



MANAV RACHNA  
UNIVERSITY 

Declared as State Private University vide Haryana Act 26 of 2014

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**MANAV RACHNA UNIVERSITY**

**END SEMESTER EXAMINATION**

**SCHOOL OF EDUCATION & HUMANITIES**

**DECEMBER – 2023**

**(1<sup>st</sup> / 3<sup>rd</sup> / 5<sup>th</sup>)**

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION AND HUMANITIES**

"End Semester Examination, Dec-2023"

SEMESTER	I/V	DATE OF EXAM	15.12.2023 (I)
COURSE NAME	Pedagogy of Biological Sciences	COURSE CODE	EDH109-T
PROGRAM	B. Ed/B.Sc.B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Dr. Eram Aziz	NAME OF COURSE COORDINATOR	Dr. Eram Aziz

**Note:** All parts are compulsory. Internal choices are given in some questions.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PA RT- A	Critically analyze the statement, "Science as a domain of inquiry and exploration"				
	इस कथन का आलोचनात्मक विश्लेषण करें, "विज्ञान जांच और अन्वेषण के क्षेत्र के रूप में"				
	Or				
1(A)	Evaluate Charles Darwin's contributions and reflections on society in sciences	5	CO1	BT-4	
	विज्ञान में चार्ल्स डार्विन के योगदान और समाज पर चिंतन का मूल्यांकन करें				

PART-B	1(B)	<p>Illustrate the cardinal principles of Learning in relation to pedagogy of biological sciences</p> <p>जैविक विज्ञान की शिक्षाशास्त्र के संबंध में सीखने के प्रमुख सिद्धांतों का वर्णन करें</p> <p>Or</p> <p>Science is a systematized and an organized body of knowledge, explain the statement in relation to the Nature of Science.</p> <p>विज्ञान ज्ञान का एक व्यवस्थित और संगठित निकाय है, विज्ञान की प्रकृति के संबंध में कथन स्पष्ट करें</p>	5	CO2	BT-2
	2(A)	<p>"The study of science should be such that it leads to the development of scientific attitude and temper in the learners', Analyze the statement to explain the concept of development of scientific attitude and suggest ways for its development.</p> <p>"विज्ञान का अध्ययन ऐसा होना चाहिए जिससे शिक्षार्थियों में वैज्ञानिक दृष्टिकोण और स्वभाव का विकास हो, वैज्ञानिक दृष्टिकोण के विकास की अवधारणा को समझाने और इसके विकास के तरीके सुझाने के लिए कथन का विश्लेषण करें।</p>	5	CO2	BT-4
	2(B)	<p>Describe the aims and objectives of learning biological sciences. Develop the learning objectives of cognitive domain for the topic, 'water conservation' taught at secondary level.</p> <p>जैविक विज्ञान सीखने के लक्ष्य और उद्देश्यों का वर्णन करें। माध्यमिक स्तर पर पढ़ाए जाने वाले विषय 'जल संरक्षण' के लिए संज्ञानात्मक डोमेन के सीखने के उद्देश्यों को विकसित करें।</p>	5	CO2	BT-2, BT-3



PA RT- C	3(A)	Choose any topic of Biology and discuss how it can be taught through project-based learning.  जीव विज्ञान का कोई भी विषय चुनें और चर्चा करें कि इसे प्रोजेक्ट-आधारित शिक्षा के माध्यम से कैसे पढ़ाया जा सकता है।	5+5	CO4	BT-5
	3(B)	Develop a critique on the pedagogical shifts in sciences, as a fixed body of knowledge to process of constructing knowledge.  ज्ञान के निर्माण की प्रक्रिया के लिए ज्ञान के एक निश्चित निकाय के रूप में विज्ञान में शैक्षणिक बदलाव पर एक आलोचना विकसित करें।	10	CO3	BT-6
	3(C)	Evaluate the effectiveness of using concept mapping in the teaching learning of sciences. Develop a concept map on any one topic of biology.  विज्ञान शिक्षण में अवधारणा मानचित्रण के उपयोग की प्रभावशीलता का मूल्यांकन करें। जीव विज्ञान के किसी एक विषय पर एक अवधारणा मानचित्र विकसित करें।	4+6	CO4	BT-5
PA RT- D	4(A)	Critically Evaluate the assessment through participation in collaborative learning  सहयोगात्मक शिक्षण में भागीदारी के माध्यम से मूल्यांकन का आलोचनात्मक मूल्यांकन करें	10	CO6	BT-5
	4(B)	Laboratory investigations and field visits / excursions are important records for the assessment of science learners, justify the statement.  प्रयोगशाला जांच और क्षेत्र दौरे/भ्रमण विज्ञान सीखने वालों के मूल्यांकन के लिए महत्वपूर्ण रिकॉर्ड हैं, इस कथन को सही ठहराएं।	10	CO6	BT-6

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4(C)	<p>Discuss the types of evaluation in sciences reflecting on the assessment through creative expressions and other records including the role of diagnostic tests, enrichment and remedial measures.</p> <p>नैदानिक परीक्षणों, संवर्धन और उपचारात्मक उपायों की भूमिका सहित रचनात्मक अभिव्यक्तियों और अन्य अभिलेखों के माध्यम से मूल्यांकन को प्रतिबिंबित करने वाले विज्ञान में मूल्यांकन के प्रकारों पर चर्चा करें।</p>	5+5	CO6	BT-5
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**DEPARTMENT OF EDUCATION**

*End Semester Examination, Dec-2023*

*Set- II*

*Rac*

SEMESTER	I / V	DATE OF EXAM	15.12.2023 (I)
COURSE NAME	Pedagogy of Social Science	COURSE CODE	EDH108B-T
PROGRAM	B.Ed. /B.A. Integrated	CREDITS	4
TIME DURATION	3 hours	MAX. MARKS	80
NAME OF FACULTY	Dr Rashee Singh/ Dr Savita Sharma	NAME OF COURSE COORDINATOR	Dr. Savita Sharma

**Note:**

1. All Questions in part A are compulsory.
2. All Questions in part B are compulsory.
3. Attempt three questions from Part C. Internal choice is given.
4. Attempt three questions in Part D. Internal choice is given.

Q.NO.	QUESTIONS	MARKS	CO ADDRESS ED	BLOOM'S LEVEL	PI
P A R T- A	1 Analyse the key challenges identified by National Curriculum Framework 2005 with respect to teaching of social science at a school level.  स्कूल स्तर पर सामाजिक विज्ञान के शिक्षण के संबंध में राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 द्वारा पहचानी गई प्रमुख चुनौतियों का विक्षेपण करें।	5	CO1	BT4	
	2 Reflect upon the nature of Social Science as an Interdisciplinary area of study with the help of examples.  उदाहरणों की सहायता से अध्ययन के अंतःविषय क्षेत्र के रूप में सामाजिक विज्ञान की प्रकृति पर विचार करें।	5	CO1	BT 4	

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P A R T- B	3	<p>Examine the relevance of role play and story-telling method for teaching Social Science in a learner centric classroom.</p> <p>शिक्षार्थी केंद्रित कक्षा में सामाजिक विज्ञान पढ़ाने के लिए रोल प्ले और कहानी कहने की पद्धति की प्रासंगिकता की जांच करें।</p>	5	CO2	BT3
	4	<p>Distinguish between multi disciplinary and inter- disciplinary approach of teaching Social Science.</p> <p>सामाजिक विज्ञान शिक्षण के बहु-विषयक और अंतर-विषयक दृष्टिकोण के बीच अंतर स्पष्ट करें।</p>	5	CO2	BT4
P A R T- C	5	<p>Discuss various types of Micro Teaching Skills. Explain any two micro teaching skills in detail focusing on its components.</p> <p>विभिन्न प्रकार के सूक्ष्म शिक्षण कौशलों पर चर्चा करें। इसके घटकों पर ध्यान केंद्रित करते हुए किन्हीं दो सूक्ष्म शिक्षण कौशलों की विस्तार में व्याख्या करें।</p>	5+5	CO3	BT4
		<p><b>OR</b></p> <p>Distinguish between the concept of Unit Planning and Lesson Planning. Analyze the relevance of lesson Planning for a teacher for engaging learning.</p> <p>इकाई योजना और पाठ योजना की अवधारणा के बीच अंतर स्पष्ट करें। आकर्षक शिक्षण के लिए एक शिक्षक के लिए पाठ योजना की प्रासंगिकता का विश्लेषण करें।</p>	5+5		
	6	<p>'Reflection is among the most essential qualities of an effective Social Science teacher'. Justify the statement with the help of practical examples.</p> <p>'चिंतन एक प्रभावी सामाजिक विज्ञान शिक्षक के सबसे आवश्यक गुणों में से एक है।' व्यावहारिक उदाहरणों की सहायता से कथन की पुष्टि कीजिए।</p> <p><b>OR</b></p> <p>Evaluate the effectiveness of the Blooms Taxonomy in framing the learning objectives in</p>	10	CO3	BT5

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		behavioral terms emphasizing upon the cognitive domain of learning. सीखने के संज्ञानात्मक क्षेत्र पर जोर देते हुए व्यावहारिक संदर्भ में सीखने के उद्देश्यों को तैयार करने में ब्लूम्स टैक्सोनॉमी की प्रभावशीलता का मूल्यांकन करें।			
	7	Interpret the concept of Constructivist approach as a learner centric approach of teaching Social Science highlighting its key characteristics. इसकी प्रमुख विशेषताओं पर प्रकाश डालते हुए सामाजिक विज्ञान शिक्षण के शिक्षार्थी केंद्रित दृष्टिकोण के रूप में रचनावादी दृष्टिकोण की अवधारणा की व्याख्या करें। <b>OR</b> Demonstrate various means and ways through which learners with diverse needs can be accommodate in the regular classroom teaching focusing on lesson planning. विभिन्न साधनों और तरीकों का प्रदर्शन करें जिनके माध्यम से विविध आवश्यकताओं वाले शिक्षार्थियों को पाठ योजना पर ध्यान केंद्रित करते हुए नियमित कक्षा शिक्षण में समायोजित किया जा सकता है।	10	CO3	BT3
			10		
P A R T- D	8	Distinguish between formative and summative forms of evaluation. Analyze the importance of continues and comprehensive evaluation as the basis for holistic and all round evaluation of the students. मूल्यांकन के रचनात्मक और योगात्मक रूपों के बीच अंतर करें। छात्रों के समग्र और सर्वांगीण मूल्यांकन के आधार के रूप में सतत और व्यापक मूल्यांकन के महत्व का विश्लेषण करें। <b>OR</b> Explain various steps in the process of designing an achievement test. Briefly describe the concept of item analysis in this regard. उपलब्धि परीक्षण को डिजाइन करने की प्रक्रिया में विभिन्न चरणों की व्याख्या करें। इस संबंध में वस्तु विश्लेषण की	4+6	CO5	BT4
			5+5		



