

M.A. Examination, 2019
Semester-II
Education
Course : EDN-323
(Curriculum Studies)

Time : 3 Hours

Full Marks : 70

Questions are of value as indicated in the margin.

Group -A

1. Attempt **any four** questions: 4×10=40
- a) Briefly describe different approaches to curriculum development. 10
 - b) What are the sources of curriculum design? Explain the various dimensions of curriculum design. 3+7
 - c) Why has implementation been considered as a change process? Elucidate two curriculum implementation models. 4+6
 - d) Differentiate between formative and summative evaluation. Discuss the CIPP model of curriculum evaluation in detail. 4+6
 - e) Discuss in detail the Pedagogical and Assessment concerns of National Curriculum Framework 2005. 5+5

Group-B

2. Attempt **any four** questions : 4×5=20
- a) Briefly describe Tyler model of curriculum development.
 - b) Distinguish between planned and unplanned curriculum.
 - c) Discuss the major features of Finland system of education.
 - d) Critically analyze the relevance of UGC model Curriculum in brief.
 - e) Compare Norm Reference Test and criterion Referenced Test.

Group-C

3. Attempt all the questions : 2×3=6
- a) Who are the stakeholders of curriculum development?
 - b) Why Taba's model is considered as Grass Root model?
 - c) What is curriculum evaluation?
4. Attempt all the questions : 4×1=4
- a) Which is not a component of curriculum design-
(i) Objectives ii) Knowledge iii) Learning experiences iv) Evaluation
 - b) Dillon and Noye formulates the following model-
i) Grass root model ii) ORC model iii) CBA model iv) Deliberation model
 - c) Which of the following is not the dimension of Connoisseurslip Model?
i) Pedagogical ii) Feedback iii) Intentional iv) Curricular
 - d) Which of the following statement is not correct?
i) NCF 2005 deals with school education. ii) NCFTE 2009 was suggested by UGC.
iii) UNESCO's curriculum infers from MHRD.
iv) UGC model curriculum was the outcome of Yashpal's report.
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