

2017

Full Marks : 70

Time : As in the programme

*Answer questions according to General Instruction
of each Section.*

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 philosophical and psychological considerations of curriculum.
2. What are the approaches of curriculum design? Discuss different models and principles of curriculum construction.
3. What are the different approaches of curriculum development?
4. Discuss different issues of curriculum planning with suitable examples.
5. Discuss the models of curriculum evaluation.

[Turn over]

[2]

SECTION-B

Answer any **three**.

8×3=24

6. Discuss the different types of curriculum materials and aids. Describe the role of curriculum support materials.
7. Describe the history of curriculum development.
8. How social values and cultural heritage help in curriculum development?
9. Discuss planning special curriculum for adult education and population education.
10. What are the suggestions and recommendations on curriculum development as per the Education Commission, 1952?

SECTION-C

Answer any **two** :

5×2=10

11. Give a brief account of system analysis in curriculum organisation.
12. Discuss national level of curriculum.
13. Describe different types of curriculum.
14. State the curriculum planning for teacher education.

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SECTION-A

Answer any three.

12×3=36

1. What is 'measurement'? What are the differences between measurement and evaluation?
2. What do you mean by 'taxonomies of educational objectives'? Discuss educational objectives under cognitive domain.
3. Discuss the importance of Tyler's Stuffle beam model in Educational Measurement.

[Turn over]

[2]

4. What are the different tools of measurement? Discuss the importance of questionnaire as a tool of measurement.
5. What is a test? What are the principles of test construction?

SECTION-B

Answer any three.

8×3=24

6. What is intelligence? How is intelligence measured?
7. What are the characteristics of a good test? Describe two methods of estimating reliability of a test.
8. Write an essay on recent trends in evaluation.
9. Discuss the steps involved in standardizing a test.
10. Discuss the basic principles of assessment.

SECTION-C

Answer any two :

5×2=10

11. Discuss the merits of objective type tests.
12. Explain the concept of validity of a test.
13. Explain the concept of item analysis.
14. Write a note on use of computers in evaluation.