	अवधारणा का संक्षेप में वर्णन करें।			
	Critically evaluate the role of community and library resources as important resources for teaching Social Science.	5+5		
	सामाजिक विज्ञान पढ़ाने के लिए महत्वपूर्ण संसाधनों के रूप में समुदाय और पुस्तकालय संसाधनों की भूमिका का आलोचनात्मक मूल्यांकन करें।			
	<b>OR</b> 'Diagnostic testing can be an effective way of identifying specific learning problems of the students'. Justify the statement with relevant explanation.	10	CO4	BT5
	नैदानिक परीक्षण छात्रों की विशिष्ट सीखने की समस्याओं की पहचान करने का एक प्रभावी तरीका हो सकता है। प्रासंगिक स्पष्टीकरण के साथ कथन की पुष्टि करें।			
9	Analyze various steps in the conduct of action research? Enumerate any five benefits of using action research in classroom.	5+5		
	क्रियात्मक अनुसंधान के संचालन में विभिन्न चरणों का विश्लेषण करें? कक्षा में क्रियात्मक अनुसंधान का उपयोग करने के कोई पाँच लाभ गिनाएँ।			
	<b>OR</b> Elaborate in detail, role of technology in transforming the way in which various teaching learning materials are used by the teachers for Social Science teaching. Support your answer with the help of real life examples.			
	सामाजिक विज्ञान शिक्षण के लिए शिक्षकों द्वारा विभिन्न शिक्षण अधिगम सामग्री का उपयोग करने के तरीके को बदलने में प्रौद्योगिकी की भूमिका का विस्तार से वर्णन करें। वास्तविक जीवन के उदाहरणों की सहायता से अपने उत्तर का समर्थन करें।	10	CO4	BT2
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DEPARTMENT OF EDUCATION AND HUMANITIES								
ODD SEMESTER (DEC-2023)								
END TERM EXAMINATION								
COURSE NAME: Pedagogy of Economics		COURSE CODE: EDH129-T	CREDIT: 4	MAX. MARKS: 80	TIME DURATION: 3 HRS	DATE OF EXAM: 15/12/2023		
PROGRAM: B.Ed			SEMESTER: I		Session - I			
FACULTY NAME: Ridhi Khanna			NAME OF COURSE COORDINATOR: Ridhi Khanna					
Q.NO.	QUESTIONS Note: Part A: Attempt All Question Part B: Attempt any Six Questions.			MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI	
PART - A	1(A)	Justify the statement "Economic Growth doesn't mean anything unless it is inclusive growth".			2	CO6	BT4	
	1(B)	List out any four teaching strategies or activities on any topic related to your pedagogy that can help learner to develop higher order thinking level			2	CO2, CO6	BT3	
	1(C)	Distinguish between Aims and Objectives.			2	CO1	BT2	
	1(D)	Elaborate any two cooperative learning strategies			2	CO2	BT2	
	1(E)	Elucidate the role of mass media in Economics?			2	CO3	BT2	
	1(F)	Identify the teaching method and share your thoughts on the statement "None of us is as smart as all of us".			2	CO2, CO6	BT4	
	1(G)	Comment on "If we teach today's students as we taught yesterday's we rob them of tomorrow".			2	CO3, CO6	BT4	
	1(H)	Draw a concept map related to any topic related to Economics			2	CO3, CO2	BT6	
	1(I)	Share the significance of Co-curricular activities in school.			2	CO1	BT2	
	1(J)	Comment on "The most valuable resource that all teachers have is each other".			2	CO6, CO2	BT4	
PART - B	Q2	Keeping in mind teaching learning situation, Comment on "Economic growth without an investment in human development is unsustainable and unethical." In a pandemic situation, explain the relevance of economics subject in higher education and its relationship between various academic discipline			4+6	CO1, CO6, CO4	BT 2	
	Q3	Define Unit Plan. Develop a lesson plan on any one topic related to Economics wherein defining the teaching method, techniques and strategies that can be used to make the class interesting and engaging?			2+8	CO2, CO6	BT6	
	Q4	Highlights the features of good textbook. Discuss the various parameter of textbook analysis			2+8	CO2, CO3	BT2	
	Q5	Distinguish between Formative and Summative Evaluation? Explain the concept and strategies of Remedial Teaching?			4+6	CO4, CO5	BT4	
	Q6	Define Evaluation. Construct an Achievement Test for the students of class XII related to your pedagogy			2+8	CO6, CO5	BT6	
	Q7	Elaborate the purpose of Quiz. Explain different micro teaching skills			2+8	CO2, CO4	BT2	
		or Discuss the role of CCE in the school Education and Highlights it key elements that have been implemented in current times						
	Q8	Discuss Action Research. Suppose you are an Economics teacher of ABC School. The students are facing challenges regarding the concept of GDP and its numericals. Develop an Action Plan to resolve their queries which will enhance their learning			2+8	CO4, CO6	BT6	



SET-A

*Raj*

DEPARTMENT OF EDUCATION AND HUMANITIES							
ODD SEMESTER (DEC-2023)							
END TERM EXAMINATION							
COURSE NAME: Pedagogy of Economics		COURSE CODE: EDH12	CRED IT: 4	MAX. MARKS: 80	TIME DURATION: 3	DATE OF EXAM:	
PROGRAM: B.Ed			SEMESTER: I				
FACULTY NAME: Ridhi Khanna			NAME OF COURSE COORDINATOR: Ridhi Khanna				
Q.NO.	QUESTIONS Note: Part A: Attempt All Question Part B: Attempt any Six Questions.			MARKS	CO ADDRESS ED	BLOOM'S LEVEL	PI
P A R T - A	1(A)	Justify the statement "A dynamic economy begins with good education".		2	CO6	BT4	
	1(B)	Using Bloom taxonomy, develop an aim and objectives on any topic related to Economics		2	CO2, CO6	BT3	
	1(C)	Share the significance of Co Curricular Activities		2	CO1	BT2	
	1(D)	Elaborate the relationship of Economics with different academic discipline.		2	CO2	BT2	
	1(E)	Elucidate the role of Remedial Teaching?		2	CO3	BT2	
	1(F)	Identify the teaching method and share your thoughts on the statement "None of us is as smart as all of us".		2	CO2, CO6	BT4	
	1(G)	Comment on "If we teach today's students as we taught yesterday's we rob them of tomorrow".		2	CO3, CO6	BT4	
	1(H)	Draw a concept map related to any topic related to Economics		2	CO3, CO2	BT6	
	1(I)	Share the significance of Instructional media in teaching learning situation		2	CO1	BT2	
	1(J)	Comment on "The most valuable resource that all teachers have is each other".		2	CO6, CO2	BT4	
P A R T - B	Q2	Describe the situation, role and action taken by you to enhance your teaching skills. Explain different teaching methods that you will be adopting while delivering your lesson plan.		4+6	CO1, CO6, CO4	BT5	
	Q3	Elaborate Unit plan. Develop a lesson plan on any one topic related to Economics wherein defining the teaching method, techniques and strategies that can be used to make the class interesting and engaging?		2+8	CO2, CO6	BT6	
	Q4	Elucidate any one teaching aid that can be used in teaching of Economics. Discuss the various parameter of textbook analysis		2+8	CO2, CO3	BT2	
	Q5	Explain different cooperative learning strategies. Distinguish between Formative and Summative Evaluation		5+5	CO4, CO5	BT4	
	Q6	Discuss the importance of essay type test. Construct an Achievement Test for the students of class XII related to your pedagogy		2+8	CO6, CO5	BT6	
	Q7	Reflect on role of Economics teacher in teaching of Social Science and in current affairs Explain different micro teaching skills which are essential for teachers.		2+8	CO2, CO4	BT2	
		or Discuss the role of CCE in the school Education and Highlights it key elements that have been implemented in current times					
	Q8	Discuss the importance of Action Research. Suppose you are an Economics teacher of XYZ School. The students are facing challenges regarding the concept of GDP and its numericals. Develop an Action Plan to resolve their queries which will enhance their learning		2+8	CO4, CO6	BT6	

15/12/2023  
(I)

SCHOOL OF EDUCATION & HUMANITIES  
END TERM EXAMINATION DECEMBER 2023  
SET-A

*Ray*

SEMESTER	1st	DATE OF EXAM	18/12/2023
SUBJECT NAME	Creating An Inclusive Classroom	SUBJECT CODE	EDH167B
BRANCH	Education & Humanities	SESSION	
TIME	3:00 Hrs.	MAX. MARKS	100
PROGRAM	B.Ed.	CREDITS	04
NAME OF FACULTY	Sharv Datt Anand	NAME OF COURSE COORDINATOR	Sharv Datt Anand

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.  
Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
PART-A	1(A) Discuss the Concept of Inclusive Education. समावेशी शिक्षा की अवधारणा पर चर्चा करें।	2	CO 1	BT2
	1(B) How Learning style contributes in the Diversity. सीखने की शैली विविधता में कैसे योगदान देती है।	2	CO 1	BT3
	1(C) What do you understand by the term "Inclusion as a Universal Human Right"? Explain with example. सार्वभौमिक मानव अधिकार के रूप में समावेशन" शब्द से आप क्या समझते हैं? उदाहरण सहित समझाइये।	2	CO 4	BT2
	1(D) Family Support and Involvement is the key for successful Inclusion. Justify this statement with an appropriate example. परिवार का समर्थन और भागीदारी सफल समावेशन की कुंजी है। उचित उदाहरण देकर इस कथन की पुष्टि कीजिए	2	CO 4	BT4
	1(E) Illustrate the role of "Policy & guidelines" in the mainstreaming of Children with Special Needs. विशेष आवश्यकता वाले बच्चों को मुख्यधारा में लाने में "नीति और दिशानिर्देश" की भूमिका का वर्णन करें।	2	CO 3	BT4
2(A) Mention the characteristics of Inclusive Education? समावेशी शिक्षा की विशेषताएँ बताइये?	2	CO 3	BT1	



