

CENTRAL UNIVERSITY OF HARYANA
Term End Examination May-2018

Name of Programme : M.A. Education
Year & Semester : 2018, II
Course Name : Psychological Foundations of Education – II
Course Code : SAHS ED 1 2 07 C 4004
Duration : 3 Hours
Maximum Marks/Grades : 70

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.
2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1.

(4X3.5=14)

- a. Explain the concept and characteristics of adjustment.
- b. Discuss concept of learning as a process or product.
- c. Explain concept of personality.
- d. Explain the concept of creativity.
- e. Discuss sources of stress.
- f. Discuss the impact of the various learning factors on learning outcomes.
- g. Describe the various types of creativity.

Question No. 2.

(2X7=14)

- a) Discuss Classical conditioning theory and its educational implications for teaching and learning
- b) Discuss Kohlberg Theory with suitable illustrations and its relevance in classroom environment.
- c) Explain Tolman Theory with examples and its educational implications for the teaching learning process.

Question No. 3.

(2X7=14)

- a) Critically analyse psychoanalytic theory of Freud and its relevance in the present context.
- b) Discuss significance of projective techniques in personality assessment. Explain Thematic Apperception Test with suitable examples.
- c) Explain Catell 16 PF theory and its educational implications.

Question No. 4.

(2X7=14)

- a) In classroom environment how will you, as a teacher will identify a creative child? How can this identification help you in better learning outcomes in your students?
- b) Discuss the role of education in fostering the creativity among students with the help of illustrations.
- c) How can a self-made questionnaire be helpful in measurement of creativity in schools? How can these results be helpful to the students in their learning?

Question No. 5

(2X7=14)

- a) Describe the concept of frustration and conflict with relevant examples. How can they impact the mental health of individuals?
- b) Describe stress management. How can stress be managed in higher education institutions?
- c) Discuss defense mechanisms of adjustment. Critically analyse the role of defence mechanisms in adjustment.

CENTRAL UNIVERSITY OF HARYANA

Term End Examinations May /June 2018

Programme: MA (Education)
Semester: II
Course Title: Philosophical Foundation of Education –II
Course Code: SAHS ED 1205 C 4004

Session: 2017-18
Max. Time: 3 Hours
Max. Marks: 70

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.
2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1. Differentiate the following: (4X3.5=14)

- a) Education and Teaching
- b) Formal education and Non- formal education
- c) Education as Bi-polar process and Tri-polar process
- d) Immediate aims and ultimate aims of education according to Gandhi ji.
- e) Concept of education according to Froebel and Rousseau.
- f) Formal and informal agencies of education
- g) Epistemology and Metaphysics branches of philosophy

Question No. 2

- (a) Elaborate the followings: (2X7=14)
 - I. Concept of education
 - II. Nature of education
- (b) Elucidate the functions of 'family' as an informal agency of education.
- (c) Discuss the impact of philosophy on different aspects of education.

Question No. 3 (2X7=14)

- (a) Describe the objectives of Buddhist philosophy of education.
- (b) What are educational implications of Jainism philosophy of education? Discuss.
- (c) Describe Sankhya philosophy of education.

Question No. 4

- (a) What is the contribution of Mahatma Gandhi ji to : (2X7=14)
 - I. Methods of teaching
 - II. Curriculum
- (b) What are basic principles of Tagore's philosophy of education?
- (c) Discuss Krishnamurti's ideas on:
 - I. Curriculum
 - II. Role of a teacher

Question No. 5

- (a) Discuss influence of Rousseau Philosophy on contemporary education. (2X7=14)
- (b) Give Educational ideas of Dewey concerning:
 - I. Meaning of education
 - II. Ideal school
- (c) Compare and contrast the educational system propounded by Maria Montessori & Froebel.

CENTRAL UNIVERSITY OF HARYANA
Term End Examinations, May/June 2018

Programme: M.A. Education
Semester: IInd
Course Title: Statistical Methods in Education
Course Code: SAHS ED 1208 C 4004

Session: 2018-19
Max. Time: 3 Hours
Max. Marks: 70

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.
2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1. Attempt any four options from the following: (4X3.5=14)

- a) Categorise the given options into descriptive and inferential statistics:
 - ❖ Measures of Central tendency
 - ❖ The methods that use sample results to make decisions or predictions about a population.
 - ❖ Methods for organising, displaying, and describing data by using tables, graphs, and summary measures.
 - ❖ parametric and non-parametric tests
- b) State a null hypothesis and alternative hypothesis for the following statement:
"The company claims that its LED have an average life of 36 months."
- c) Differentiate between descriptive and differential statistics
- d) What is degree of freedom in various parametric tests?
- e) Define significance level.
- f) What do you understand by Type I and Type II errors?
- g) Define Skewness.

