

2015

Full Marks : 70

Time : As in the programme

Answer questions according to General Instruction of each Section.

(Curriculum Planning and Development)

GENERAL INSTRUCTION

Answer any **three** questions from Section-A ($12 \times 3 = 36$),
Word Limit-700-1000

Answer any **three** questions from Section-B ($8 \times 3 = 24$),
Word Limit-500

Answer any **two** questions from Section-C ($5 \times 2 = 10$),
Word Limit-300

SECTION-A

Answer any **three**. $12 \times 3 = 36$

1. What do you understand by the term curriculum? Discuss the scientific theory of curriculum development.
2. Discuss any one model of curriculum implementation at secondary level.
3. Illustrate with examples the principles of developing child centred curriculum.
4. Discuss the issues and challenges in planning teacher education curriculum.

[Turn over]

5. Discuss the Tabba model of curriculum evaluation.

SECTION-B

Answer any three. $8 \times 3 = 24$

6. Enumerate the historical overview of curriculum development in the post-independence era.
7. What is curriculum support material? Discuss its types and importance.
8. Discuss the Board field approach to curriculum development.
9. Write short notes on :
Planning population education curriculum.
10. Briefly discuss the recommendation of university education commission regarding curriculum development.

SECTION-C

Answer any two. $5 \times 2 = 10$

11. Write short notes on psychological considerations of curriculum development.
12. Outline the aims and objective of curriculum development at elementary level.

13. Why the need of learner is an important factor of curriculum development?
14. Discuss the essentiality of evaluating the curriculum.

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(Tools and Technique of Educational Measurement and Evaluation)

GENERAL INSTRUCTION

Answer any **three** questions from Section-A ($12 \times 3 = 36$),
Word Limit-700-1000

Answer any **three** questions from Section-B ($8 \times 3 = 24$),
Word Limit-500

Answer any **two** questions from Section-C ($5 \times 2 = 10$),
Word Limit-300

SECTION-A

Answer any **three**. $12 \times 3 = 36$

1. Differentiate between measurement and assessment. Discuss the scope of assessment.
2. Discuss MetFessel-Michwel's model of educational assessment.
3. Discuss various tools and techniques for assessing student performance at elementary level.
4. Discuss the steps involved in standardizing an achievement test.

[Turn over]

5. What is grading? How a secondary school teacher can assign grade to the achievement of students?

SECTION-B

Answer any three. $8 \times 3 = 24$

6. Differentiate between NRT and CRT.
7. Discuss different types of objective type test items.
8. Discuss the advantages of an essay type test over objective type test.
9. How validity is related to reliability?
10. How computers can be used in the process of evaluation?

SECTION-C

Answer any two. $5 \times 2 = 10$

11. Differentiate between physical and educational measurement.
12. What are the basic difference between questionnaire and inventory?
13. Write short note on Interpretative test item.
14. What are the different ways for providing feedback to students?