## PART-B

PART-B	2(B)	_____ new disabilities have been added in RPWD 2016. _____ is one of those disabilities. आरपीडब्ल्यूडी 2016 में _____ नई विकलांगताएं जोड़ी गई हैं। _____ उन विकलांगताओं में से एक है।	2	CO1	BT1
	2(C)	_____ is a process of placing persons with disabilities in mainstream educational institutions, if the student can adjust to the requirements of such institutions and _____ is a system where all children regardless of the special needs are placed in general education classes where they receive high quality instruction, interventions, and supports that enable them to maximize their potential _____ विकलांग व्यक्तियों को मुख्यधारा के शैक्षणिक संस्थानों में रखने की एक प्रक्रिया है. यदि छात्र ऐसे संस्थानों की आवश्यकताओं के साथ तालमेल बिठा सकता है और _____ एक ऐसी प्रणाली है जहां सभी बच्चों को विशेष जरूरतों की परवाह किए बिना सामान्य शिक्षा कक्षाओं में रखा जाता है जहां उन्हें उच्च गुणवत्ता की शिक्षा मिलती है. हस्तक्षेप और समर्थन जो उन्हें अपनी क्षमता को अधिकतम करने में सक्षम बनाते हैं	2	CO3	BT1
	2(D)	_____ & _____ are two causes of Hearing Impairment _____ और _____ श्रवण हानि के दो कारण हैं	2	CO 4	BT1
	2(E)	Explain the concept Parent-Teacher partnership? अभिभावक-शिक्षक साझेदारी की अवधारणा को स्पष्ट करें?	2	CO 2	BT1
PART-C	3(A)	Write a short note (A) Learning and learner support (B) UDL एक संक्षिप्त नोट लिखें (ए) सीखना और सीखने वाले का समर्थन (बी) यूडीएल	5+5	CO 2	BT2

PART-D	3(B)	Define the term "Autism." Explain any one type of Autism in detail "ऑटिज़्म" शब्द को परिभाषित करें। ऑटिज़्म के किसी एक प्रकार को विस्तार से समझाइये	2+8	CO 3	BT3
	3(C)	Critically Evaluate the NEP 2020? Keeping in mind the principles of Inclusive Education enlist the main features of NEP <b>OR</b> Critically Evaluate Challenges in Inclusive Education एनईपी 2020 का आलोचनात्मक मूल्यांकन करें? समावेशी शिक्षा के सिद्धांतों को ध्यान में रखते हुए एनईपी की मुख्य विशेषताओं को सूचीबद्ध करें <b>OR</b> समावेशी शिक्षा में चुनौतियों का आलोचनात्मक मूल्यांकन करें	3+7	CO5	BT5
	4(A)	Explain in detail Universal Design for Learning? How as a teacher would you integrate principles of UDL to teach a CWSN? सीखने के लिए यूनिवर्सल डिज़ाइन के बारे में विस्तार से बताएं? एक शिक्षक के रूप में आप सीडब्ल्यूएसएन को पढ़ाने के लिए यूडीएल के सिद्धांतों को कैसे एकीकृत करेंगे?	5+5	CO2	BT3
4(B)	Define the term support services? Construct a plan for a CWSN to make him comfortable in the school. समर्थन सेवाएँ शब्द को परिभाषित करें? सीडब्ल्यूएसएन को स्कूल में सहज महसूस कराने के लिए एक योजना बनाएं।	3+7	CO5	BT1 + BT6	
4(C)	Explain simulations as a type of programme for classroom engagement? Construct a detailed plan for classroom engagement for a CWSN. कक्षा सहभागिता के लिए एक प्रकार के कार्यक्रम के रूप में सिमुलेशन की व्याख्या करें? सीडब्ल्यूएसएन के लिए कक्षा सहभागिता के लिए एक विस्तृत योजना बनाएं। <b>OR</b>	5+5	CO5	BT6	

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	<p>Explain in detail the concept of empathetic practices? As CWSNs need a lot of emotional &amp; social support, create a plan to create awareness amongst other students of the class for being empathetic.</p> <p>सहानुभूतिपूर्ण प्रथाओं की अवधारणा को विस्तार से बताएं? चूंकि सीडब्ल्यूएसएन को बहुत अधिक भावनात्मक और सामाजिक समर्थन की आवश्यकता होती है, इसलिए कक्षा के अन्य छात्रों के बीच सहानुभूतिपूर्ण होने के लिए जागरूकता पैदा करने के लिए एक योजना बनाएं।</p>	5+5	CO5	BT5
4(D)	<p>Define in detail the principals of making learning meaningful? Devise a detailed plan based on Child centered learning.</p> <p>सीखने को सार्थक बनाने के सिद्धांतों को विस्तार से परिभाषित करें? बाल केन्द्रित शिक्षा पर आधारित एक विस्तृत योजना तैयार करें।</p>	5+5	CO4	BT6
4(E)	<p>Explain in detail the concept of Case Study? Design a Case study for a Child with Learning Disabilities</p> <p>केस स्टडी की अवधारणा को विस्तार से बताएं? सीखने की अक्षमता वाले बच्चे के लिए एक केस स्टडी डिज़ाइन करें</p>	3+7	CO3	BT6



**SCHOOL OF EDUCATION & HUMANITIES**  
**END TERM EXAMINATION DECEMBER 2023**  
**SET-A**

SEMESTER	1st	DATE OF EXAM	18/12/2023
SUBJECT NAME	Creating An Inclusive Classroom	SUBJECT CODE	EDH167B
BRANCH	Education & Humanities	SESSION	<b>I</b>
TIME	3:00 Hrs.	MAX. MARKS	100
PROGRAM	B.Ed.	CREDITS	04
NAME OF FACULTY	Sharv Datt Anand	NAME OF COURSE COORDINATOR	Sharv Datt Anand

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.  
Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(A) Discuss the Concept of Inclusive Education. समावेशी शिक्षा की अवधारणा पर चर्चा करें।	2	CO 1	BT2	
	1(B) How Learning style contributes in the Diversity. सीखने की शैली विविधता में कैसे योगदान देती है।	2	CO 1	BT3	
	1(C) What do you understand by the term "Inclusion as a Universal Human Right"? Explain with example. सार्वभौमिक मानव अधिकार के रूप में समावेशन" शब्द से आप क्या समझते हैं? उदाहरण सहित समझाइये।	2	CO 4	BT2	
	1(D) Family Support and Involvement is the key for successful Inclusion. Justify this statement with an appropriate example. परिवार का समर्थन और भागीदारी सफल समावेशन की कुंजी है। उचित उदाहरण देकर इस कथन की पुष्टि कीजिए	2	CO 4	BT4	
	1(E) Illustrate the role of "Policy & guidelines" in the mainstreaming of Children with Special Needs. विशेष आवश्यकता वाले बच्चों को मुख्यधारा में लाने में "नीति और दिशानिर्देश" की भूमिका का वर्णन करें।	2	CO 3	BT4	
2(A) Mention the characteristics of Inclusive Education? समावेशी शिक्षा की विशेषताएँ बताइये?	2	CO 3	BT1		

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PART-B	2(B)	_____ new disabilities have been added in RPWD 2016. _____ is one of those disabilities. आरपीडब्ल्यूडी 2016 में _____ नई विकलांगताएं जोड़ी गई हैं। _____ उन विकलांगताओं में से एक है।	2	CO1	BT1
	2(C)	_____ is a process of placing persons with disabilities in mainstream educational institutions, if the student can adjust to the requirements of such institutions and _____ is a system where all children regardless of the special needs are placed in general education classes where they receive high quality instruction, interventions, and supports that enable them to maximize their potential विकलांग व्यक्तियों को मुख्यधारा के शैक्षणिक संस्थानों में रखने की एक प्रक्रिया है, यदि छात्र ऐसे संस्थानों की आवश्यकताओं के साथ तालमेल बिठा सकता है और _____ एक ऐसी प्रणाली है जहां सभी बच्चों को विशेष जरूरतों की परवाह किए बिना सामान्य शिक्षा कक्षाओं में रखा जाता है जहां उन्हें उच्च गुणवत्ता की शिक्षा मिलती है, हस्तक्षेप और समर्थन जो उन्हें अपनी क्षमता को अधिकतम करने में सक्षम बनाते हैं	2	CO3	BT1
	2(D)	_____ & _____ are two causes of Hearing Impairment _____ और _____ श्रवण हानि के दो कारण हैं	2	CO 4	BT1
	2(E)	Explain the concept Parent-Teacher partnership? अभिभावक-शिक्षक साझेदारी की अवधारणा को स्पष्ट करें?	2	CO 2	BT1
PART-C	3(A)	Write a short note (A) Learning and learner support (B) UDL एक संक्षिप्त नोट लिखें (ए) सीखना और सीखने वाले का समर्थन (बी) यूडीएल	5+5	CO 2	BT2



PART-D	3(B)	Define the term "Autism." Explain any one type of Autism in detail "ऑटिज़्म" शब्द को परिभाषित करें। ऑटिज़्म के किसी एक प्रकार को विस्तार से समझाइये	2+8	CO 3	BT3
	3(C)	Critically Evaluate the NEP 2020? Keeping in mind the principles of Inclusive Education enlist the main features of NEP <b>OR</b> Critically Evaluate Challenges in Inclusive Education एनईपी 2020 का आलोचनात्मक मूल्यांकन करें? समावेशी शिक्षा के सिद्धांतों को ध्यान में रखते हुए एनईपी की मुख्य विशेषताओं को सूचीबद्ध करें <b>OR</b> समावेशी शिक्षा में चुनौतियों का आलोचनात्मक मूल्यांकन करें	3+7	CO5	BT5
	4(A)	Explain in detail Universal Design for Learning? How as a teacher would you integrate principles of UDL to teach a CWSN? सीखने के लिए यूनिवर्सल डिज़ाइन के बारे में विस्तार से बताएं? एक शिक्षक के रूप में आप सीडब्ल्यूएसएन को पढ़ाने के लिए यूडीएल के सिद्धांतों को कैसे एकीकृत करेंगे?	5+5	CO2	BT3
	4(B)	Define the term support services? Construct a plan for a CWSN to make him comfortable in the school. समर्थन सेवाएँ शब्द को परिभाषित करें? सीडब्ल्यूएसएन को स्कूल में सहज महसूस कराने के लिए एक योजना बनाएं।	3+7	CO5	BT1 + BT6
	4(C)	Explain simulations as a type of programme for classroom engagement? Construct a detailed plan for classroom engagement for a CWSN. कक्षा सहभागिता के लिए एक प्रकार के कार्यक्रम के रूप में सिमुलेशन की व्याख्या करें? सीडब्ल्यूएसएन के लिए कक्षा सहभागिता के लिए एक विस्तृत योजना बनाएं। <b>OR</b>	5+5	CO5	BT6

