

PASSAGE 5 (Q.13 – Q.16)

Right of entry to education, an ample teaching-learning environment, a suitable curriculum and an empowered and all-encompassing faculty are four essential prerequisites of an education system that seeks to enable social transformation. While educational reform since the 1980s was strongly focused on the first two elements, the late 1990s brought the role of the curriculum into national focus. The critical link that binds these four critical elements together—the activity of the faculty—continues to be cast aside, by political ideologies of most hues, contemporary curriculum reform efforts and the professional practices of the faculty. In many instances this has led to extreme politicization of the college faculty. In others it has led to the education of a generation of students in half-truths underpinned by the personal beliefs, sectarian concerns and folk pedagogy of faculties who have had little access themselves to education and training in related areas. Over the last decade or so, educational reform has included, apart from access, a focus on developing alternative text materials, and the training of faculty to handle these materials, without directly engaging with the issue of curriculum revamp. The subsequent change of national government in 2004 led to the curriculum review in 2005, underlining a new political interest in the role of education in national development, its role in social mobilization and transformation directed specifically at questions of caste and gender asymmetry and minority empowerment. Deeper than these politically driven initiatives, however, the professional need for curriculum review emerges from the long ossification of a national education system that continues to view faculty as "dispensers of information" and students as "passive recipients" of an "education" sought to be "delivered" in four-walled classrooms with little scope to develop critical thinking and understanding.

Q.13) To facilitate social transformation, which of the following has been identified by the author as one of the factors?

- A committed political ideology
- Support of the well-framed curriculum
- A strong administration system
- Carefully planned education delivery

Q.14) Prior to 1990 what was **NOT** on the agenda of the educational reforms?

- An appropriate curriculum
 - Well-managed admission process
- Only 1
 - Only 2
 - Both 1 and 2
 - Either 1 or 2

Q.15) Which of the following best describes the phrase "passive recipients" as used in the passage?

- The users of the educational system
- The political ideology of right and left parties
- Well-framed curriculum guiding the teaching/learning process
- Free access to education system

Q.16) How did personal beliefs and folk pedagogy enter into educational system?

- The college acted as an agent of local communities.
- The faculties were not properly trained.
- College faculties started acting as passive listeners.
- The loopholes in the educational system allowed it to happen.