CENTRAL UNIVERSITY OF HARYANA
Second Semester Term End Examinations September 2022

Programme: M.Ed.   **Session: 2021-22**
Semester: II   **Max. Time: 3 Hours**
Course Title: Curriculum Studies   **Max. Marks: 70**
Course Code: SOE010209C3104

Instructions:

1. **Question No. 1** consists of **Seven Short Answer Type Questions** and out of which the students are required to attempt any **Four Questions**. Each question carries **3.5 marks.**

                                                  (3.5x4=14 Marks)

2. **Questions Nos. 2 to 5 have three questions** and out of which the candidates are required to attempt any **Two Questions**. Each question carries **07 marks.**   **(14x4=56 Marks)**

Q 1. Write short notes on the following:
   a) Hidden Curriculum
   b) Philosophical determinants of curriculum
   c) Tyler Model of curriculum
   d) Classification of curriculum models
   e) Collaborative learning
   f) Basic education
   g) NCF-2005

Q 2.   **(2X7=14 Marks)**
   a) What do you mean by 'Curriculum'? Discuss its elements with suitable examples.
                                                     (3+4=7 Marks)
   b) Elaborate 'Integrated Curriculum' with suitable examples.   **(7 Marks)**
   c) Explain psychological determinants of curriculum with suitable examples. **(7 Marks)**

Q3.   **(2X7=14 Marks)**
   a) What do you mean by 'Evaluation'? Discuss 'formative evaluation of curriculum' with suitable examples.   **(3+4=7 Marks)**
   b) What is 'Summative Evaluation'? Discuss its role in the context of curriculum evaluation.   **(3+4=7 Marks)**
   c) Critically evaluate the CIPP model of curriculum evaluation.   **(7 Marks)**

Q 4.   **(2X7=14 Marks)**
   a) What is 'Flipped classroom'? Explain the role of a teacher in Flipped classroom.
                                                     (3+4=7 Marks)
   b) What is 'Team teaching'? Discuss the importance of team teaching in the modern era.
                                                     (3+4=7 Marks)
   c) What are important factors influencing the curriculum transaction? Explain with suitable examples.   **(7 Marks)**

Q 5.   **(2X7=14 Marks)**
   a) Discuss the main recommendations of the Mudaliar Commission in the context of curriculum development at secondary school stage in India.   **(7 Marks)**
   b) Critically evaluate the main recommendations of the Kothari Commission in the context of curriculum development at higher education stage in India.   **(7 Marks)**
   c) Discuss the NEP-2020 in the context of curriculum development in India. **(7 Marks)**

Programme: M.Ed.   Session: 2022
Semester: II   Max. Time: 3 Hours
Course Title: Advanced Research Methodology   Max. Marks: 70
Course Code: SOE01 02 08 C3014

Instructions:
1. Question No. 1 has seven parts and students need to answer any **four**. Each part carries three and half Marks.
2. Question No. 2 to 5 have three parts and student need to answer any **two** parts of each question. Each part carries seven marks.

Q 1.   (4X3.5=14)
    a) Give three points of difference between quantitative and qualitative research designs
    b) Briefly explain the case study method.
    c) Features of F-distribution
    d) Difference between t-test and F-test.
    e) How do you conduct focus group discussions?
    f) Purpose of grounded theory research method
    g) Types of Rating Scale

Q 2.   (2X7=14)
    a) Differentiate between descriptive and experimental research. Discuss the various types of cross-sectional and longitudinal descriptive survey research designs.

    b) Name any three qualitative research methods. Explain the main characteristics and process of the qualitative research design suitable to study how members of culture give meaning to the world.

    c) Give reasons for choosing a mixed method research design over quantitative or qualitative research designs. Name the types of mixed method research design and explain any one of them in detail.

Q3.   (2X7=14)
    a) Explain the characteristics of a good questionnaire and discuss the design and development of a questionnaire for conducting qualitative and quantitative research.

    b) Explain the key characteristics of the four types of interviews.

    c) Explain the process of standardizing a test with a focus on ensuring reliability and validity of test.

Q 4.   (2X7=14)

a) Write short notes on any two of the following:
    1. Assumptions of parametric tests
    2. Explain the tails of a test with help of graphical representation.
    3. Two types of error and level of significance
    4. Calculation of Confidence limits

b) Describe the five-step method of hypothesis testing using ANOVA with the help of the following example:

12.16 The following table lists the numbers of violent crimes reported to police on randomly selected days for this year. The data are taken from three large cities of about the same size.