	<p>Explain in detail the concept of empathetic practices? As CWSNs need a lot of emotional &amp; social support, create a plan to create awareness amongst other students of the class for being empathetic.</p> <p>सहानुभूतिपूर्ण प्रथाओं की अवधारणा को विस्तार से बताएं? चूंकि सीडब्ल्यूएसएन को बहुत अधिक भावनात्मक और सामाजिक समर्थन की आवश्यकता होती है, इसलिए कक्षा के अन्य छात्रों के बीच सहानुभूतिपूर्ण होने के लिए जागरूकता पैदा करने के लिए एक योजना बनाएं।</p>	5+5	CO5	BT5
4(D)	<p>Define in detail the principals of making learning meaningful? Devise a detailed plan based on Child centered learning.</p> <p>सीखने को सार्थक बनाने के सिद्धांतों को विस्तार से परिभाषित करें? बाल केन्द्रित शिक्षा पर आधारित एक विस्तृत योजना तैयार करें।</p> <p style="text-align: center;"><b>OR</b></p> <p>Discuss in detail about the Role of a teacher in an inclusive set up? Create a plan as to how you as a teacher in an inclusive setup will make learning more meaningful!</p> <p style="text-align: center;"><b>या</b></p> <p>समावेशी व्यवस्था में शिक्षक की भूमिका के बारे में विस्तार से चर्चा करें? एक योजना बनाएं कि एक समावेशी व्यवस्था में एक शिक्षक के रूप में आप किस प्रकार सीखने को अधिक सार्थक बनाएंगे</p>	5+5	CO4	BT6
4(E)	<p>Explain in detail the concept of Case Study? Design a Case study for a Child with Learning Disabilities</p> <p>केस स्टडी की अवधारणा को विस्तार से बताएं? सीखने की अक्षमता वाले बच्चे के लिए एक केस स्टडी डिज़ाइन करें</p>	3+7	CO3	BT6



Set B

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# MANAV RACHNA UNIVERSITY

## SCHOOL OF EDUCATION AND HUMANITIES

DEPARTMENT OF EDUCATION

"End Semester Examination, Dec-2023"

Ray J

SEMESTER	I	DATE OF EXAM	20/12/2023
COURSE NAME	- Child Development and Teaching Learning Process	COURSE CODE	EDH101T (I)
PROGRAM	B.Ed.	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Dr. Mira Mishra	NAME OF COURSE COORDINATOR	Dr. Mira Mishra

Note: Part A: All questions are compulsory. Each question carries 5 Marks.

Part B: All questions are compulsory. Each question carries 5 Marks.

Part C: Internal choice will be there. Questions will be of 6, 6, 8 and 10 marks.

Part D: Internal choice will be there. Questions will be of 6, 6, 8 and 10 marks.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	1(A) Outline the principles of development in your own words. विकास के सिद्धांतों को अपने शब्दों में रेखांकित करें।	5	CO1	BT-1	
	1(B) Characterize the stressors commonly faced by the adolescents in their developmental phase. किशोरों द्वारा उनके विकासात्मक चरण में आमतौर पर सामना किए जाने वाले तनावों का वर्णन करें।	5	CO1	BT-2	
PART-B	2(A) Describe the process of socio-cultural development during adolescence. किशोरावस्था के दौरान सामाजिक-सांस्कृतिक विकास की प्रक्रिया का वर्णन करें।	5	CO2	BT-2	
	2(B) Elaborate the pre-conventional morality stage of the learner according to the Kohlberg's Theory of Moral Development. कोहलबर्ग के नैतिक विकास के सिद्धांत के अनुसार शिक्षार्थी के पूर्व-पारंपरिक नैतिकता चरण का विस्तार से	5	CO2	BT-2	

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		वर्णन करें			
PART-C	3(A)	Differentiate between authoritative and authoritarian styles of parenting. पालन-पोषण की आधिकारिक और सत्तावादी शैलियों के बीच अंतर करें।	6	CO3	BT-4
	3(B)	Analyse the causes of value erosion and stress among children in today's time. आज के समय में बच्चों में मूल्य क्षरण और तनाव के कारणों का विश्लेषण करें।	6	CO3	BT-4
	3(C)	In your view which is the most prevalently used parenting style in India? Justify your view with the help of suitable example/s. आपके विचार में भारत में सबसे अधिक प्रचलित पालन-पोषण शैली कौन सी है? उपयुक्त उदाहरणों की सहायता से अपने विचार की पुष्टि करें।	8	CO3	BT-5
	3(D)	Examine the role of society, parents and teachers in dealing with the issues pertaining to social concerns among the learners. शिक्षार्थियों के बीच सामाजिक सरोकारों से संबंधित मुद्दों से निपटने में समाज, माता-पिता और शिक्षकों की भूमिका का परीक्षण करें। Or Analyse the impact of social media and its influence on parenting style of the modern age parents. आधुनिक युग के माता-पिता की पालन-पोषण शैली पर सोशल मीडिया के प्रभाव और इसके प्रभाव का विश्लेषण करें।	10	CO3	BT-4

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PART-D	4(A)	<p>To what extent is our intelligence the result of heredity (nature) and environment (nurture)? Justify.</p> <p>हमारी बुद्धि किस हद तक आनुवंशिकता (प्रकृति) और पर्यावरण (पालन-पोषण) का परिणाम है? विश्लेषण करें.</p>	6	CO4	BT-4
	4(B)	<p>Compare Intelligence Quotient and Emotional Quotient. Which of the two, IQ or EQ, do you think would be more related to success in life and why?</p> <p>इंटेलिजेंस कोशेंट और इमोशनल कोशेंट की तुलना करें। आपके अनुसार IQ या EQ, दोनों में से कौन सा, जीवन में सफलता से अधिक संबंधित होगा और क्यों?</p>	3+3	CO4	BT-2, BT 5
	4(C)	<p>Evaluate the factors responsible for different intellectual capacity.</p> <p>विभिन्न बौद्धिक क्षमता के लिए उत्तरदायी कारकों का मूल्यांकन करें।</p>	8	CO4	BT-5
	4(D)	<p>Analyse the role of a teacher in dealing with diversities evident in the classroom scenario.</p> <p>कक्षा परिदृश्य में स्पष्ट विविधताओं से निपटने में शिक्षक की भूमिका का विश्लेषण करें।</p> <p>Or</p> <p>Analyse the Gardner's Theory of multiple intelligence and its educational implications in teaching learning process.</p> <p>गार्डनर के बहुबुद्धि सिद्धांत और शिक्षण-अधिगम प्रक्रिया में इसके शैक्षिक निहितार्थों का विश्लेषण करें</p>	10	CO4	BT-4
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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**

**DEPARTMENT OF EDUCATION**

*End Semester Examination, Dec-2023*

*Dr. Tarundeep Kaur*

SEMESTER	3	DATE OF EXAM	15/12/2023
COURSE NAME	Human Rights in Education	COURSE CODE	EDS222B (II)
PROGRAM	B.Ed	CREDITS	2
TIME DURATION	1.5hours	MAX. MARKS	50
NAME OF FACULTY	Dr. Tarundeep Kaur	NAME OF COURSE COORDINATOR	Dr. Tarundeep Kaur

*Note: Part A - All questions are compulsory.*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
1(a)	List out the 5 most important human rights.	5	CO1	BT4
1(b)	How to prevent human Rights Violation in India.	5	CO1	BT1
2(a)	Explain the role of National Human Rights Commission, India in Human Rights Education and Awareness.	5	CO2	BT2
2(b)	Explain the Role of Media, School and NGO in protecting Human Rights.	5	CO2	BT2
3(a)	Democracy is a pre-requisite for Human Rights Education and Awareness. Analyse.	7	CO3	BT4
3(b)	Mention various dimensions of Right to Life and Personal Liberty. The Hon'ble Supreme Court has widened its scope so as to cover each and every aspect of Human Right. Is it fruitful or merely decoration of the Indian Constitution? Explain	8	CO3	BT4
4(a)	Analyse the role of Judiciary in protection of human rights with the help of recent case laws.	7	CO4	BT4
4(b)	Human Rights Education and the role of National Human Rights Institutions. Comment	8	CO4	BT2

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**DEPARTMENT OF EDUCATION & HUMANITIES**  
"End Semester Examination, Dec-2023"

*Rae J*

SEMESTER	3	DATE OF EXAM	18/12/2023
COURSE NAME	School Organization & Management	COURSE CODE	EDS 227 B (II)
PROGRAM	B Ed	CREDITS	2
TIME DURATION	1.30 hrs	MAX. MARKS	50
NAME OF FACULTY	Dr Rashee Singh	NAME OF COURSE COORDINATOR	Dr Kiran Gupta

*Note: Part A is compulsory. Part B- Questions will be of descriptive type or numerical.*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(A) Explain two significant principles which you, as a teacher, must keep in mind while constructing a Time-table.	2	CO 2	2	
	1(B) Illustrate with at least two relevant examples the difference between co-curricular and Curricular Activities which are organized in the schools.	2	CO 2	3	
	1(C) Enumerate the principles of School management.	2	CO 1	1	
	1(D) Appraise the importance of different factors while setting up school.	2	CO 1	2	
	1(E) Predict why democratic decision making is important in school functioning.	2	CO 3	3	
	Q2 Differentiate between "Professional Ethics" and "Code of Conduct" Examine why are these a must for becoming an effective teacher?	5+5	CO 1	4	
	Q3 Discuss with illustrations the types of problems that may be faced by any school management.	10	CO 3	3	
	Q4 Discuss the role of regulatory bodies in maintaining the quality of education. Appraise the role of NCTE in detail.	4+6	CO 3	2	

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Q5(B)	<p>What is Total Quality Management? Elaborate its objectives and significance in a school.</p> <p>OR</p> <p>Explain the meaning and types of 'School Climate' with illustrations. Which of the four criteria will you as a teacher would use to declare a school with positive climate and why? Justify your answer.</p>	5+5	CO 4	4	
		5+5	CO 4		

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**DEPARTMENT OF EDUCATION**  
*End Semester Examination, Dec-2023"*

*Dr. Tarundeep Kaur*

SEMESTER	3	DATE OF EXAM	20.12.2023 (II)
COURSE NAME	General laws For Educators	COURSE CODE	LWS121
PROGRAM	B.Ed	CREDITS	2
TIME DURATION	1.5hours	MAX. MARKS	50
NAME OF FACULTY	Dr. Tarundeep Kaur	NAME OF COURSE COORDINATOR	Dr. Tarundeep Kaur

*Note: Part A - All questions are compulsory.*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
1(a)	Right to Education ,2009 states that a teacher shall perform which of the following duties.  a) Maintain Regularity and Punctuality in attending the school. b) Conduct and Completer the Curriculum c) Complete entire Curriculum in Specific time. d) All of These	1	CO2	BT1	
1(b)	Middy meal was first introduced in a) Madya Pradesh b) Haryana c) Tamil Nadu d) Orissa	1	CO5	BT1	
1(c)	Middy meal was first started in ..... state of India.	1	CO5	BT1	
1 (d)	List four features of Middy meal scheme.	2	CO3	BT4	
1 (e)	Briefly analyse the Key Provisions of RTE Act.	5	CO3	BT2	
2(a)	Explain the salient features of POCSOACT. Why the government should make this act mandatory to be taught in Schools.	7	CO2	BT1, BT2	

