

CENTRAL UNIVERSITY OF HARYANA

Term End Examination June 2023

Programme: M.Ed.

Session: 2022-24

Semester: I1

Max. Time: 3 Hours

Course Title: Guidance and Counselling

Course Code: SOE 01 02 04 DCEC 3104

Max. Marks: 70

Instructions:

1. Question no. 1 has eight 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 No1.

(4X3.5=14)

- a) Give your opinion about the need of guidance from educational point of view?
- b) Describe four principles of guidance.
- c) Discuss different techniques of counselling?
- d) Write a detailed description of client -centered counselling.
- e) Describe approaches of eclectic counselling.
- f) Explain about Rational Emotive Behaviour Approach(REBT).
- g) What is the concept of well-being and give an example?
- h) Factors of affecting mental health.

Question No.2

(2X7=14)

- a) Explain about the role of teacher in guidance and challenges before teacher during guidance?
- b) By describing the principles of educational guidance write about the importance of educational guidance in 21st Century.
- c) Define the guidance and how it could be helpful for solving student's problem in secondary schools?

Question No.3

(2X7=14)

- a) Define counselling? What are the essential characteristics/ qualities of a counsellor?
- b) What procedure you will follow during counselling as a counsellor?
- c) Write short notes on skills of counselling: building trust & Empathy.

Question No.4

(2X7=14)

- a) Discuss any two approaches of counselling in details?
- b) Differentiate between directive and non-directive counselling?
- c) Explain detail about Cognitive-behavioural approach (CBT)

Question No.5

(2X7=14)

- a) What is the concept of mental health from educational point view?
- b) Suggest some measures to promote mental health at work place (school)?
- c) In the time of modernization well-being is at stake. As a teacher what you can suggest for well-being of the students?

CENTRAL UNIVERSITY OF HARYANA

Term End Examinations July, 2023

Programme: M.Ed.

Session: 2022-23

Semester: Second

Max. Time: 3 Hours

Course Title: Curriculum Studies

Max. Marks: 70

Course Code: SOE010209C3104

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 3** 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 Marks)

- a) Briefly explain the '**Elements of curriculum**'.
- b) Briefly describe **any four characteristics of 'Hidden curriculum**'.
- c) Briefly explain the **main features of 'Summative evaluation**'.
- d) Briefly explain '**importance of feedback in shaping the curriculum**'.
- e) Briefly explain the **importance of 'Team Teaching**'.
- f) Briefly describe **any four characteristics of 'Basic education**'.
- g) Briefly discuss the **main features of NEP-2020**.

Q 2. (2X7=14 Marks)

- a) What do you mean by '**Curriculum**'? Discuss the '**Integrated Curriculum**' with suitable examples. (3+4=7 Marks)
- b) Explain the '**philosophical determinants**' which effect the curriculum development at school level. (7 Marks)
- c) Discuss the '**psychological determinants**' which effect the curriculum development at school level. (7 Marks)

Q3. (2X7=14 Marks)

- a) What do you mean by '**Formative Evaluation**'? Discuss **its importance** with suitable examples. (3+4=7 Marks)
- b) Discuss the **CIPP Model** in the context of **curriculum evaluation**. (7 Marks)
- c) Critically evaluate the **Tyler's Model** in the context of **curriculum evaluation**. (7 Marks)

Q.4

(2X7=14 Marks)

- a) What do you mean by **'Flipped Classroom'**? Discuss **its importance** in the context of curriculum transaction. (3+4=7 Marks)
- b) **"Collaborative learning is the need of the hour"**. Discuss this statement with suitable examples. (7 Marks)
- c) Discuss the **important factors which influencing the curriculum transaction** at secondary school level. (7 Marks)

Q.5

(2X7=14 Marks)

- a) Critically evaluate the **recommendations of Mudaliar Commission** in the context of curriculum development at secondary school level. (7 Marks)
- b) Critically evaluate the **recommendations of Kothari Commission (1964-66)** in the context of curriculum development. (7 Marks)
- c) Discuss the main **recommendations of National Curriculum Framework-2005** in the context of the curriculum development at school level. (7 Marks)

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations July 2023

Programme: M.Ed.

