



K. Sambath

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 an 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test II – March 2026
II SEMESTER

Class : I B.Ed.
Major: Education

Time: 2 Hours
Maximum Marks: 60

23BEDC04 Development of Educational System in India

Course outcomes:

At the end of the course, students will:

- 1 understand the different educational systems in ancient India and medieval period.
- 2 analyse the different Education Commissions in India before independence and find out the origin of the present educational system.
- 3 Develop the characteristics of the education system after independence and develop new innovative thoughts and practices of education for forthcoming generation.
- 4 Recognize the Government bodies in administering the responsibilities for the promotion of better education system to the present needs of the society.
- 5 critically analyze the existing challenges in the field of education at different levels of Education.

PART – A

Choose the correct answer

6 x 1 = 6

1. The minimum level of learning (MLL) concept in school education was introduced through:
a. National Curriculum Framework 2005
b. National Policy on Education 1986
c. Programme of Action 1992
d. Kothari Commission
CO3 K1
2. According to NCF 2005, learning should be
a. Teacher-centered
b. Rote memorization based
c. Child-centered and activity-based
d. Examination oriented
CO3 K1
3. Which body is responsible for recognition of teacher education institutions in India?
a. UGC b. NCERT c. SCERT d. NCTE
CO4 K1
4. Which organization develops National Curriculum Framework (NCF) for school education in India?
a. UGC b. NCERT c. SCERT d. NUEPA
CO4 K1
5. Internship is must for teacher education, because it provides
a. Course content b. Result preparation
c. Practical courses d. Complete school environment
CO5 K2
6. The major problem faced by Secondary Education in India is:
a. Lack of vocationalisation of education
b. Excess autonomy of schools
c. Overemphasis on research
d. Lack of curriculum
CO5 K2

PART – B

Answer ALL questions

3 x 6 = 18

Each answer should not exceed 400 words or Two Pages

7. a. Discuss NPE 1986 – Aim & objectives.
(or)
CO3 K4
7. b. Elaborate the key principles of National Curriculum Framework 2005.
CO3 K4
8. a. Explain the functions of the National Council for Teacher Education in regulating teacher education.
(or)
CO3 K2
8. b. Enumerate the functions of NAAC.
CO4 K2
9. a. Suggest the ways and means to overcome and prevent wastage and stagnation in education.
(or)
CO5 K3
9. b. State the major problems faced in teacher education in India.
CO5 K1

PART – C
Answer ALL questions

3 x 12 = 36

Each answer should not exceed 800 words or Four Pages

10. a. Enlist the 12 components of NPE 1986. CO3 K4
(or)
10. b. Evaluate the contribution of the Programme of Action 1992 in strengthening secondary education in India. CO3 K5
11. a. Describe the role of the University Grants Commission in maintaining standards in higher education. CO4 K2
(or)
11. b. Discuss the educational responsibilities of the State Government in the administration and development of school education. CO4 K2
12. a. Trace the challenges and development of pre-primary education in India. CO5 K4
(or)
12. b. Describe the major challenges at the primary level in terms of teacher qualifications and student learning. CO5 K2

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