

2018

Full Marks : 70

Time : As in the programme

Answer questions from all section as directed therein.

GENERAL INSTRUCTION

Answer any three questions from Section-A
(12×3=36), Word limit-700-1000

Answer any three questions from Section-B
(8×3=24), Word limit-500

Answer any two questions from Section-C
(5×2=10), Word limit-300

SECTION-A

Answer any three.

12×3=36

1. Discuss the role of curriculum in effective teaching and learning keeping in-view the emerging needs of the society. Elaborate various steps involved in the process of curriculum development.
2. What is the difference between curriculum and syllabus? Discuss the principle and steps of curriculum construction.
3. Discuss how Society and child affect in designing

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curriculum? Support your answer with suitable examples.

4. What is curriculum planning? Critically analyse the issues related to process and product aspects of curriculum planning.
5. Describe in brief different models of curriculum evaluation. Which model you consider the best and why? Give suitable example in justification of your answer.

SECTION-B

Answer any three.

8×3=24

6. Curriculum acts as mirror of the discipline'. Justify the statement with suitable examples.
7. What is system analysis? Discuss the process and steps involved in system analysis.
8. Explain the various stages of curriculum development with their significance in each stage.
9. Who are the decision makers in curriculum planning? Discuss how to plan an effective curriculum.

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10. Enlist the major recommendation of education commission (1966) on curriculum at primary level. Discuss its applicability in 21st century.

SECTION-C

Answer any two : 5×2=10

11. What is the psychological basis of curriculum? Explain its dimension in framing curriculum.
12. Discuss the principle of curriculum construction.
13. Write short note on any one of the following:
 - a) Tyler Models of Curriculum Evaluation
 - b) Research in teacher education curriculum
14. Write short note on selection and organisation of instructional material.

SECTION-D

Assignment Test

(To be answered in a separate sheet provided)

Time : 1 Hour

Answer any two (Word limit 1000) : 15×2=30

1. Explain in detail the modern definition of the

curriculum. In what way does it differ from the traditional idea of the curriculum? Discuss the scope of the curriculum outside the ambit of the school.

2. What is meant by sequence and scope of curriculum content? Explain the principles of sequencing the curriculum content.
3. Identify and elaborate the activities that need to be completed before, during and after implementation of curriculum.
4. Explain the different factors which contribute curriculum development.
5. What do you understand by curriculum evaluation? Select a curriculum outline/syllabus of any subject of your choice and discuss the interrelationships of components, like objectives, content, teaching methods and assessment procedure.
6. What does it mean by curriculum approach? Explain social problem approach to curriculum.

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(8×3=24), Word limit-500

Answer any two questions from Section-C

(5×2=10), Word limit-300

SECTION-A

Answer any three.

12×3=36

1. Differentiate the terms "Measurement" "Assessment" and "Evaluation". Discuss the general principles and functions of assessment.
2. What is Tyler's model in educational assessment? Explain its merits and demerits.
3. Distinguish between questionnaire and schedule. What are the essential characteristics of a good questionnaire? Explain the limitation of questionnaire.

[Turn over]

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4. What do you mean by Standardisation of a test? Explain various steps involved in the Standardisation of an Achievement test.
5. What is grading system? In what manner it is better than the marking system? Explain with example.

SECTION-B

Answer any three.

8×3=24

6. "The student assessment schemes are quite variable in nature and they are institute specific, program-specific and context-specific". Elaborate
7. What do you mean by model of assessment? Comment on characteristics and significance of Provus's Discrepancy model of assessment.
8. Distinguish between objective type test and objective based test. Discuss the uses and principles of constructing objective type test.
9. "Reliability is necessary but not sufficient condition for validity" - Justify the statement with suitable example.

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10. What is Semester system? Describe the advantages and limitations of Semester system vs. Annual system.

SECTION-C

Answer any two :

5×2=10

11. What Is formative evaluation? Discuss the uses of formative evaluation.
12. Discuss the advantage and limitation of essay type test.
13. Write short note on any one of the following:
 - a) T-Score
 - b) Scales of measurement
14. Explain the Need and process of development of question bank.

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SECTION-D

Assignment Test

(To be answered in a separate sheet provided)

Time : 1 Hour

Answer any two (Word limit 1000) : $15 \times 2 = 30$

1. What do you mean by Educational objectives and Instructional objectives? Mention different domains of Instructional objectives. Discuss different categories of objectives under any one domain.
2. Describe in brief different models of Educational Assessment. Which model you consider the best and why? Give suitable example in justification of your answer.
3. Identify any one unit from the subject you are teaching/ studying at your institution and prepare a unit test of 20 marks from that unit, including the following:
 - Objectives of the test
 - Blue Print of the unit test
 - Scoring Key

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4. Compare with example the Criterion Referenced Test and the Norm Referenced Test. Describe any Norm Referenced psychological test.
5. Discuss common mistakes/defects in various types of test items, you have observed. How will you improve these test items? Illustrate with the help of suitable examples.
6. 'Internal and external assessments are complementary to each other in the context of continuous and comprehensive evaluation of students'. Justify your answer with suitable examples.