

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations April 2022

Programme: M.Ed.

Session: 2021-22

Semester: 4th

Max. Time: 3 Hours

Course Title: Policy and Practice relating to Curriculum, Pedagogy and Assessment secondary level

Course Code: SOE 010113DCEC2002

Max. Marks: 35

Instructions:

1. Question no. 1 has four parts and students need to answer any two. Each part carries three and half marks.

2. Question no. 2 to 3 have three parts and students need to answer any two parts of each question. Each part carries seven marks.

Q 1. (4X3.5=14)

- a) Importance of Innovative Pedagogy
- b) Memory level of teaching
- c) Features of learning outcome based curriculum framework
- d) Merits and shortcomings of internal assessment

Q 2. (2X7=14)

- a) How is curriculum defined? Describe the essential needs of curriculum development by citing appropriate examples. (2+5)
- b) What is critical pedagogy? Critically discuss the steps pedagogical analysis. (2+5)
- c) Brief about the importance of organization of teaching. As a teacher, which level of teaching do you consider as most suitable for the learners of secondary level and why?

Q3. (2X7=14)

- a) What does assessment determine? Differentiate between assessment for learning and assessment of learning keeping in view of their nature and perspectives.

(2+5=7)

- b) What is 'Continuous and Comprehensive Evaluation'? Discuss the importance of CCE and aspects of scholastic and co-scholastic aspects of evaluation.

(2+5=7)

- c) Critically analyze the current system of evaluation procedure at secondary level. Also discuss the vision of NEP 2020 in terms of Learning Outcome based Curriculum Framework (LOCF). (4.5+2.5)

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations April 2022

Programme: M. Ed.

Session: 2021-22

Semester: First

Max. Time: 3 Hours

Course Title: Introduction to Educational Research

Max. Marks: 70

Course Code: SOE 01 01 03 C 3104

Instructions:

- (i) Candidates are required to attempt all the **five questions**.
 - (ii) Question No.1 consists of **seven short answer type questions** out of which the candidates are required to attempt **any four questions**. Each question carries 3.5 marks.
 - (iii) Question No. 2 to 3 have **three sub-questions** out of which the candidates are required to attempt **any two questions**. Each question carries 07 marks.
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Q 1. (4X3.5=14)

- a) Describe the need of educational research.
- b) Explain various methods of acquiring knowledge.
- c) Differentiate between primary and secondary sources.
- d) Differentiate between dependent, independent and intervening variables.
- e) What are main characteristics of a good sample?
- f) Discuss the main characteristics of experimental research.
- g) Explain characteristics of normal probability curve (NPC).

Q 2. (2X7=14)

- a) Discuss the characteristics and uses of scientific method in educational research with suitable examples.
- b) Explain the characteristics of qualitative research approach. Differentiate between qualitative and quantitative approach to educational research.
- c) Differentiate between basic, applied and action research with suitable example.

Q3. (2X7=14)

- a) Discuss the criteria of a good research problem.
- b) Why review of related literature is important in research? Name some important sources for searching latest review of literature.
- c) Discuss the steps of preparing a research proposal with a suitable example.

Q 4. (2X7=14)

- a) Differentiate between descriptive and historical research. Discuss internal versus external criticism of historical data.
- b) Differentiate between probability and non-probability sampling techniques. Discuss characteristics of simple random sampling and systematic sampling.

- c) Discuss purposive and snowball sampling techniques along with its advantages and limitations.

Q 5.

(2X7=14)

- a) Explain nominal and ordinal scale of measurement by citing suitable examples.
b) Compute mean and standard deviation for following data:

Class Interval	Frequency
46-50	7
41-45	12
36-40	23
31-35	57
26-30	53
21-25	46
16-20	34
11-15	27

- c) Compute correlation for following data by applying rank difference method:

Marks Achieved in Maths Test	Time taken to Complete Test (In Minutes)
56	48
66	51
59	34
63	46
34	23
62	56
68	34
45	47
61	48
63	39

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations April 2022

Programme: M.Ed.
Semester: I
Course Title: Life Skills in Education
Course Code: SOE 01 01 01 GEC 3014

Session: 2021-22
Max. Time: 3 Hours
Max. Marks: 70

Instructions:

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

Q 1.