2(b)	Explain the detailed procedure given under juvenile justice system for treating a child aged between 16-18 years and a child below 16 if he commits a heinous offence. Explain with relevant case laws.	7	CO3	BT4
3(a)	Analyse the role of judiciary and the jurisprudence developed by Supreme Court of India with respect to child labour in India. Is the legislative approach in tune with the child welfare and in the best interest of child in terms of child labour?	7	CO3	BT4
3(b)	Analyse Domestic Violence (Prevention and Protection) Act, 2005. What is the need to pass and enforce this act .	7	CO3	BT4
4(a)	Categorize the Salient features of Maternity Benefit Act.	6	CO4	BT4
4(b)	Write short notes on a) Rehabilitation and social re-integration under the Juvenile Justice Act, 2015 b) Children in need of care and protection	3,3	CO2	BT1

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**SCHOOL OF EDUCATION & HUMANITIES**  
**END TERM EXAMINATION 'DECEMBER 2023**  
**SET-A**

*Rare*

SEMESTER	III	DATE OF EXAM	12 /12/2023 (II)
COURSE NAME	Technology and Disability	COURSE CODE	EDH 241 -T
PROGRAM	B.Ed. Special Education	CREDITS	04
TIME DURATION	03 hours	MAX. MARKS	80
NAME OF FACULTY	Mr. Sharv Datt Anand	NAME OF COURSE COORDINATOR	Mr. Sharv Datt Anand

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.  
Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(A) Explain the scope classroom expression in terms of technology giving appropriate examples?	2	CO1	BT2	
	1(B) What do you understand by visual presentation? Explain any 2 types	2	CO2	BT2	
	1(C) Explain in detail auditory form of presentation? How as a special educator would you use auditory presentation to teach a CWLD?	2	CO2	BT2	
	1(D) Summarise the learning needs of CWLDs in technology in communication?	2	CO1	BT2	
	1(E) Differentiate between No tech and high-tech giving examples?	2	CO3	BT4	
2(A)	Discuss the role of AT for children with LD?	2	CO2	BT2	

PART-B	2(B)	_____ are less assistive and more instructional technologies that support students with and without disabilities in mathematics. Explain (A) Calculators (B) Computer-assisted instruction (C) Virtual manipulatives (D) Curriculum-based instruction	2	CO2	BT1
	2(C)	Technology should mainly be used to enhance curriculum? Give reasons for your choice (A) False (B) True (C) None of the above	2	CO2	BT2
	2(D)	Explain the Consideration for selection of tools? What consideration as a special educator would you use for a CWLD	2	CO2	BT2
	2(E)	Explain the principles of Universal Design for Learning?	2	CO2	BT2
PART-C	3(A)	Describe the term digital natives as a special educator create a plan for a digital native student?	4+6	CO4	BT2
	3(B)	Examine the role of parent/family involvement for a CWLD to use technology, prepare a plan for a family to make them accept technology in their child's life?	4+6	CO5	BT4
	3(C)	Examine the learning needs of CWLD? Create a plan for enhancing Mathematics and Writing. <b>OR</b> Explain the Consideration for selection of tools? What consideration as a special educator would you use for a CWLD	3+7	CO3	BT4

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PART-D	4(A)	Explain in detail Universal Design for Learning? How as a special educator would you integrate principles of UDL to teach a CWLD?	5+5	C02	BT2+BT4
	4(B)	Explain the meaning and scope of classroom engagement? Construct a detailed plan for classroom engagement for a CWSN.	5+5	C05	BT2+BT4
	4(C)	Explain the term Cyber Safety? As CWLDs are vulnerable and can land into cyber frauds, create a plan to create awareness of internet usage amongst CWLDs  <b>OR</b> In detail define the Considerations for selection of programmes and tools in an inclusive class? As a Special Educator create a plan to make considerations simple for CWLDs	5+5	C05	B2+BT6

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**SCHOOL OF EDUCATION & HUMANITIES**  
**END TERM EXAMINATION DECEMBER 2023**  
**SET-A**

*Reshma Bhowan*

SEMESTER	III	DATE OF EXAM	14.12.2023
SUBJECT NAME	Intervention and Teaching Strategies	SUBJECT CODE	EDH240-T
BRANCH	Education	SESSION	<u>II</u>
TIME		MAX. MARKS	80
PROGRAM	B. Ed. Special Education	CREDITS	4
NAME OF FACULTY	Reshma Bhowan	NAME OF COURSE COORDINATOR	Reshma Bhowan

Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.  
Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.  
Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(A) What do you understand by Educational Intervention?	2	CO1	BT2	
	1(B) Distinguish between Intervention and Remediation	2	CO1	BT2	
	1(C) Explain the importance of Gap Analysis in curriculum planning.	2	CO1	BT2	
	1(D) Write the main principles of Educational Intervention.	2	CO1	BT2	
	1(E) Discuss the role of general teachers in the development of intervention program.	2	CO1	BT2	
T-B PAR 2(A)	Enlist 2 activities for sustenance of attention.	2	CO2	BT1	

	2(B)	Explain perception and its types briefly	2	C02	BT2
	2(C)	What do you understand by the term Visual Memory?	2	C02	BT2
	2(D)	Illustrate the cascade of services model	2	C02	BT3
	2(E)	Expand the following terms: 1. IDEA 2. VAKT 3. TLM 4. IEP	2	C02	BT3
<b>PART-C</b>	3(A)	A student from Grade 7 often misreads in class. She has a habit of speculating the word looking at the first 2-3 letters. Discuss the probable causes associated with this condition in detail and also suggest learning activities to overcome the problem.	5+5	C03	BT4
	3(B)	Being a special Educator, summarize for mainstream teachers how to accommodate a child with Dyslexia and Dysgraphia seamlessly in the classroom	5+5	C03	BT5
		During the error analysis you observed that a student often commits number reversal in math's notebook. Discuss the Perceptual problems associated with this condition in detail and also suggest learning activities to		C04	L4

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	3(C)	overcome the problem.  OR Rajvi is in Grade 8 and reads very poorly, makes a lot of spelling errors whilst writing. Elaborate the accommodations given by CBSE which you will tell the parents for her to be successful in Grade 9.	10		
<b>PART-D</b>	4(A)	Critically evaluate the significance of study skills. Delineate ways to improve them	10	C05	BT5
	4(B)	Enlist the Life skills given by WHO, how these life skills contribute in the successful adult independent living?	10	C05	BT1
	4(C)	Children with LD often lack Social Skills. Elaborate on the skills you would want to work upon and make an intervention plan for the same.  OR elaborate ways in which you can incorporate Leisure and Recreation in the life of a child with Learning Disability in a structured manner	10	C06	BT2,4

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SCHOOL OF EDUCATION & HUMANITIES  
DEPARTMENT OF EDUCATION & HUMANITIES  
"End Semester Examination, Dec-2023"  
Set-B

*Signature*

SEMESTER	III	DATE OF EXAM	16.12.2023 (II)
SUBJECT NAME	PSYCHO-SOCIAL AND FAMILY ISSUES	SUBJECT CODE	EDS244
BRANCH	EDUCATION & HUMANITIES	SESSION	II
TIME	1.5 Hours	MAX. MARKS	50
PROGRAM	B.Ed. Special Education	CREDITS	02
NAME OF FACULTY	Mr. Sharv Datt Anand	NAME OF COURSE COORDINATOR	Mr. Sharv Datt Anand

Note: Part A: All questions are compulsory. Each question will be 2 Marks.  
Part B: All questions are compulsory. Each question will be 2 Marks.  
Part C: Questions will be of 5 and 3 marks. Internal choice will be there  
Part D: Questions will be of 5 and 3 marks. Internal choice will be there.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(A) Explain the affective domain with reference to a CWLD?	02	CO1	BT2	
	1(B) Discuss about the Causative factors of psycho-social domains?	02	CO1	BT2	
	1(C) Signify the Manifestations of psychosocial behavior at home?	02	CO2	BT2	
	1(D) What do you understand by needs and concerns of the child with LD?	02	CO2	BT1	
	1(E) Review the concept of school environment for a CWLD?	02	CO2	BT2	
2(A)	Define Self-Advocacy? Examine the ways in which you as a special educator will ensure self-Advocacy.	02	CO3	BT3	

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PART-B	2(B)	Examine the concept of Self-Help Groups giving examples?	02	CO3	BT2
	2(C)	Analyze the concept of Legal provisions? Which provisions will be good for CWSNs	02	CO2	BT4
	2(D)	Examine the concept of social skill training?	02	CO3	BT2
	2(E)	Explain the concept of Parent Associations.	02	CO3	BT2
	2(F)	Describe the term Resource management? How would you plan management of resources?	02	CO3	BT2
	2(G)	Examine the concept of social-emotional wellbeing?	02	CO2	BT2
PART-C	3(A)	Examine the concept of Networking with students, parents, community, and NGO's? Create a plan for a parent to take help from NGOs.  OR Define Individualized Family Specific Plan? Create an IFSP for a CWSN	5	CO4	BT6
	3(B)	Imagine you have a CWLD in your classroom create a plan for the to enhance the self-belief of the child?  OR Define home environment? Create a plan for a family of a CWLD to help them create a balanced home environment.	5	CO5	BT6
	3(C)	Discuss in detail about Needs of the child with LD?	3	CO3	BT2

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<b>PART-D</b>	4(A)	Do you think for a CWLD parental support is important? Evaluate the importance of Family structure and highlight its functioning.  <b>OR</b> Discuss Manifestations of psychosocial behavior? How will you as a Special Educator teach them regarding the manifestations	5	CO2	BT3	
	4(B)	Evaluate the concept of IFSP? Construct an IFSP for a CWLD in your inclusive classroom.	5	CO5	BT <del>3</del> <sup>5</sup>	
	4(C)	Analyze the concept of Stress management? As a stakeholder what strategies would you teach a CWLD?	3	CO5	BT <del>3</del> <sup>4</sup>	

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION**  
"End Semester Examination, Dec-2023"

*Rajendra*

SEMESTER	I	DATE OF EXAM/SESSION	08.12.2023 (I)
COURSE NAME	English - I: An Introduction to English Literature	COURSE CODE	EDH118B
PROGRAM	B A B ED	CREDITS	4
TIME DURATION	3 HRS	MAX. MARKS	100
NAME OF FACULTY	Dr. Chhavi Kulshreshtha	NAME OF COURSE COORDINATOR	Dr Akhilesh Kr. Dwivedi