Session: 2021-23

Semester: Second

Max. Time: 3 Hours

Course Title: Philosophical Foundation of Education

Max. Marks: 70

Course Code: SOE 01 02 06 C 3104

Instructions:

1. Question no. 1 has eight parts and students need to answer any four. Each part carries three and half Marks.
2. The question number two to five carries 14 marks each

Q 1. Write short notes on Educational Contribution

- a) Educational Contribution Paulo Friere
- b) Astangik Marg
- c) Concept of Knowledge
- d) Student of Jainism
- e) Negative Education
- f) Project Method (4X3.5=14)

Q 2. Attempt any two questions from the following:

- a) Discuss the concept of Philosophy and relationship between Education and Philosophy Education.
- b) Explain the branches of Philosophy and their educational implications.
- c) Write in detail the nature of and types of Knowledge .

Q 3. Attempt any two questions from the following:

- a) Elaborate the Sankhya Educational Philosophy
- b) What are the main Features of Vedanta Philosophy for Indian Education ? Explore .
- c) Discuss the contribution of Jainism philosophy to education .

Q 4. Attempt any two questions from the following:

- a) Explain the main Considerations of the Educational Philosophy of Idealism
- b) Differentiate the Existentialism and Naturalism of educational philosophy.
- c) What is the Pragmatism School of thought , Write the main Contribution of this philosophy to education.

Q 5. Attempt any two questions from the following:

- a) Explain in detail the contribution of Rabindranath Tagore educational philosophy.
 - b) What do you understand about the Education Philosophy of J.Krishnamurthy ? Describe in detail.
 - c) Justify and elaborate the John Dewey's Contribution to the education in different way
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CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations June 2023

Programme: M.Ed.

Session: 2022-23

Semester: II

Max. Time: 3 Hours

Course Title: ADVANCE RESEARCH METHODOLOGY

Course Code: SOE 01 02 08 C3104

Max.Marks:70

Instructions

- (i) Candidates are required to attempt all five questions.
- (ii) Question No.1 consists of six short answer type questions out of which the candidates are required to attempt any four questions. Each question carries marks.
- (iii) Questions No. 2 to 5 have Three Sub-questions, of which the Candidates must attempt any two questions. Each question carries 07 marks.

Q1. Answer any two of the following questions in brief: (4X3.5=14)

- a) What are the basic assumptions to use any parametric statistics? Discuss.
- b) Differentiate between ETIC and EMIC perspectives in qualitative research.
- c) What do you mean by quasi-experimental design? Explain.
- d) Discuss the importance of correlational research.
- e) Explain Type-I and Type-II error in hypothesis testing.
- f) Explain the types of internal consistency reliability and their utility.

Q2. Attempt any two Questions of the following: (2X7=14)

- a) Why is it essential to manipulation and control variables in experimental research? Discuss various ways to manipulation and control the variables.
- b) Differentiate between ethnography and grounded theory? Discuss various steps of ethnographic research.
- c) Prepare a short research proposal on a topic of your choice for conducting a descriptive research. The proposal should include the Research title, Need and Significance, Problem statement, operational definitions, delimitations, Research questions, Objectives and hypotheses (if any) and sampling process to be adopted.

Q3. Attempt any two Questions of the following: (2X7=14)

- a) What are the principles of questionnaire construction? Discuss each in details.
- b) What are various types of validity for a research tool? Which one you will use in an aptitude test and why? Explain with suitable example.
- c) What are various forms of attitude scales? Discuss the process of developing an attitude scale using summated rating method.

Q4: Attempt any two Questions of the following: (2X7=14)

- a) What do you mean by one-tailed and two-tailed hypothesis? Is there any difference in their testing. interpretation and values in standard tables? Explain it by making both types of hypothesis and process to be adopted for their testing.

- b) Before joining in a company, 60 recruits were tested on a mechanical aptitude test. The company tried to see the progress in recruits and administered same test after 6 months. The data is tabulated as below:

| | Initial test | Test after 6 months |
|------------------------------------|--------------|---------------------|
| No. of recruits | 60 | 60 |
| Mean Score | 56 | 62 |
| Standard Deviation | 12 | 10 |
| Correlation between two score sets | 0.70 | |

Prepare a null hypothesis and examine it at 0.05 level of significance.