Question No. 2. (2X7=14)

- a) Define the central tendency. Which is the most suitable measure of central tendency? Justify your answer.
- b) Compute mean and median for the following data:

| Profit(lakhs) | 10-20 | 20-30 | 30-40 | 40-50 | 50-60 |
|---------------|-------|-------|-------|-------|-------|
| Frequency | 4 | 8 | 15 | 20 | 12 |

- c) Define dispersion. Which measure of standard deviation is considered the most reliable? Justify your answer.

Question No. 3. (2X7=14)

- a) Differentiate between normal distribution and standard normal distribution. Explain the process of converting a normal distribution into standard normal distribution.
- b) What is correlation? What is the difference between correlation and causation? Give the steps for calculation of Karl Pearson's coefficient of correlation and Spearman's Rank Correlation method?
- c) Calculate the Spearman's Rank Correlation method of the given data:

The ranking of ten students in 2 subjects A and B are as follows:

| | | | | | | | | | | |
|---|---|---|---|---|---|----|---|----|---|---|
| A | 3 | 5 | 8 | 4 | 7 | 10 | 2 | 1 | 6 | 9 |
| B | 6 | 4 | 9 | 8 | 1 | 2 | 3 | 10 | 5 | 7 |

Question No. 4.

(2X7=14)

a) A teacher in order to design some activities wanted to know if 10th class students have more free time than the 12th class students. She took random samples of 30 10th class and 18 students of 12th class. Each student recorded his/her free time in given sheet. The mean for the 10th class is 74 hours and standard deviation is 3.1 hours. The mean for the 12th class is 68 hours and standard deviation is 2.5 hours. Assume that the two populations are normally distributed with equal but unknown population standard deviations. Test at a 5% significance level whether the two populations means are different.

b) Explain the meaning of 'analysis of variance'. Give the five-step process of testing the null hypothesis using ANOVA for the following data. The data are obtained from two samples selected at random from two populations that are independent and normally distributed with equal variances.

| | | | | | | |
|-----------|----|----|----|----|----|----|
| Sample I | 30 | 28 | 33 | 19 | 25 | 36 |
| Sample II | 29 | 38 | 30 | 38 | 36 | 28 |

Using one way ANOVA procedure, test at the 1% significance level whether the means of the populations from which these samples are drawn are equal.

c) Discuss the types of tails of a test. Describe the signs in null and alternative hypotheses for a different type of tails of a test.

Question No. 5.

(2X7=14)

a) Differentiate between parametric and non-parametric statistical tests. Explain any two types of non-parametric tests.

b) In a given year, the average number of days that a sample of 16 wholesale drugs and drug sundries required to convert receivables into cash were:

41, 31, 36.5, 34.2, 28.6, 29, 30, 32, 35, 34, 32.1, 36.4, 33, 32, 31, 35

Use the one sample **sign test** to verify the null hypothesis that $U=33$ days against the alternative hypothesis $U>33$ days at the 5% level of significance.

c) What is Chi- square distribution? Explain the difference between the observed and expected frequencies for a goodness of fit test.

CENTRAL UNIVERSITY OF HARYANA

Term End Examinations, May 2018

Programme: M.A. Education
Semester: II
Course Title: Education for Learner with Diverse Need
Course Code: SAHS ED 1 2 01 DEC 4004

Session: 2017-18
Max. Time: 3 Hours
Max. Marks: 70

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.
2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1.

(4X3.5=14)

- a) Discuss the concept of integrated education.
- b) What do you mean by the 'diverse needs? Discuss.
- c) Discuss the concept of "children with sensory disability".
- d) What are the additional provisions made in RPWD Act 2016? Describe.
- e) Describe the role of a class teacher in inclusive education.
- f) Describe the types of Physically Challenged children.
- g) Describe the characteristic of Cerebral palsy.

Question No. 2.

(2X7=14)

- a) Differentiate between Special Education and Inclusive Education with the help of suitable examples.
- b) Discuss the advantages of inclusive education for a student.
- c) Discuss the National initiatives for inclusive education with special reference to India

Question No. 3.

(2X7=14)

- a) What do you mean by early identification and intervention with reference to special children?
- b) How can Individualized Education Program (IEP) help children with special needs.
- c) What is the role of a community and parents for supporting inclusion in schools?

Question No. 4.

(2X7=14)

- a) What do you mean by developmental disabilities? Explain the characteristics and causes of Learning Disabilities in children
- b) How should the gifted and talented children be treated in an inclusive classroom.
- c) Describe the characteristic of visually impaired children.

Question No. 5.