**PART – A (15 Marks- All Questions are Compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
1.a	Analyse the distinctive characteristics of oral Literature in contrast to written Literature?	5+5(10)	CO2	L2
1.b	Elaborate the French and Germanic influence as depicted in English Literature.	5	CO2	L2

**PART – B (15 Marks- All Questions are Compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
2.a	Give key characteristics of Elizabethan period. Name some prominent authors of the Elizabethan era, and their contributions?	5+5=(10)	CO1,2	L2
2.b	Which period (age) of English Literature has inspired you the most and why.	5	CO1,2	L1

**PART – C (35 Marks- Attempt any 1 question of 15 marks, all questions of 10 marks each are compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
3.a	Analyze the statement, "Drama is the specific mode of fiction represented in performance." Explain its functions and types.	5+5+5(15)	CO3,4	L4
3.b	Justify, Poetry, a genre that captivates with its beauty and emotions, holds a special place in literature. Describe its types with examples.	5+10=(15)	CO3,4	L4
4.	Explain the following terms with examples: i. Gothic Novels ii. Epistolary Novels iii. Science Fiction iv. Picaresque Novels	2.5*4=(10)	CO5	L1

5.	Non-Fiction authors' aim is to share the factual stories of real-life people, events, and movements. How far do you agree with the statement? Support your answer with types of Non-Fiction.	5+5(10)	CO5	L4
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**PART – D (35 Marks- Attempt any 1 question of 15 marks, all questions of 10 marks each are compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
6.a	Speech figures, which are frequently used in a text/poem or during a speech, are used to create a certain effect and actually aim to tell something without expressing the real meaning of the word. In the context of this cited line explain any 6 figures of speech with correct illustrations.	2.5*6=(15)	CO3	L3
6.b	Explore the role of figures of speech in literature and its impact on creating sensory experiences for readers. Illustrate with examples any 6 figures of speech.	2.5*6=(15)	CO3	L3
7	Elucidate the importance of <b>Diction, Imagery, Symbol, and Rhyme</b> in critically appreciating the piece of literature.	2.5*4=(10)	CO4	L2
8.	Explain the following terms in detail: i. Plot ii. Character iii. Monologue iv. Irony	2.5*4=(10)	CO4	L1

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**

**DEPARTMENT OF EDUCATION**

End Semester Examination, Dec-2023

(Set- B)

*Roy J*

SEMESTER	1	DATE OF EXAM	13.12.2023 (I)
COURSE NAME	Foundation of Education	COURSE CODE	EDH102B
PROGRAM	B.Ed. B.A./B.Sc Integrated	CREDITS	4
TIME DURATION	3 hours	MAX. MARKS	100
NAME OF FACULTY	Dr Ritu Sharma, Dr Savita Sharma and Dr Kiran Gupta	NAME OF COURSE COORDINATOR	Dr Kiran Gupta

Note:

1. All Questions in part A are compulsory.
2. All Questions in part B are compulsory.
3. Attempt three questions from Part C. Internal Choice is given.
4. Attempt four questions in Part D. Internal Choice is given

Q.NO.	QUESTIONS	MAR KS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(a) 'Education is fundamentally a Psychological and Sociological Process'. Justify the statement with relevant explanation. 'शिक्षा मूलतः एक मनोवैज्ञानिक और समाजशास्त्रीय प्रक्रिया है।' प्रासंगिक स्पष्टीकरण के साथ कथन की पुष्टि करें।	5	CO3	BT5	
	1(b) Elaborate upon the relevance of a sound educational philosophy in contemporary scenario. समसामयिक परिदृश्य में एक सुदृढ़ शैक्षिक दर्शन की प्रासंगिकता पर विस्तार से चर्चा करें।	5	CO1	BT 2	
	1(c) Give example of various classroom activities that can be used by the teacher for inculcating appreciation and respect towards ones' culture. विभिन्न कक्षा गतिविधियों का उदाहरण दीजिए जिनका उपयोग शिक्षक किसी की संस्कृति के प्रति प्रशंसा और सम्मान पैदा करने के लिए कर सकता है।	5	CO1	BT2	
PART-B	2(a) Interpret the influence of Dr. Ambedkar's educational views on Indian Education System. विभिन्न कक्षा गतिविधियों का उदाहरण दीजिए जिनका उपयोग शिक्षक किसी की संस्कृति के प्रति	5	CO4	BT3	



	प्रशंसा और सम्मान पैदा करने के लिए कर सकता है। भारतीय शिक्षा प्रणाली पर डॉ. अम्बेडकर के शैक्षिक विचारों के प्रभाव की व्याख्या करें।			
	2(b) 'Education is manifestation of the divine perfection already existing in Man', . Elucidate the statement by giving any five major aims of Education given by Swami Vivekananda. 'शिक्षा मनुष्य में पहले से विद्यमान दिव्य पूर्णता की अभिव्यक्ति है।' स्वामी विवेकानन्द द्वारा दिये गये शिक्षा के कोई पाँच प्रमुख उद्देश्य बता कर कथन को स्पष्ट कीजिये।	5	CO4	BT4
	2(c) List down various methods of Teaching as recommended by Rabindranath Tagore. Describe any one method in detail. रवीन्द्रनाथ टैगोर द्वारा अनुशंसित शिक्षण की विभिन्न विधियों की सूची बनाएं। किसी एक विधि का विस्तार से वर्णन कीजिए।	5	CO4	BT1+BT2
PART-C	3 Explain the concept of 'Socialization'. Analyze the role of collaborative learning experiences for effective socialization of learners with specific reference to the importance of teacher. 'समाजीकरण' की अवधारणा को समझाइये। शिक्षक के महत्व के विशिष्ट संदर्भ में शिक्षार्थियों के प्रभावी समाजीकरण के लिए सहयोगात्मक शिक्षण अनुभवों की भूमिका का विश्लेषण करें। <b>OR</b> Discuss the concept of 'Social Change'. Reflect upon the critical areas, that require social change in context of modern Indian society. 'सामाजिक परिवर्तन' की अवधारणा पर चर्चा करें। उन महत्वपूर्ण क्षेत्रों पर विचार करें, जिनमें आधुनिक भारतीय समाज के संदर्भ में सामाजिक परिवर्तन की आवश्यकता है।	2+8		
		2+8	CO2	BT2+ BT4
	4. Critically probe the role of social media in shaping the personal identity of the learners at the backdrop of larger social environment. Support your answer with real life examples.  व्यापक सामाजिक परिवेश की पृष्ठभूमि में शिक्षार्थियों की व्यक्तिगत पहचान को आकार देने में सोशल मीडिया की भूमिका की आलोचनात्मक जाँच करें। वास्तविक जीवन के उदाहरणों से अपने उत्तर का समर्थन करें। <b>OR</b> Share your understanding of the term	2+8	CO2	BT2+ BT5

	Globalization. Evaluate the impact of major socio cultural factors on globalization on education. वैश्वीकरण शब्द के बारे में अपनी समझ साझा करें। शिक्षा पर वैश्वीकरण के प्रमुख सामाजिक सांस्कृतिक कारकों के प्रभाव का मूल्यांकन करें।			
6	'Indian constitution lays a very strong foundation for providing inclusive and equitable educational opportunities. Justify the statement with suitable explanation. भारतीय संविधान समावेशी और न्यायसंगत शैक्षिक अवसर प्रदान करने के लिए एक बहुत मजबूत नींव रखता है।' उपयुक्त स्पष्टीकरण के साथ कथन की पुष्टि करें। <b>OR</b> 'Values enshrined in our constitution collectively represent very essence of Indian tradition and culture'. Defend your stand with relevant argument. हमारे संविधान में निहित मूल्य सामूहिक रूप से भारतीय परंपरा और संस्कृति के सार का प्रतिनिधित्व करते हैं।' प्रासंगिक तर्क के साथ अपने पक्ष का बचाव करें।	10		
		10	CO5	BT5
P A R T- D	How do you see gender discrimination still being a critical concern for the development in India? Assess the role of teacher in creating gender neutral classroom learning environment. आप कैसे देखते हैं कि लिंग भेदभाव अभी भी भारत में विकास के लिए एक गंभीर चिंता का विषय बना हुआ है? लैंगिक तटस्थ कक्षा शिक्षण वातावरण बनाने में शिक्षक की भूमिका का आकलन करें। <b>OR</b> What is Secularism? Appraise various strategies that a teacher can take to ensure a secular classroom learning environment. धर्मनिरपेक्षता क्या है? विभिन्न रणनीतियों का मूल्यांकन करें जो एक शिक्षक एक धर्मनिरपेक्ष कक्षा में सीखने के माहौल को सुनिश्चित करने के लिए अपना सकता है।	2+8		
	7	2+8	CO5	BT2+ BT5
8	Differentiate between Directive principles and fundamental rights. Deduce the need of Elementary Education becoming a part of fundamental right.	2+8	CO5	BT4

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	<p>निदेशक सिद्धांतों और मौलिक अधिकारों के बीच अंतर बताएं। प्रारंभिक शिक्षा को मौलिक अधिकार का हिस्सा बनाने की आवश्यकता का निष्कर्ष निकालें।</p> <p><b>OR</b></p> <p>'Religious Pluralism is a strength for Indian Society'. Critically comment on this statement with specific focus on classroom scenario. धार्मिक बहुलवाद भारतीय समाज की ताकत है। कक्षा परिदृश्य पर विशेष ध्यान देते हुए इस कथन पर आलोचनात्मक टिप्पणी करें</p>	10		
	<p>'Education plays an important role in creating a overall democratic culture'. Examine the statement in light of current political environment of India. 'समग्र लोकतांत्रिक संस्कृति के निर्माण में शिक्षा महत्वपूर्ण भूमिका निभाती है।' भारत के वर्तमान राजनीतिक माहौल पर प्रकाश डालते हुए कथन का परीक्षण करें।</p> <p><b>OR</b></p> <p>Discover the aspects of Indian culture that you regard as the most critical ones in bringing a sense of emotional connect and national unity among the Indian youth. Illustrate with example across different areas. भारतीय संस्कृति के उन पहलुओं की खोज करें जिन्हें आप भारतीय युवाओं में भावनात्मक जुड़ाव और राष्ट्रीय एकता की भावना लाने में सबसे महत्वपूर्ण मानते हैं। विभिन्न क्षेत्रों में उदाहरण देकर स्पष्ट करें।</p>	10		
9.		10	CO2	BT4
10	<p>Identify and briefly explain critical provisions recommended by Right to Education Act 2010 for addressing the issues of access and affordability in Indian Education System. भारतीय शिक्षा प्रणाली में पहुंच और सामर्थ्य के मुद्दों को संबोधित करने के लिए शिक्षा का अधिकार अधिनियम 2010 द्वारा अनुशंसित महत्वपूर्ण प्रावधानों को पहचानें और संक्षेप में समझाएं।</p>	10	CO5	BT4