- c) An intelligence test was administered on 8 boys and 12 girls. Is the mean difference significant at 0.05 level? Find it using one-way ANOVA.

| Boys | Girls |
|------|-------|
| 72 | 76 |
| 65 | 67 |
| 45 | 43 |
| 48 | 54 |
| 93 | 86 |
| 40 | 73 |
| 57 | 44 |
| 30 | 47 |
| | 39 |
| | 68 |
| | 52 |
| | 61 |

Q5. Attempt any two Questions of the following: (2X7=14)

- a) What are the conditions in which we use non-parametric test. Identify minimum three non-parametric tests and their uses as inferential statistics.
- b) Arvind throws a dice 100 times, and following distribution of faces was obtained:

| Faces | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------|----|----|----|----|----|----|
| Observed Frequency | 20 | 12 | 15 | 15 | 20 | 18 |

Do the results constitute a refutation of equal probability (null hypothesis)?

- c) The table below shows the scores obtained by Men and Women on a questionnaire. Do the men and women differ significantly in their answers. Apply the median test. (Take the median as 40)

| | |
|------------|--|
| Men (10) | 22, 31, 38, 45, 48, 42, 61, 39, 35, 49 |
| Women (20) | 22, 31, 64, 34, 38, 48, 45, 62, 48, 42, 61, 39, 35, 49, 73, 61, 27, 49, 44, 50 |

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations June 2023

Programme: M.Ed.

Session: 2021-23

Semester: IV

Max. Time: 2 Hours

Course Title: Policy And Practice Relating To Curriculum, Pedagogy And Assessment At
Secondary Level

Max. Marks: 35

Course Code: SOE01 04 13 DCEC 2002

Instructions:

- a. *Question no. 1 has four parts and students need to answer any two. Each part carries three and half Marks.*
- b. *The question number two and three carries 14 marks each*

Q 1. Write short notes on (2X3.5=7)

- a) Morrison teaching model
- b) (Bigge and Hunt teaching model
- c) Formative Assessment
- d) Summative Assessment

Q 2. Attempt any two questions from the following:

- a) Discuss meaning and principles of curriculum development in detail.
- b) Define Pedagogical Analysis with the help of suitable example.
- c) Discuss Herbertian model of teaching at Secondary Level.

Q 3. Attempt any two questions from the following:

- a) Write Critical appraisal of the present evaluation system at secondary school level in context to the alignment between the curriculum and forms of assessment with special reference to Learning Outcomes Based Curriculum (LOCF) at Secondary Level.
 - b) What do you understand by Assessment for learning, Assessment of learning and assessment as learning at Secondary Level.
 - c) Discuss New trends in evaluation at Secondary Level.
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CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations June 2023

Programme: M.Ed.

Session: 2021-23

Semester: IV

Max. Time: 2 Hours

Course Title: Policy And Practice Relating To Curriculum, Pedagogy And Assessment At Elementary Level

Max. Marks: 35

Course Code: SOE 01 04 12 DCEC 2002

Instructions:

- 1. Question no. 1 has four parts and students need to answer any two. Each part carries three and half Marks.*
- 2. The question number two and three carries 14 marks each*

Q 1. Write short notes on (2X3.5=7)

- Morrison teaching model
- Bigge and Hunt teaching model
- Formative Assessment
- Summative Assessment

Q 2. Attempt any two questions from the following:

- Discuss meaning and principles of curriculum development in detail.
- Define Pedagogical Analysis with the help of suitable example.
- Discuss Herbertian model of teaching at elementary level.

Q 3. Attempt any two questions from the following:

- Write Critical appraisal of the present evaluation system at secondary school level in context to the alignment between the curriculum and forms of assessment with special reference to Learning Outcomes Based Curriculum (LOCF) at elementary level
 - What do you understand by Assessment for learning, Assessment of learning and assessment as learning at elementary level
 - Discuss New trends in evaluation at elementary level
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CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations June 2023

Programme: M.Ed.

Session: 2021-23

Semester: IV

Max. Time: 3 Hours

Course Title: Educational Studies

Max. Marks: 70

Course Code: SOE 01 04 18 C 3104

Instructions:

1. Question no. 1 has eight parts and students need to answer any four. Each part carries three and half Marks.
2. The question number two to five carries 14 marks each

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

- a) Aims of Indian Education
- b) Theoretical knowledge and practical knowledge
- c) Relationship of Education with the Political process
- d) Aesthetics in education
- e) Social purpose of education
- f) Monitoring and Evaluation of School
- g) Rural Schools
- h) Role of teachers in school management

Q 2. Attempt any two questions from the following:

- a) Discuss Education as a socially contrived system influenced by social, cultural, economic, and technological factors.
- b) Discuss the thoughts of great educators Ravinder Nath Tagore .
- c) Differentiate the Information and Knowledge and Explain the Content knowledge and Pedagogy knowledge.