(4X3.5=14)

- a) State the ten life skills given by WHO. Explain anyone in detail.
- b) Explain the physiological changes caused by happiness.
- c) Illustrate with examples the difference between empathy and sympathy.
- d) Explain any three principles of communication.
- e) The happiness curriculum discusses the triad of happiness. Describe the triad in context of your own happiness.
- f) Explain the importance of team building in the success of a project.
- g) Briefly explain the curricular activities conducted by your department for improving your creativity.

Q 2.

(2X7=14)

- a) Describe life skills as conceptualized by different organizations. Reflect on the need to integrate life skills in the higher education curriculum.
- b) Mention the categories for classifying life skills. Explain the categories with suitable examples.
- c) Reflect on the current status of life skills education in India in light of educational policies, curriculum, and learning goals.

Q3.

(2X7=14)

- a) Illustrate with examples the difference between 'well-defined' and 'ill-defined problem'. Discuss in detail any one method of problem-solving.
- b) Write short note on the following:
 - a. Representativeness heuristic
 - b. Anchoring bias
- c) What do you mean by thinking? Explain creative thinking with suitable examples.

Q 4.

(2X7=14)

- a) Explain the use of Plutchik's wheel of emotions in self-awareness and self-management of emotions.
- b) Illustrate with examples the main features of 'Indian Social and Emotional Learning Framework' (ISELF) in relation to the competencies covered, age bands, teaching strategies, learning standards and learning outcomes.
- c) Describe any two approaches of 'Social and Emotional Learning' (SEL) with suitable examples.

Q 5.

(2X7=14)

- a) Explain the Four Stage Model of Team Formation. Discuss the dynamics of an effective team.
- b) Describe the various stages of relationship building in KNAPP model of relations and interaction?

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations April 2022

Programme: M.Ed.
Semester: I
Course Title: Life Skills in Education
Course Code: SOE 01 01 01 GEC 3014

Session: 2021-22
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Max. Marks: 70

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CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations April 2022

Programme: M.Ed.

Session: 2021-22

Semester: First

Max. Time: 3 Hours

Course Title: Psychology of Learning and Development

Max. Marks: 70

Course Code: SOE 01 01 03 C 3104

Instructions:

- (i) Candidates are required to attempt all the **five questions**.
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Q 1. (4X3.5=14)

- Describe the concept of growth and development.
- What role do schemas play in the process of learning?
- What are the three main steps of learning?
- Explain the psychoanalytic theory of Freud.
- Differentiate between creativity and intelligence.
- Define the meaning of mental health and well-being.
- What is the concept of motivation?

Q 2. (2X7=14)

- Personality is the unique combination of patterns that influence behavior, thought, motivation, and emotion in a human being. Analyze this statement with suitable illustration.
- What is the Banduras Social learning theory? Explain.
- Explain Erickson's psycho-social development theory.

Q3. (2X7=14)

- Explain the principles of growth and development with educational illustrations.
- Name the stage, children begin to think logically about concrete stage. Discuss the characteristics of the stage.
- What do you understand by the term learning? Which factors are more prominent that affect learning?

Q 4. (2X7=14)

- Discuss the concept of multiple intelligence given by Gardner. Discuss its implications in school education.
- Explain the ways to be adopted by teachers to foster the creativity among the children.
- Which motivational theory is best and why?

Q 5. (2X7=14)

- There are various stages of growth and development, to understand child' development need to explain those in details with life incidences.
- Analyze the defense mechanism to maintain mental health one can use and explain in brief.
- Explain the major theme of Vygotsky's theoretical framework of social cultural theory.

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Q 5. (2X7=14)

- a) Explain the Four Stage Model of Team Formation. Discuss the dynamics of an effective team.
- b) Describe the various stages of relationship building in KNAPP model of relations and interaction?
- c) Define communication. Explain the process of communication as described in the 'Transaction model of communication'.

