school of Indian thought is most suitable for understanding the nature of Brahman and the individual soul? **CO3K3**  
a. Vedanta b. Nyaya c. Sankhya d. Yoga

**PART – B**

**Answer ALL questions**

**3 x 6 = 18**

**Each answer should not exceed 200 words**

7. a. Illustrate the role of the Gurukul system in shaping the lives of students in ancient India. **CO1K2**  
(OR)
7. b. Compare the main objectives of Vedic and Buddhist education systems in ancient India. **CO1K2**
8. a. How did the British era influence the structure of education in India? **CO2K2**  
(OR)
8. b. Describe the goals and objectives of education in the post-independent era of India. **CO2K2**
9. a. How would you use the principles of the Mimamsa school to interpret Vedic rituals in modern contexts? **CO3K3**  
(OR)
9. b. Apply the concepts of the Vedanta school to explain the nature of ultimate reality in Indian philosophy. **CO3K3**

**PART – C**

**Answer ALL questions**

**3 x 12 = 36**

**Answer should not exceed 800 words**

10. a. Evaluate the effectiveness of residential schooling in ancient India compared to modern boarding schools. **CO1K5**  
(OR)
10. b. Assess the influence of Buddhist educational practices on modern systems of critical thinking and discussion-based learning. **CO1K5**
11. a. Compare and contrast the teaching methods used in Islamic education with those of traditional Indian education systems. **CO2K5**  
(OR)
11. b. Examine the effects of Macaulay's Minute on the Indian education system. **CO2K5**
12. a. Analyze the philosophical significance of "cause and effect" in the Nyaya and Sankhya schools. **CO3K4**  
(OR)
12. b. Examine the similarities and differences in the epistemological approaches of Nyaya and Mimamsa schools. **CO3K4**

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