City A	City B	City C
4	2	8
9	4	12
12	1	11
3	13	3
10	8	9
7	6	14
13		

Using a 5% significance level, test the null hypothesis that the mean number of violent crimes reported per day is the same for each of these three cities.

c) Explain the assumptions of the t-test. Illustrate with example the use of t-test for hypothesis testing using critical value approach.

Q 5. (2x7=14)

a) Describe the chi-square distribution. What is the parameter (parameters) of such a distribution? What is a goodness-of-fit test and when is it applied? Explain the difference between the observed and expected frequencies for a goodness-of-fit test.

b) What are the assumptions of Non-parametric tests? Explain the steps of calculating sign test.

c) Answer any two of the following:
   a. Use and calculation of Mann Whitney U test
   b. Features of chi square test
   c. Features of multinomial experiment.

CENTRAL UNIVERSITY OF HARYANA
Second Semester Term End Examinations August-September 2022

Programme: M.Ed.   Session: 2021-22
Semester: II   Max. Time: 3 Hours
Course Title: Curriculum Studies   Max. Marks: 70
Course Code: SOE010209C3104

Instructions:

1. **Question No. 1** consists of **Seven Short Answer Type Questions** and out of which the students are required to attempt any **Four Questions**. Each question carries **3.5 marks**.
                                                    (3.5x4=14 Marks)

2. **Questions Nos. 2 to 5** have **three questions** and out of which the candidates are required to attempt any **Two Questions**. Each question carries **07 marks**.   **(14x4=56 Marks)**

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   b) Philosophical determinants of curriculum
   c) Tyler Model of curriculum
   d) Classification of curriculum models
   e) Collaborative learning
   f) Basic education
   g) NCF-2005

Q 2.   **(2X7=14 Marks)**
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                                                    (3+4=7 Marks)
   b) Elaborate 'Integrated Curriculum' with suitable examples.   **(7 Marks)**
   c) Explain psychological determinants of curriculum with suitable examples. **(7 Marks)**

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   a) What do you mean by 'Evaluation'? Discuss 'formative evaluation of curriculum' with suitable examples.   **(3+4=7 Marks)**
   b) What is 'Summative Evaluation'? Discuss its role in the context of curriculum evaluation.   **(3+4=7 Marks)**
   c) Critically evaluate the CIPP model of curriculum evaluation.   **(7 Marks)**

Q 4.   **(2X7=14 Marks)**
   a) What is 'Flipped classroom'? Explain the role of a teacher in Flipped classroom.
                                                    (3+4=7 Marks)
   b) What is 'Team teaching'? Discuss the importance of team teaching in the modern era.
                                                    (3+4=7 Marks)
   c) What are important factors influencing the curriculum transaction? Explain with the help of suitable examples.   **(7 Marks)**

Q 5.   **(2X7=14 Marks)**
   a) Discuss the main recommendations of the Mudaliar Commission in the context of curriculum development at secondary school stage in India.   **(7 Marks)**
   b) Critically evaluate the main recommendations of the Kothari Commission in the context of curriculum development at higher education stage in India.   **(7 Marks)**
   c) Discuss the NEP-2020 in the context of curriculum development in India. **(7 Marks)**

Programme: **M.Ed.**　　　　　　　　　　　　　Session: **2021-22**

Semester:　**II**　　　　　　　　　　　　　　　Max. Time: **3 Hours**

Course Title: **Philosophical Foundations of Education**　　Max. Marks: **70**

Course Code:　**SOE 01 02 06 C3104**

Instructions:

1. Question No. 1 has seven parts and students are required to answer any **four**. Each part carries three and half Marks.

2. Question No. 2 to 5 have three parts and student are required to answer any **two** parts of each question. Each part carries seven marks.

Q 1.　　　　　　　　　　　　　　　　　　　　　　　　　　　　**(4X3.5=14)**

    a) Throw light on educational implications of Jainism philosophy.

    b) Basic principles of Buddhist philosophy.

    c) Deliberate on characteristics of Existentialism.

    d) Write about the educational philosophy of Paulo Freire in short.

    e) Explain the role of teacher and discipline according to Idealism.

    f) What is the nature of knowledge?

    g) Express your understanding about educational philosophy.

