



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 I–August 2025
I Semester

Class : I M.Ed

Time: 2 Hrs.
Max. Marks: 60

25MEDC04 - Higher Education - A Global Perspective

Course Outcomes:

- CO1: explore global scenario of post- secondary education
CO2: develop deep insight into governance, leadership, policy making, management and a critical approach to the global environment
CO3: sustain a research base on higher education focusing on higher education futures and alternative perspectives
CO4: engage academically with stakeholders of higher education including local and global communities regarding practices towards societal transformation
CO5: analyze the role of higher education for sustainable development

PART – A

6 x 1 = 6

Choose the correct answer

1. Post-secondary education refers to learning that occurs after the completion of secondary school. Which of the following is a post-secondary institution? **CO1 K1**
a. High school **b. University**
c. Primary school **d. Kindergarten.**
2. Globalization has increased cross-border educational opportunities. Which factor has played the most significant role in this transformation? **CO2 K 2**
a. Local community funding
b. Information and Communication Technology
c. Traditional classroom learning
d. Agricultural policies
3. In some countries, teacher training for higher education requires a doctorate degree. This indicates a focus on: **CO1 K2**
a. Minimum eligibility criteria **b. Informal education**
c. Research and academic rigor **d. Short-term teaching courses**
4. Knowledge economy is driven by: **CO1 K2**
a. Physical labor **b. Capital investment only**
c. Intellectual capital and innovation **d. Agricultural productivity**
5. Reasoning MCQ: Teacher training policies differ worldwide because: **CO2 K 4**
Assertion (A): Socio-economic and political contexts influence eligibility and curriculum.
Reason (R): All countries follow a uniform higher education model.
a. A is true, R is true, R is the correct explanation
b. A is true, R is false
c. A is false, R is true
d. A and R are false
6. Arrange the following forces of globalization in the order of their influence on education: **CO2 K 3**
i. ICT development
ii. Knowledge economy growth
iii. Public-private partnerships
iv. Localized pedagogy
a. i → iii → ii → iv
b. iv → iii → ii → i
c. iv → i → ii → iii
d. ii → iii → iv → i

PART – B

3 x 6= 18

Answer the following questions

Answer should not exceed 400 words or two pages

7. a. List and explain any three socio-economic factors influencing higher education systems globally. **CO1 K 2**

(or)

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|----|----|---|-----|-----|
| 7. | b. | Compare teacher training eligibility in India and one other country. | CO1 | K 4 |
| 8. | a. | Explain the role of public and private sectors in promoting higher education in a globalized world. | CO2 | K 2 |
| | | (or) | | |
| 8. | b. | Discuss the characteristics of a knowledge economy with examples from education. | CO2 | K 2 |
| 9. | a. | Illustrate with examples how Information and Communication Technology (ICT) impacts higher education. | CO2 | K 3 |
| | | (or) | | |
| 9. | b. | Identify two key challenges of globalization in higher education and suggest possible solutions. | CO2 | K 5 |

PART – C

3 x 12 =36

Answer the following questions

Answer should not exceed 800 words or four pages

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|-----|----|---|-----|-----|
| 10. | a. | Examine how post-secondary education can support sustainable development goals (SDGs). | CO2 | K4 |
| | | (or) | | |
| 10. | b. | Describe how higher education contributes to equity, quantity, quality, and competency in society. | CO5 | K2 |
| 11. | a. | Design a model for a teacher training program in higher education that balances technology use and traditional teaching methods to improve both quality and societal impact. | CO5 | K 6 |
| | | (or) | | |
| 11. | b. | Imagine a future university in 2040: Describe its learning environment, teaching methodology, and global impact considering the trends mentioned in the passage | CO3 | K 6 |
| 12. | a. | Read the following passage and answer the questions: | CO3 | K 5 |

In recent years, higher education has undergone a rapid transformation due to globalization, technology, and changing societal needs. Universities are no longer just centers of knowledge; they are engines of innovation and societal development. Teacher training in higher education now emphasizes research-based learning, integration of ICT, and experiential methodologies. For example, many universities in South Korea and Finland provide blended learning programs and practical teaching internships to ensure future educators are competent in both pedagogy and technology.

However, the challenge lies in maintaining a balance between quantity and quality. Increasing the number of higher education institutions may improve access (quantity), but without proper governance and research focus, the quality may decline. To achieve sustainable development, higher education must not only provide degrees but also nurture critical thinking, global citizenship, and innovation. If teacher training and institutional governance align with global standards, higher education can truly transform societies and meet the demands of the knowledge economy.

- I. **Explain** how the role of universities has evolved from being knowledge centers to engines of societal development.
- II. **Analyze** why experiential learning and ICT integration are emphasized in modern teacher training.

(or)

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|-----|----|--|-----|-----|
| 12. | b. | Read the passage given in 12. a and answer the following questions: | CO3 | K 5 |
| | | I. Discuss the risks of prioritizing the quantity of higher education institutions over quality, as highlighted in the passage. | | |
| | | II. Apply the concept of sustainable development to suggest two innovative practices that universities can adopt to impact society. | | |

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