(2X7=14)

- a) Review the existing teacher educational programme offered in secondary school with reference to Inclusive school.
 - b) Write about The **National Institute for the Visually Handicapped** (NIVH) in promoting inclusive education in the Country.
 - c) Write the vision and objectives of Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities.
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CENTRAL UNIVERSITY OF HARYANA

Term End Examinations May /June 2018

Programme: M.A. (Education)

Session: 2017-18

Semester: II

Max. Time: 2 Hours

Course Title: Inclusive Education

Max. Marks: 35

Course Code: SAHS ED 1202GE4004

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any two. Each sub part carries three and half Marks.

2. Question no. 2 to 5 have three sub parts and students need to answer any one sub parts of each question. Each sub part carries seven marks.

Q.1. a. Explain the nature of Inclusive education. (2x3.5=7)

b. What do you mean by integrated education? Discuss.

c. What are provisions of Sarv Shiksha Abhyan?

d. Explain six Provision of PWD Act Bill 2016.

e. What are the Objectives of Rehabilitation Council of India?

f. Explain the main advantages of Inclusive Education.

g. Explain the types of values of intellectual disability.

Q.2. a. Write the main provisions of NCF 2005. (1X7=7)

b. Differentiate between Integrated and Inclusive Education.

c. What do you mean by Autism? How will you identify Children with Autism?

Q.3. a. What is the role of Teacher for setting Inclusive Education environment? (1X7=7)

b. Explain the role of parents and community in Inclusive Education.

c. What are main educational provisions the PWD Act 1995?

Q.4. a. Explain the historical progression of inclusive education. (1X7=7)

b. What are the causes of visual Impairment?

c. How will you identify gifted children? Discuss.

Q.5. a. What are the provisions of Daikar Framework for Autism Education for 2000 (1X7=7)

b. Explain the main provision of RTE 2009?

c. What do you mean by learning disability?

CENTRAL UNIVERSITY OF HARYANA

Examinations, May 2018

Programme: M.A Education
Semester: Second
Course Title: Sociological Foundation of Education II
Course Code: SHS ED 1206 C 4004

Session: 2017-18
Max. Time: 3 Hours
Max. Marks: 70

Instructions:

1. Question no. 1 has seven sub-parts and students need to answer any four. Each sub-part carries three and half Marks.
2. Questions no. 2 to 5 have three sub-parts and students need to answer any two sub-parts of each question. Each sub-part carries seven marks.

Question No. 1.

(4X3.5=14)

- a) Importance of educational sociology.
- b) Ways to strengthen the relationship between school and community.
- c) Determinants of social change.
- d) Globalization and Higher Education.
- e) Four needs of education for secularism.
- f) Influence of cultural factors on education.
- g) Problem of caste and role of education.

Question No. 2.

(2X7=14)

- a) "Education is a socially contrived system". How do the political and economic factors of society influence the educational system?
- b) What do you mean by educational sociology? How is its study useful for a teacher?
- c) Differentiate between educational sociology and sociology of education. What are the benefits of educational sociology for a teacher?

Question No. 3.

(2X7=14)

- a) What is the responsibility of school towards society? Suggest means to bring society and school closer to each other.
- b) Discuss the role of family and peer group as agencies of socialization. Cite suitable examples to justify your answer.
- c) Discuss the concept of social mobility. Critically examine as to how education is helpful in social mobility.

Question No. 4.

(2X7=14)

- a) What is social change? What are its factors and results? Discuss the functions of education in bringing about social change.
- b) "Social change is inevitable". Discuss it and write about the role of education in bringing social change in present Indian context.
- c) Discuss in detail about the constraints of social change in India.

Question No. 5.

(2X7=14)

- a) "Education and modernization are inter-dependent." Discuss the statement.
- b) "Democracy without education is blind". Explain the need and importance of education in democracy.
- c) Explain the concept 'privatization in education'. Argue for and against privatization of higher education in India.

CENTRAL UNIVERSITY OF HARYANA
Term End Examination May-2018

Name of Programme : M.A. Education
Year & Semester: 2018, IV
Course Name: Gender, School and Society-II
Course Code: SAHS ED 1 4 03 GE 4004

Duration: 3 Hours
Maximum Marks: 70

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.

2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1. **(4X3.5=14)**

- a. Explain the concept of 'patriarchy'.
- b. Differentiate between gender equity and equality in education
- c. Discuss the effect of culture on gender identity
- d. Explain the influence of films on gender identity
- e. Discuss the classroom practices, which provide more attention to the boys in compare to the girls.
- f. Describe the concept of 'transgender'.
- g. Discuss the concept of hidden curriculum.

Question No. 2. **(2X7=14)**

- a. Discuss the impact of patriarchy on the socio-cultural development of girls in Indian society.
- b. Discuss issues and challenges in gender equity in education with relation to Indian context
- c. Discuss the role of schools in promoting gender equality in Indian context.