Q 2.　　　　　　　　　　　　　　　　　　　　　　　　　　　　**(2X7=14)**

    a) Discuss the relationship between philosophy and education with relevant examples.

    b) Explain the different branches of philosophy and discuss with suitable examples.

    c) Describe the concept of knowledge. Discuss various types of knowledge.

Q3.　　　　　　　　　　　　　　　　　　　　　　　　　　　　**(2X7=14)**

    a) Vedanta philosophy is important in Indian history. Discuss in details about the educational philosophy of Vedanta.

    b) Write about the Sankhya philosophy? Discuss the educational implications of Sankhya philosophy

    c) Differentiate between the Jainism and Buddhist philosophy. Throw light on the relevance of these philosophy in education.

Q 4.　　　　　　　　　　　　　　　　　　　　　　　　　　　　**(2X7=14)**

    a) Describe the aims of education, methods of teaching and role of teacher according to the Naturalism

b) What is your understanding about Pragmatism? In your opinion why philosophy of pragmatism is important in Indian school system

c) Discuss the aims of education, curriculum and methods of teaching according to philosophy of Idealism

Q 5. (2X7=14)

a) How did Rabindranath Tagore define education? Discuss the purpose of education suggested by Rabindranath Tagore.

b) Write in details about the educational philosophy of John Dewey? How it is important for education?

c) Discuss the educational contribution of J. Krishnamurthy in education system.

CENTRAL UNIVERSITY OF HARYANA
End Semester Examinations, August-September, 2021

Programme: M.Ed.
Semester: II
Course Title: Sociological Foundations of Education
Course Code: SOE 01 02 07 C3104

Session: 2021-23
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 half Marks.

2. Question No. 2 to 5 have three parts and student are required to answer any **two** parts of each question. Each part carries seven marks.

Q 1 Write short notes on   (4X3.5=14)

   a) Educational Sociology
   b) Sociology of education
   c) Educational Significance of Group Dynamics
   d) Social Mobility and education
   e) Relation between School and Community
   f) Types of social Institutions
   g) Characteristics of social group

Q 2.   (2X7=14)

   a) Write the concept of Social foundations of education in detail.
   b) Write the concept and types of social Institutions and their functions in education.
   c) Education is socially contrived system influenced by society. Comment.

Q 3.   (2X7=14)

   a) Write the concept and types of social institution in detail.
   b). Write the meaning, characteristics and factors of Social Interaction in detail.
   c) Define group dynamics. Explain with the help of an example.

Q 4.   (2X7=14)

   a) Discuss the agencies of socialization like Home, School and Community with the help of suitable examples.
   b) Discuss the concept of social interaction and its educational implications.
   c) Discuss the role of education in cultural context.

Q. 5.   (2X7=14)

   a) Write about National Values as enshrined in the Indian Constitution like socialism, secularism, justice, liberty, democracy, equality and freedom with special reference to education.
   b) Write about various constraints to social changes in India.
   c) Comment on social mobility and education.

Programme: M.Ed.   **Session: 2021-23**
Semester: II   **Max. Time: 3 Hours**
Course Title: Guidance & Counselling   **Max. Marks: 70**
Course Code: SOE 01 02 04 DCEC 3104

Instructions:

1. Question No. 1 has seven parts and students are required to answer any **four**. Each part carries three and half Marks.

2. Question No. 2 to 5 have three parts and student are required to answer any **two** parts of each question. Each part carries seven marks.

Q 1.   Write short notes on -   (4X3.5=14)

a) Ethics of Counsellor

b) Rational emotive behavior approach (REBT): Albert Ellis

c) Cognitive-behavioral approach (CBT): Aaron T. Beck

d) Concept of Mental Health

e) Skills of Counseling

f) Role of teachers in guidance

g) Observation and Empathy as skills of counselling

Q 2.

a) Write the concept and principles of Educational Guidance in detail.

b) Discuss Contemporary Models of Guidance given by Mathewson with the help of suitable example.

c) Discuss different types of guidance in detail

Q 3.

a) Write the steps of counselling in detail.

b) What are the characteristics and functions of Counseling? Discuss.

c) What are the different skills of counselling? Explain with the help of suitable examples.

Q 4.

a) Discuss the different Approaches of Counseling in detail.

b) Explain in detail the Psychoanalytic Theory of Counseling.

c) Discuss behaviouristc theory of counselling in detail.

Q 5.

a) What do you mean by wellbeing? Write five components of wellbeing.

b) How can you Promote Positive Mental Health at Work Place?

c) Discuss various factors affecting mental health of teachers of secondary school level.