Q 3. Attempt any two questions from the following:

- a) Write Critical appraisal of the Interrelation between education and development
- b) Elaborate the dynamic relationship of Education with the Political Process.
- c) Discuss the Contribution of science and technology in education.

Q 4. Attempt any two questions from the following:

- a) What do you mean by multilingual and multicultural and other diversity ?
Explain the approaches for teaching young children in the special reference of indian society
- b) What is the role of school, parents and community in the process of Socialization and acculturation ?
- c) Critical analysis of the Equality in educational opportunity-with respect to schooling, and teaching-learning.

Q 5. Attempt any two questions from the following:

- a) Write Critically Nurturing learner friendly school environments.
- b) What do you mean by Teacher's autonomy and professional independence.
- c) Participation of different stakeholders in school education -role of media.Use of technology,Teacher organizations.

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations June 2023

Programme: M.Ed.

Session: 2022-23

Semester: IV

Max. Time: 3 Hours

Course Title: EDUCATIONAL TECHNOLOGY

Course Code: SOE 01 04 19 C 3104

Max.Marks:70

Instructions:

- (i) Candidates are required to attempt all five questions.
 - (ii) Question No.1 consists of six short answer type questions out of which the candidates are required to attempt any four questions. Each question carries marks.
 - (iii) Questions No. 2 to 5 have Three Sub-questions, of which the Candidates must attempt any two questions. Each question carries 07 marks.
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Q1. Answer any two of the following questions in brief: (4X3.5=14)

- a) Differentiate between Technology of Education and Technology in Education, with suitable examples.
- b) Explain the steps of ASSURE Model with a suitable example.
- c) What are the three forms of the presence of the CoI Model? Discuss the role of the teacher in each.
- d) Differentiate between synchronous and asynchronous learning with suitable examples.
- e) What is the importance of a Discussion Forum in a MOOC? Explain.
- f) Give examples of the assistive technologies to be used for helping the learners with visual impairment.

Q2. Attempt any two Questions of the following: (2X7=14)

- a) What do you understand by the terms Educational Technology-I and Educational Technology-II? Enlist minimum of five significant differences between these two.
- b) How is technology changing the teaching-learning ecosystem in India? Discuss its contribution through different generations.
- c) What do you mean by system approach? Discuss the steps of the system approach to be followed in instructional process.

Q3. Attempt any two Questions of the following: (2X7=14)

- a) Define the term "Instructional Design"? what are the common steps of developing an instructional design.
- b) Identify a topic of your choice from the secondary school curriculum and develop a learning plan based on 5-E approach.

- c) Take one example from a subject of your choice, on which you wish to develop an instructional plan. Explain, how will you use Gagne's Nine Events of Instruction for developing it.

Q4: Attempt any two Questions of the following:

(2X7=14)

- a) Explain various models of blended learning with suitable examples.
- b) What are the benefits of using OERs? Discuss various types of CC licenses and their usage in detail.
- c) Discuss the role and importance of any three digital initiatives of the Government of India contributing to the quality higher education for all.

Q5. Attempt any two Questions of the following:

(2X7=14)

- a) What do you mean by social media? How does social help in supporting classroom teaching-learning? Give some examples.
- b) "*Technology will not replace the teacher, but a technology-enabled teacher may replace the teacher not using technology*, critically examine the statement in the light of the utility of ICT-mediated teaching-learning in higher education institutes.
- c) What are various forms of e-assessment? Discuss the features of a minimum one tool each to be used for assessment of learning and assessment for learning.

CENTRAL UNIVERSITY OF HARYANA

End Semester Examinations June 2023

Programme: M.Ed.

