

M.Ed. Semester-III Examination 2016

Course : MED-232

(Curriculum, Pedagogy & Assessment)

Time : Three Hours

Full Marks : 70

Questions are of value as indicated in the margin

Group – A

Attempt any two

1. Define curriculum. Why should you consider curriculum as discipline? What are the process and stages of curriculum development? 3+3+4+5=15
2. Discuss the axioms of curriculum development. Describe different approaches to curriculum development. 8+7=15
3. Describe the purpose and application of 'Pedagogy' at secondary level education. Discuss different pedagogical strategies for secondary level. 7+8=15
4. What is assessment? Describe purpose and scope of assessment at secondary level. What are the drawbacks of present assessment system? 3+6+6=15

Group – B

5. **Attempt any four** 5x4=20
 - a. Give an account of the psychological considerations of curriculum development. 5
 - b. What are the traditional philosophical views for curriculum development? 5
 - c. What is the difference among Pedagogy, Andragogy and Hentagogy? 5
 - d. List the five major characteristics of 'CCA'. 5
 - e. Discuss the merits and demerits of 'LCI' (Leaner Controlled Instruction). 5
 - f. Discuss in brief the scientific approach for curriculum evaluation. 5

Group – C

6. **Attempt any five** 5x2=10
 - a. How social forces influence the process of curriculum development? 2
 - b. Distinguish between scientific and non-scientific models of curriculum development. 2
 - c. List the four sources of curriculum development. 2
 - d. What is subject centered curriculum design? 2
 - e. What is Individualized Instruction? 2
 - f. How assessment is different from evaluation? 2
 - g. What do you mean by summative evaluation? 2
 - h. What is NRT? 2

Group – D

7. **Attempt all** 1x10=10
 - i. Lessons based on life experiences, group games, group projects, artistic endeavors, dramatization, field-trips, social enterprises, learning and interests centers etc. may be components of curriculum based on- 1
(a) Systems approach (b) Managerial approach (c) Humanistic approach (d) Academic approach
 - ii. Conceptualization and arrangement of major components of curriculum may be underlined as- 1
(a) Curriculum development (b) Curriculum approach (c) Curriculum Implementation (d) Curriculum design.
 - iii. 'To bring out latent knowledge and ideas to consciousness' may be the teacher's role under- 1
(a) Idealism (b) Realism (c) Pragmatism (d) Existentialism
 - iv. 'To cultivate critical thinking and scientific processes' may be the teacher's role under- 1
(a) Humanism (b) Idealism (c) Pragmatism (d) Existentialism

- v. 'Self-actualization' is the goal to achieve, suggested by – 1
(a) Rogers (b) Maslow (c) Thorndike (d) Pavlov
- vi. In Hierarchical learning the last and highest form of thinking is- 1
(a) Rule (b) Concept (c) Problem solving (d) Hypothesis
- vii. Rapid prototype evaluation by instruction designer is commonly known as- 1
(a) Formative evaluation (b) Summative evaluation (c) Normative evaluation
(d) Scientific evaluation
- viii. C.R.T is known as – (a) Criterion Related Test (b) Criterion Referenced Tests 1
(c) Critical Related Test (d) Critical Referenced Test.
- ix. The emphasis from teaching to Learning can be shifted by adopting- 1
(a) Frontal teaching (b) Child centered Pedagogy (c) Rote learning (d) Examination results
- x. Critical pedagogy firmly believes that- 1
(a) the learners need not reason independently (b) what children learn out of school is irrelevant
(c) the experiences and perceptions of learners are important
(d) the teacher should always lead the classroom instruction
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