

EDUCATION

Paper – III

SECTION – I

Note : i) Answer all questions.

ii) Each question carries twenty marks.

iii) Each answer should be given in 500 words.

2 × 20 = 40

1. a) Discuss the efforts being undertaken by the Governments both at the Centre and in the States to tackle the three main challenging problems in higher education, namely extension, inclusion and excellence.

OR

- b) Discuss how far it is advisable to promote professional education under the pretext of globalisation and international economic recession at the expense of liberal education at higher education.
2. a) What is the aim of Right to Education Act ? Discuss citing reasons the problems and prospects of the Act in terms of its goals.

OR

- b) What do you mean by autonomy of universities ? How is autonomy related to the quality of teaching-learning and management ? Put your arguments regarding autonomy *vs.* control in higher education.

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SECTION – II

- Note :
- i) There are *five* Electives in this Section. Answer *all* the questions of any *one* of the Electives.
 - ii) Each question carries fifteen marks.
 - iii) Each answer should be given in 300 words. 3 × 15 = 45

ELECTIVE – I

Describe the objectives and process of supervision for quality assurance and quality improvement in education.

Selecting any one theory of leadership discuss how far the leadership behaviour of a college principal whom you know very well, corresponds to or contradicts with that theory citing examples from his/her behaviour.

Explain how a perspective planning will differ from an institutional planning for an educational institution. Illustrate with reference to an institution of your choice.

ELECTIVE – II

Discuss the relative merits of various methods of measuring the reliability of a test. How does reliability relate with validity ?

State the different scales of measurement with examples.

State the relative merits of grading over the marking system. What are the different ways in which grading is arrived at ?

ELECTIVE – III

Selecting a concept from High School syllabus in a subject of your choice, describe how you would teach it at the reflective level.

Comment on the relevance and applicability of the categories in Flander's Classroom Interaction Analysis in the Indian context.

Discuss the significance of distance education in the present context of knowledge era.

ELECTIVE – IV

Describe the etiology and prevention of hearing impaired.

Define learning disability. Describe suitable educational programme(s) for any one type of learning disability.

"Gifted and creative children are the neglected lot in special education programmes."— Comment on the statement indicating the programmes now available for them and suggest what further programmes could be arranged for them in the normal school system itself.

ELECTIVE – V

What are the changes needed in the teacher education programme in the light of the National Curriculum Framework, 2005 ?

How is teaching compared with law and medicine as a profession ? Is the comparison quite meaningful ?

Comment on the existing relationship between teacher education institutions and practising schools as prevailing in most of the upcoming teacher training institutions/colleges.

SECTION – III

Note : i) Answer all questions.

ii) Each question carries ten marks.

iii) Each answer should be given in 50 words.

9 × 10 = 90

6. Explain with examples the horizontal and vertical mobility in the social strata.
7. What are the big five personality traits ?
8. Differentiate between critical thinking and creative thinking.
9. How does the role of the interviewer in counselling interview differ from that of an interviewer in general research studies ?
10. What is *ex-post-facto* research ? How does it differ from experimental research ?
11. Explain the difference between negative reinforcement (feedback) and punishment with examples.
12. Discuss the relevance of Aurobindo's thoughts to the quality of life in the new millennium.
13. "Administration starts with decision making and ends with decision making."—
Comment on this statement.
14. Universalisation of elementary education still continues to be an unfinished business.
State the reasons for this state of affairs.

SECTION – IV

- Note :*
- i) Answer all questions.
 - ii) Each question carries five marks.
 - iii) Each answer should be given in 30 words.

5 × 5 = 25

Read the paragraph carefully and answer the following questions :

Outcomes are statements about what students should know and be able to do as a result of their education, and the rhetoric on outcomes includes the notion that they will be achieved by all students. The terms outcomes, standards and goals are often used interchangeably, and there is much disagreement about their meanings and applications. The terms also are used indiscriminately to refer to different types of results : content outcomes, student performance outcomes and school performance standards. Content outcomes describe what the students should know and should be able to do in particular subject areas. Student performance outcomes describe how and at what level students must demonstrate knowledge and skills. School performance standards (sometimes called school delivery standards) define the quality of education schools must provide for students to meet content or performance outcomes.

15. Besides 'outcomes' what else may be the title of the above paragraph ?
16. What is the basic assumption about the concept of outcomes ?
17. What is the difference between school performance standard and the remaining two types of outcomes ?
18. Where lies the disagreement as stated in the paragraph ?
19. What is the other name of school performance standards ?