Session: 2021-23

Semester: IV

Max. Time: 2 Hours

Course Title: EDUCATIONAL POLICY, ECONOMICS AND PLANNING AT ELEMENTARY LEVEL

Max. Marks: 35

Course Code: SOE 01 04 14 DCEC 2002

Instructions:

- a. *Question no. 1 has four parts and students need to answer any two. Each part carries three and half Marks.*
- b. *The question number two and three carries 14 marks each*

Q 1. Write short notes on

(2X3.5=7)

- a) NPE (1986)
- b) POA (1992) of NEP 1986
- c) Define the concept of Educational Policy
- d) Scope of economics of education

Q 2. Attempt any two questions from the following:

- a) Discuss Need and Importance of educational policies at elementary level in detail.
- b) Discuss Linkage between national Educational Policy and State Development Policy at Elementary Level in detail.
- c) Discuss State level Institutional policy at Elementary Level

Q 3. Attempt any two questions from the following:

- a) Write about Education and Economic Development.
- b) What do you understand by approaches and principles of Educational Planning
- c) Discuss factors affecting quality of elementary education.

CENTRAL UNIVERSITY OF HARYANA
End Semester Examinations June 2023

Programme: M.Ed.

Session: 2021-23

Semester: IV

Max. Time: 2 Hours

Course Title: EDUCATIONAL POLICY, ECONOMICS AND PLANNING AT SECONDARY Level

Max. Marks: 35

Course Code: SOE 01 04 15 DCEC 2002

Instructions:

- a. *Question no. 1 has four parts and students need to answer any two. Each part carries three and half Marks.*
- b. *The question number two and three carries 14 marks each*

Q 1. Write short notes on **(2X3.5=7)**

- a) Define the concept of Educational Policy
- b) Relationship between policies and education
- c) Role of education in economic development
- d) Education as Consumption and Investment

Q 2. Attempt any two questions from the following:

- a) Discuss Functions of NITI Aayog in context with secondary education.
- b) Write about Educational policies of 21st century in context of secondary education.
- c) Write Critical appraisal of National Curriculum Framework 2020 for secondary education.

Q 3. Attempt any two questions from the following:

- a) Write Critical the Cost Benefit Analysis and Cost-Effective Analysis in Education
 - b) What do you understand by principles of Educational Planning at Secondary Level.
 - c) Discuss the Concepts of Macro and Micro level planning at Secondary Level.
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CENTRAL UNIVERSITY OF HARYANA

Term End Examinations June, 2023

Programme: M.Ed.

Session: 2022-23

Semester: Fourth

Max. Time: 2 Hours

Course Title: Recent Trends in Teacher Education

Max. Marks: 70

Course Code: SOE010417C3104

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 3** 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 Marks)

- a) Briefly explain the **main recommendations of Hunter Commission** about teacher education.
- b) Briefly explain the **main features of NCTE Regulation (2014)**.
- c) Briefly explain the **main features of SAMAGRA Scheme**.
- d) Briefly describe the **importance of 'e-PG Pathshala'** in the present era.
- e) Briefly explain **'Teacher as a reflective practitioner'**
- f) Briefly explain **any four characteristics of teaching profession**.
- g) Briefly discuss the **personal factors affecting teacher's development**.

Q 2.

(2X7=14 Marks)

- a) Critically evaluate the **recommendations of Kothari Commission (1964-66)** in the context of teacher education.
- b) Critically evaluate the **NCFTE-2009 in the context of qualitative improvement of teacher education**. **(7 Marks)**
- c) Discuss the **main recommendations of National Education Policy-2020** in the context of teacher education. **(7 Marks)**

Q3.

(2X7=14 Marks)

- a) Critically evaluate the **SSA Scheme** in the context of teacher education. **(7 Marks)**
- b) Critically evaluate the **RMSA Scheme** with special reference to teacher education. **(7 Marks)**
- c) Discuss the **digital initiatives of Government of India** special reference to faculty development. **(7 Marks)**

Q.4

- a) What do you understand by **'Professional Ethics'**? Discuss its need for teacher educators in the present era? **(3+4=7 Marks)**
- b) What are the **core competencies of teacher educators** in 21st Century? Discuss its relevancy to deal with challenges in teaching-learning process? **(3+4=7 Marks)**
- c) Critically analyze the **roles and responsibilities of teacher educators** in India. **(7 Marks)**

Q.5

- a) What are the **important problems of teacher education in India**? What **measures do you suggest to improve the quality** of teacher education? **(2+5=7 Marks)**
- b) What are **research priorities in teacher education in India**? Discuss the **role of research in ensuring quality of teacher education**. **(3+4=7 Marks)**
- c) What is **'Constructivist approach'**? Discuss its **application in the context of professional development** of teachers? **(3+4=7 Marks)**