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**END**

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Set 1

MANAV RACHNA UNIVERSITY  
SCHOOL OF EDUCATION AND HUMANITIES  
DEPARTMENT OF EDUCATION AND HUMANITIES  
"End Semester Examination, Dec-2023"

*Dr Arvinder Kaur*  
16/12/2023

SEMESTER	I	DATE OF EXAM	16/12/2023
COURSE NAME	<i>Political Science:</i> Introduction to Political Theory	COURSE CODE	EDH120B
PROGRAM	B.A.B.Ed	CREDITS	4
TIME DURATION	3 Hours	MAX. MARKS	100
NAME OF FACULTY	Dr Arvinder Kaur	NAME OF COURSE COORDINATOR	Dr Arvinder Kaur

All questions are compulsory

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART - A	Q1 A	Describe Pluralism with the help of relevant example.	2	CO2	BT <sub>2</sub>
	Q1 B	Write any two significance of political theory.	2	CO1	BT1
	Q1 C	Enumerate different types of Socialism.	2	CO1	BT1
	Q1 D	Illustrate different trends of political theory.	2	CO1	BT2
	Q1 E	Summarize the key features of Liberalism?	2	CO2	BT2
PART - B	Q2 A	Distinguish between political sovereignty and real sovereignty	5	CO4	BT4
	Q2 B	Explain the functions or activities exercised by the state with the help of relevant examples.	5	CO3	BT2
PART - C	Q3	Why Liberty and Equality is important? "Liberty and Equality are opposite to each other" Do you agree with the statement	5+5	CO4	BT2+ BT4
	Q4	Define Equality. Write any two features of equality. Discuss various dimension of equality	2+2+ 6	CO4	BT1 +BT2
	Q5	"The route of achieving equity will not be accomplished through treating everyone equally. It will be achieved by treating everyone justly according to their circumstances" Construct your	10	CO4	BT6

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view point on the statement with the help of the image given below.



**PART-D**

Q6	Discuss the meaning of Political Liberty and Economic Equality. "Political Liberty is a myth in the absence of Economic Equality" Critically Analyse	4+6	CO4	BT2 +BT5
Q7	Describe the concept of welfare state. Classify the functions of welfare state.	3+7	CO5	BT2
Q8	List different social welfare organization. Interpret the role of different types of Social welfare Organizations.	2+8	CO5	BT1+BT6
Q9	Highlight the working of government organization in social welfare at the central level.	10	CO5	BT
Q10	"A welfare state is a form government in which the state protects and promotes the economic and social wellbeing of the citizens." Evaluate the role of welfare state in today's scenario.	10	CO5	BT5

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**SCHOOL OF EDUCATION AND HUMANITIES**  
**END TERM EXAMINATION**  
**DECEMBER 2023**  
**SET-A**

*Rachna*

SEMESTER	1 <sup>ST</sup>	DATE OF EXAM	19/12/2023
SUBJECT NAME	History: <sup>Indian</sup> History till 1206 A.D	SUBJECT CODE	EDH 117B
BRANCH	Education & Humanities	SESSION	I
TIME	3:00 Hrs.	MAX. MARKS	100
PROGRAM	B.A B.Ed.	CREDITS	04
NAME OF FACULTY	Dr. Nibedita Hazarika	NAME OF COURSE COORDINATOR	Dr. Nibedita Hazarika

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.

Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

NO	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART A	1(A) Discuss about ANY two Vedas	2	CO1	BT2	
	1(B) Discuss any two theories regarding the decline of Indus Valley Civilization	2	CO1	BT2	
	1(C) Coins are an important source of studying ancient Indian history. Explain	2	CO1	BT2	
	1(D) Differentiate between the economy of the early vedic period and the later vedic period	2	CO1	BT2	
	1(E) Discuss the religious life of the Harappan Valley civilization	2	CO1	BT2	
PART B	2(A) Discuss ANY two reasons for the rise of Jainism	2	CO2	BT2	
	2(B) What are Triratnas? Highlight the differences between the two sects of Jainism	2	CO2	BT2	
	2(C) In which council did Buddhism split up? Briefly describe the two sects of Buddhism	2	CO2	BT2	
	2(D) The basic principles of Buddhism are four noble truths. Discuss them.	2	CO2	BT2	
	2(E) Decline of Buddhism is attributed to socioeconomic and political factors. Discuss	2	CO2	BT2	

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		any two.			
PART C	3 (A)	Who were the Dhamma Mahamattas? Discuss their role Describe the major sources of information for the Mauryan period.	3+7	CO3	BT2, <del>BT4</del>
	3 (B)	Summarize the administrative structure of the Mauryas. Discuss the functions of the city administration separately.	5+5	CO3	BT2
	3 (C)	What do you understand by Dhamma? Ashoka's policy of Dhamma is considered as one of the factors for the decline of the Mauryan Kingdom. If not, Argue.	2+8	CO3	BT1, BT4
	3 (D)	Discuss the main achievements of Kanishka I. Evaluate the reasons for the downfall of the Kushanas.	4+6	CO3	BT4
		<b>OR</b>			
		Discuss the relationship between Ashoka and Buddhism. Analyze the main principles of the policy of Dhamma.	4+6		
PART D	4 (A)	Reproduce notes on (a) Gupta Art and Architecture (b) Skandagupta	5+5	CO4	BT1
	4 (B)	Identify four important rulers of the Gupta dynasty. Chandragupta II is considered as the greatest ruler of the Gupta dynasty. Elaborate.	4+6	CO4	BT1, BT3
	4 (C)	Critically evaluate the various theories related to the origin of the Rajputs. Reproduce a note on the Rajputs	8+2	CO4	BT <del>4</del> , BT1
	4 (D)	The Gupta period is regarded as the Golden Age. Critically analyze their contribution to art and literature. Also their achievements in the field of science and technology.	5+5	CO4	BT4
		<b>OR</b>			
		Critically analyze the economy of the Gupta Empire. Also, the main reasons for the disintegration of the Gupta empire	5+5		

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DEPARTMENT OF EDUCATION  
End Semester Examination, Dec-2023"

SEMESTER	3 (Set-A)	DATE OF EXAM	12.12.2023 (II)
COURSE NAME	Knowledge and Curriculum	COURSE CODE	EDH206B
PROGRAM	B.Ed,B.A./B.Sc Integrated	CREDITS	4
TIME DURATION	3 hours	MAX. MARKS	100
NAME OF FACULTY	Dr Savita Sharma, Dr Kiran Gupta and Dr Geeta Thakur	NAME OF COURSE COORDINATOR	Dr Savita Sharma

Note: All Questions in parts A and B are compulsory. Attempt any four questions each from parts C and D each.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI	
PART-A	1	Compare and contrast the epistemological Thoughts (Methods of Teaching) of Indian Educationists (Mahatma Gandhi and Rabindranath Tagore) and the Western Educationists (John Dewey and JJ Rousseau.)	5	C02	BT4	
	2	How do the nature of 'Knowledge' differ from that of 'Skill' and 'Belief" Justify with the help of relevant examples	5	C01	BT5	
	3	Outline at least 5 points of difference between the Traditional classroom and Constructive class room.	5	C01	BT2	
	4	Inferring the term 'Society', justify that Education forms the backbone of society.	5	C03	BT5	
	5	Interpret the impact of knowledge/Education on Politics	5	C03	BT2	
	6	Define Social structure.Examine how does social institutions like 'Family' influence knowledge acquisition?	5	C03	BT4	
	7	Define the term 'Curriculum'.Explain different principles of Curriculum Planning and Development. OR	2+8	C04	BT2	
		What do you understand by 'Curriculum	2+4+4	C04	BT2	

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		Development'? Compare and contrast :a)the 'Top down' and Bottom Up; b)the 'Subject Centred','Subject Area' approaches of Curriculum development.				
	8	Distinguish between the 'Core' and 'Hidden' Curriculum.Develop the difference between the two with the help of at least 4 relevant examples. <b>OR</b>	4+6	CO4	BT4	
		Translate 'Environmental Concerns' as one of the problems faced by our nation.Examine how can curriculum at secondary level address the issues of Environmental Concerns?	4+6	CO4	BT4	
PA RT -C PA RT -D	9	Explain the term 'Gender Equality'.Summarize the ways by which curriculum facilitate handing the gender issues? <b>OR</b>	4+6	CO4	BT2	
		'Curriculum is considered as the Heart of Education'.Keeping the statement in mind illustrate the 'Psychological Base' and 'Socio Cultural Base of Curriculum Development.	2+4+4	CO4	BT2	
	10	How Curriculum is broader and comprehensive concept than Syllabus? Interpret <b>OR</b>	5	CO4	BT2	
		Outline any five significant strategies to develop values in students.	5	CO4	BT2	
	11	List different features of NCERT.Interpret the role of NCERT in context of the process of curriculum planning and development. <b>OR</b>	2+8	CO5	BT2	
		What is curriculum Planning? Demonstrate Why is evaluation important for effective Curriculum Planning?	4+6	CO5	BT2	
	12	The NEP2020 is a landmark in the field of School education Education: outline its recommendations with regard to Early Childhood care and education with New Curricular and Pedagogical structure and Teacher recruitment and Career Path <b>OR</b>	5+5	CO5	BT2	
		What is a text book? Translate how can Text books be used effectively to promote Curriculum Transaction in a progressive society.	3+7	CO5	BT2	
	13	List the basic features of CBSE.'Academic excellence in conformity with psychological, pedagogical and social principles',is the aim of CBSE.Infer the statement <b>OR</b>	2+8	CO5	BT2	
		Define Curriculum Transaction.Develop the significant requirements for effective	4+6	CO5	BT3	

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	Curriculum transaction			
14	Enumerate five main functions of SCERT.	5	C05	BT2
	Summarize the recommendations of NEP2020 in School Curricula and Pedagogy.	5	C05	BT2

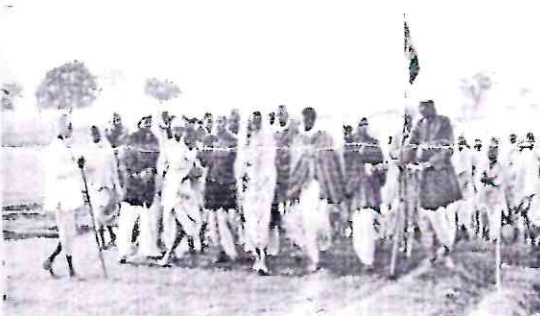
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MANAV RACHNA UNIVERSITY  
SCHOOL OF EDUCATION AND HUMANITIES  
DEPARTMENT OF EDUCATION AND HUMANITIES  
"End Semester Examination, Dec-2023"

