

**M.Ed. Examination 2018**  
**Semester-III**  
**Course :MED-232 (New)**  
**(Curriculum, Pedagogy and Assessment)**

**Time : 3 Hours**

**Full Marks : 70**

Questions are of value as indicated in the margin.

- 1. Answer any four of the following questions: 4×10=40**
- a) Discuss uniformity and flexibility in curriculum. What points of curriculum are essential to respond to the diversities? 4+6=10
  - b) What is the significance of text-book? Discuss the recommendations of IshwarBhai Patel Committee to ensure national standards in curriculum. 4+6=10
  - c) Discuss the measures through which child friendly learning environment can be created in schools. 10
  - d) Discuss the concept of Assessment. How assessment is more constructive than evaluation? 4+6=10
  - e) Prepare a blue print of an Achievement test. 10
- 2. Answer any four of the following questions: 4×5=20**
- a) Discuss briefly the 'Four Pillars of Education of UNESCO's Report on 'Learning: the Treasure Within' for reorientation and reorganisation of curriculum. 5
  - b) How can the levels of domains of learning be helpful during writing of learning objectives? 5
  - c) Discuss the chief characteristics of a good text-book. 5
  - d) Write the characteristics of a 'reflective teacher'. 5
  - e) Discuss assessment procedure in teaching. 5
- 3. Answer all of the following questions:**
- a) List-up the principles of curriculum adaptation. 2
  - b) Distinguish between syllabus and curriculum. 2
  - c) What do you mean by instructional objectives? 2

**Multiple-choice questions:**

**1×4=04**

- a) Dr. Samapurnanad Committee on Emotional Integration was constituted in:  
(i) 1961 (ii) 1962 (iii) 1963 (iv) 1964
  - b) Taxonomy of objectives in the affective domain arranged from the lowest to the highest level of functioning will be:  
(i) Receiving, Responding, Valuing, Organization and Characterization  
(ii) Receiving, Valuing, Responding, Organization and Characterization  
(iii) Receiving, Responding, Organization, Valuing and Characterization  
(iv) Receiving, Responding, Valuing, Organization and Characterization
  - c) NCFTE-2009/2010 is a document of  
(i) NCERT (ii) NCTE (iii) UGC (iv) MHRD
  - d) Collaborative learning is an example of:  
(i) Teacher Controlled Instruction  
(ii) Learner Controlled Instruction  
(iii) Group Controlled Instruction  
(iv) Parents Controlled Instruction.
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