Question No. 3. **(2X7=14)**

- a) Critically analyse the role and impact of family in gender-based violence. Discuss the effect of violence on the mental health of girls.
- b) Discuss role of religion and caste on gender identity with specific reference to the Indian Society.
- c) Explain the role of Hindi cinema in developing gender identity in Indian youth.

Question No. 4. **(2X7=14)**

- a) Explain an evaluation tool for textbook analysis from gender perspective for any class of your choice.
- b) Discuss the gender inclusive curriculum and methods for focusing gender concerns in curriculum.
- c) Discuss the various methods to prevent the reinforcement of gender norms and hierarchies in schools with suitable examples.

Question No. 5 **(2X7=14)**

- a. Describe the conditions and challenges of transgenders in educational sphere in India.
- b. Describe health situations of transgenders in India.
- c. Discuss socio-cultural challenges faced by transgenders in India with the help of relevant examples.

CENTRAL UNIVERSITY OF HARYANA

Term End Examinations, May 2018

Programme: M.A. Education
Semester: IV
Course Title: Gender, School and Society-I
Course Code: SAHS ED 1 4 02 GE 4004

Session: 2017-18
Max. Time: 3 Hours
Max. Marks: 70

Instructions:

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.
2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1.

(4X3.5=14)

- a) Define the concept 'Gender'.
- b) Discuss Gender Roles and Relationship Matrix
- c) Discuss the Stereotyped role of women in society.
- d) Write a short note on societal attitudes towards Girls' education.
- e) Discuss Gender discrimination in Educational Settings.
- f) Write short note on Social Construction of Gender.
- g) Explain the term Self –esteem among girls.

Question No. 2.

(2X7=14)

- a. What are the Gender images of women in Indian Context? Explain with the help of examples.
- b. Define Social Construction of Gender in detail.
- c. Discuss the attitude towards gender in Indian educational institutions.

Question No. 3.

(2X7=14)

- a. Explain the role of modern families in the contemporary Indian system.
- b. Analyse the participation of society in development of girl child. Explain with the help of suitable examples.
- c. Discuss Gender issues in curriculum.

Question No. 4.

(2X7=14)

- a. What Teaching Learning Materials can be developed to create gender inclusive classroom?
- b. Describe the steps of evaluation of a textbook with reference to the inclusion of gender related text.
- c. What is the need of Gender issues to be integrated in course curriculum at the Under Graduate level? Discuss.

Question No. 5.

(2X7=14)

- a. Explain the role of teachers in Creating Gender Inclusive Classroom.
- b. What are the use of self-esteem technique among girls in schools? Discuss.
- c. How can the classroom transaction be made effective by using various gender specific teaching learning materials? Discuss.

CENTRAL UNIVERSITY OF HARYANA

Term End Examinations, May 2018

Programme: M.A. Education

Semester: IV

Course Title: Assessment, Measurement and Evaluation-I

Course Code: SAHS ED 1 4 04 GE 4004

Session: 2017-18

Max. Time: 3 Hours

Max. Marks: 70

Instructions:

1. Question no. 1 has seven sub - parts and students need to answer any four. Each sub - part carries three and a half Marks.
2. Questions no. 2 to 5 have three sub- parts and students need to answer any two sub-parts of each question. Each sub - part carries seven marks.

Question No. 1.

(4X3.5=14)

- a. Briefly explain the concept of 'Measurement'
- b. Define formative evaluation
- c. Differentiate between grading and marking System
- d. Briefly explain the concept of 'Evaluation'
- e. Define Summative evaluation
- f. Define Criterion Referenced Tests.
- g. Write short note on Performance-based assessment

Question No. 2.

(2X7=14)

- a. Explain the need for a course on measurement and Evaluation to all teachers.
- b. Discuss the relationship among educational objectives, learning experiences and evaluation in detail.
- c. Explain the following types of evaluation
 - i. Formal evaluation
 - ii. Informal evaluation

Question No. 3.

(2X7=14)

- a. Discuss the process of development and use of classroom tests as instruments of evaluation. How can classroom tests be used for improvement of instruction? Explain with examples.
- b. What are the characteristics of a Good test? Explain with the help of suitable test items.
- c. Distinguish between Psychological tests and diagnostic Tests.

Question No. 4.

(2X7=14)

- a. How can the students use assessment as a learning tool and the teachers use it as a support for learning?
- b. Write short note on the following tools:
 - i. Differential test Batteries.
 - ii. Culture fair Test
- c. Write short note on the following:
 - i. Techniques of self-report writing
 - ii. Techniques of Interview

Question No. 5.

(2X7=14)

- a. Define Credit System. Does the credit system help in examination reform? If you agree with the statement, convincing give reasons.
 - b. Explain various alternative assessment strategies.
 - c. What do you mean by Question Bank? Discuss its advantages with the help of suitable illustrations.
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