



**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- October 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. What is a key component of an individual's contribution to national development? CO1K1  
a. Studying for personal satisfaction      b. Achieving high grades  
c. Engaging in research and innovation      d. Attending university lectures
2. According to the National Education Policy (NEP) 2020, which of the following is an example of an apex-level body that oversees the governance of higher education institutions in India? CO2K2  
a. The Governing Council of a single university  
b. The All India Council for Technical Education (AICTE)  
c. The Higher Education Commission of India (HECI)  
d. The National Council of Educational Research and Training (NCERT)
3. According to the principles of "Higher Education for Sustainable Development" in the given syllabus, which of the following is a key strategy for universities to contribute to global sustainability? CO1K2  
a. Restricting curriculum to focus only on scientific research.  
b. Empowering and mobilizing youth to implement sustainable solutions at local and community levels.  
c. Focusing exclusively on economic productivity for national development.  
d. Limiting academic programs to traditional, non-vocational subjects.
4. Building capacities in educators is a key step towards implementing which type of education? CO1K2  
a. Basic education      b. Sustainable development education  
c. Vocational training      d. Online learning
5. What is the primary role of a funding agency in higher education? CO2K4  
a. To oversee daily university operations  
b. To provide financial support for research and infrastructure  
c. To regulate academic curriculum  
d. To manage student admissions
6. Empowering and mobilizing youth is a crucial component of achieving: CO2K3  
a. Administrative reforms      b. Educational governance  
c. Sustainable development      d. Economic stagnation

**PART – B**

**Answer ALL questions**

**3 x 6 = 18**

**Each answer should not exceed 200 words**

7. a. How do opportunities and excellence in higher education contribute to the economic growth of an individual and a nation? CO1K3  
(or)
7. b. Explain the role of governing bodies and funding agencies in the administration of higher education in India. CO1K3
8. a. Discuss the contributions of institutes of higher education in achieving the Millennium Development Goals. CO2K4  
(or)
8. b. Why is it important to mainstream education for sustainable development policies within the curriculum? CO2K3

- |    |    |  |       |
|----|----|--|-------|
| 9. | a. | Describe the process of building capacities in educators to promote sustainable development principles.                          | CO2K3 |
|    |    | (or)   |       |
| 9. | b. | How can the implementation of sustainable solutions at local and community levels be supported by higher education institutions? | CO2K5 |

**PART – C**

**Answer ALL questions**

**3 x 12 =36**

**Each answer should not exceed 800 words**

- |     |    |  |       |
|-----|----|--|-------|
| 10. | a. | How does higher education drive individual, social, and national development? Provide examples of its role in fostering economic growth and social mobility.                           | CO2K4 |
|     |    | (or)   |       |
| 10. | b. | Evaluate the various reforms needed in the administration and governance of higher education to improve quality and accountability.  | CO5K5 |
| 11. | a. | Provide a detailed analysis of how specific MDGs, such as those related to universal primary education, can be addressed through academic programs and research.                       | CO5K6 |
|     |    | (or)   |       |
| 11. | b. | Explain the role of higher education in achieving sustainable development. What strategies can a university use to empower both teachers and students for this goal?                   | CO3K6 |
| 12. | a. | Analyze the practical challenges in implementing sustainable solutions at local and community levels. Design a university-led strategy to train students to overcome these challenges. | CO3K5 |
|     |    | (or)   |       |
| 12. | b. | How can integrating sustainable development into the curriculum change a student's values, behavior, and career choices? – Illustrate.   | CO3K5 |

**Staff in-charge: Dr. C. Karthik Deepa**

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