SEMESTER	3	DATE OF EXAM	14.12.2023
COURSE NAME	POLITICAL SCIENCE: HISTORICAL AND CULTURAL BACKGROUND OF POLITICS	COURSE CODE	EDH213B
PROGRAM	B.A.B.Ed	SESSION	II
TIME DURATION	3 Hours	CREDITS	4
NAME OF FACULTY	Dr Arvinder Kaur	MAX. MARKS	100
		NAME OF COURSE COORDINATOR	Dr Arvinder Kaur

*All questions are compulsory*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P	
PART - A	Q1 A	Enumerate Political Parties and Party system in India.	2	CO1	BT1	
	Q1 B	Draw and interpret the Constitutional structure of India.	2	CO1	BT3	
	Q1 C	Briefly explain the nature of Constitutional Amendments.	2	CO2	BT2	
	Q1 D	List any 5 National Political parties and draw their symbols.	2	CO1	BT1	
	Q1 E	Distinguish between Constitution and Constitutionalism (Any 2 Points)	2	CO2	BT4	
PART - B	Q2 A	 <p>Identify the image above given and evaluate the role of this movement.</p>	5	CO5	BT3	



	Q2 B	Enlist 5 Social movements and analyze their contribution in India's development.	5	CO5	BT1 + BT4
PART - C	Q3	"The day a woman can walk freely on the roads at night, that day we can say that India has achieved independence". Justify the statement with special reference to Indian constitutional safeguards.	4+6	CO6	BT5
	Q4	Analyze the constitutional and legal safeguards in India with regard to Schedule Caste and Schedule Tribe. Do you think they are adequate?	5+5	CO6	BT4
	Q5	Describe the Constitutional Safeguards? Explain the different Constitutional safeguards in India.	5+5	CO5	BT2
	Q6	Highlight the best and appropriate rights which are framed by our Indian Constitution. Justify why they are appropriate according to you.	5+5	CO5	BT4
PART - D	Q7	Define the term Legacy. Outline the Historical Legacy and Political Traditions of India	2+8	CO3	BT1+ BT2
	Q8	Explain the constitutional structure of U.K. and U.S.A. Compare the party system of U.K and U.S.A.	4+6	CO3	BT4
	Q9	Briefly explain the different types of party systems around the world. Do you agree with the statement that the "One- Party system is better than the Multi-Party system" Support your answer with at least 3 suitable arguments	4+6	CO1	BT3
	Q10	Discuss in detail the Russia's constitutional structure, amendments and importance.	4+3+3	CO3	BT2

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION AND HUMANITIES**

"End Semester Examination, Dec-2023" (SET B)

*Rachna*

SEMESTER	3	DATE OF EXAM	14.12.2023 (II)
COURSE NAME	Economics: Theory and Application of Macroeconomics-I	COURSE CODE	EDH212B
PROGRAM	B.A.B.Ed.	CREDITS	4
TIME DURATION	3 HOURS	MAX. MARKS	100
NAME OF FACULTY	DR. KRITI DAGAR	NAME OF COURSE COORDINATOR	DR. KRITI DAGAR

Note: Part A and Part-B is compulsory.

Part C attempt 3 questions, internal choice is given in one part

Part D attempt 4 questions, internal choice is given in one part

Questions will be of descriptive type or numerical. Simple calculator is allowed

Q.NO.	QUESTIONS	MAR KS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	Q1 a Explain the goals of Macroeconomics	5	CO1	BT2	
	Q1 b Graphically illustrate the Three sector model of circular flow of income	5	CO1	BT2	
	Q1 c "Unemployment rates are lower for individuals with more education". Interpret this statement.	5	CO2	BT2	
PART-B	Q2 a Elucidate the determinants of "Planned Investment"	5	CO2	BT3	
	Q2 b "GDP may not always be a good measure for growth". Discuss with respect to the limitations.	5 (2+3)	CO3	BT2, BT3	
	Q2 c Differentiate between Nominal GDP and Real GDP	5	CO3	BT2	

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<b>PARTT-C</b>	<b>Q3 a</b>	The classical theory of Income and Output focuses on the supply side factors. (i) Graphically express the theory showing total production and marginal production curves (ii) Explain why the labor supply curve is backward bending	5+5	C05	BT4																								
	<b>Q3 b</b>	Complete the table, and answer the questions based on the completed table. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Disposable Income (DI) (in \$)</th> <th>Consumption (in \$)</th> <th>Saving</th> </tr> </thead> <tbody> <tr><td>10000</td><td>12000</td><td>-2000</td></tr> <tr><td>20000</td><td>21000</td><td>-1000</td></tr> <tr><td>30000</td><td>30000</td><td>0</td></tr> <tr><td>40000</td><td>39000</td><td>1000</td></tr> <tr><td>50000</td><td>48000</td><td>2000</td></tr> <tr><td>60000</td><td>57000</td><td>3000</td></tr> <tr><td>70000</td><td>66000</td><td>4000</td></tr> </tbody> </table> (i). What is the APC at a DI level of \$10,000? _____ At \$20,000? _____ (ii). What happens to the APC as DI rises? (iii) What is the MPC as DI goes from \$50,000 to \$60,000? _____ From \$60,000 to \$70,000? _____ (iv). What happens to MPC as income rises? (v). What is the conceptual difference between APC and MPC? <b>OR</b> The aggregate demand depends on three broad effects. Explain Also enlist the factors that shift or affect the aggregate demand	Disposable Income (DI) (in \$)	Consumption (in \$)	Saving	10000	12000	-2000	20000	21000	-1000	30000	30000	0	40000	39000	1000	50000	48000	2000	60000	57000	3000	70000	66000	4000	2+2+2 +2+2		
	Disposable Income (DI) (in \$)	Consumption (in \$)	Saving																										
	10000	12000	-2000																										
20000	21000	-1000																											
30000	30000	0																											
40000	39000	1000																											
50000	48000	2000																											
60000	57000	3000																											
70000	66000	4000																											
<b>Q3 c</b>	Fiscal Policy can both be expansionary or contractionary. Appraise the statement	5+5	C04	BT4																									
<b>PART-D</b>	<b>Q4 a</b>	Sketch the Saving and Investment Approach using the identity and equilibrium conditions. Also plot the graph	6+4	C05	BT3																								
	<b>Q4 b</b>	"The Aggregate Supply acts differently in the short run as compared to the long run". Analyze the differences between the two time periods using graphs. Also point out the factors for a downward sloping aggregate supply curve <b>OR</b> The classical theory and Keynesian theory are in stark contrast with each other. Distinguish how the two theories are contrasting enlisting their features.	8+2  5+5	C04	BT4																								

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*200/172*

**NATURE AND SCOPE OF SOCIAL SCIENCES**  
 Concept and Scope of Social Studies and Social Studies Place of Social Sciences in the school curriculum, Integration/fusion of different subjects of Social Science –History, Geography, Political Science, Economics, Sociology, Anthropology in Social Science at School stage. Aims & Objectives of Learning Social Sciences. Emerging curriculum trend in social science as per NCF – 2005

**SECTION A**

<p>and providing additional support to the learners</p> <p>To understand different ways of assessing learner performance</p> <p>becoming a Social Science teacher</p> <p>To reflect upon her/his own experiential knowledge in the process of</p> <p>materials in learning different units in Social Sciences.</p> <p>To explore the use and relevance of different learning resources and</p> <p>learning in the real classroom situation</p> <p>To realize her/his role as facilitator in enhancing Social Sciences</p> <p>Social Sciences.</p> <p>To plan lessons based on different approaches to facilitate learning of</p> <p>To examine different pedagogical issues in learning Social Sciences.</p> <p>Social Sciences.</p> <p>To develop an understanding of different approaches to teaching</p> <p>To gain an understanding of the nature and scope of Social Sciences.</p>	<p>Objectives</p>
<p>Structure</p>	<p>I-T-P-O</p>
<p>(3-0-2-0)</p>	<p>Course Nature</p>
<p>Hard</p>	<p>Course Type</p>
<p>Elective</p>	<p>Title/Code</p>
<p>Pedagogy of Social Sciences (EDH108B-T)</p>	



Q4 c	The concept of technology, as defined with the aggregate production function, different from our everyday use of the word. Critically analyze this statement	10	CO5	BT4	
Q4 d	Given (Numbers in Rs. Crores): $C = 50 + 0.8Y_d$ $I = 100$ $G = 200$ $X = 250$ $M = 20 + 0.25 Y$ $T = 0.3Y$ (i) Find Equilibrium Y and Consumption (ii) Find trade balance (iii) Find Foreign trade multiplier	5+2+3	CO4	BT3	

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MANAV RACHNA  
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SCHOOL OF EDUCATION AND HUMANITIES  
END TERM EXAMINATION  
DECEMBER 2023  
SET-B

*Dr. Nibedita Hazarika*

SEMESTER	3 <sup>RD</sup>	DATE OF EXAM	16/12/2023
SUBJECT NAME	History: Indian History-1757-1857 A. D	SUBJECT CODE	EDHB210
BRANCH	Education & Humanities	SESSION	II
TIME	3:00 Hrs.	MAX. MARKS	100
PROGRAM	B.A B.Ed.	CREDITS	04
NAME OF FACULTY	Dr. Nibedita Hazarika	NAME OF COURSE COORDINATOR	Dr. Nibedita Hazarika

**Note:** Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.

Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

Q NO	QUESTIONS	MARKS	CO ADD RESS ED	BLO OM' S LEV EL	P I
PART A	1(A) What do you understand by the term 'deindustrialization'?	2	CO1	BT2	
	1(B) Match the following – i) Anwaruddin            a) Hyderabad ii) B Muzaffar Jang      b) Nawab of Carnatic iii) Dupleix                c) East India Company iv) Robert Clive          d) French General	2	CO1	BT1	
	1(C) Reproduce a note on the achievements of Dupleix.	2	CO1	BT2	
	1(D) Discuss the Mughal Centric Approach to the disintegration of the Mughal Empire.	2	CO1	BT2	
	1(E) 'It was the wealth of India that attracted the East India Company to India'. Explain this in the context of India's economy before 18 <sup>th</sup> century.	2	CO1	BT2	
PART B	2 (A) Discuss the Black Hole tragedy of Calcutta.	2	CO2	BT2	

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	2(B)	Describe the events of the Battle of Buxar, 1764	2	CO2	BT2
	2(C)	Robert Clive played a vital role in the establishment of the English power in India. Estimate	2	CO2	BT2
	2(D)	List the measures that Mir Qasim undertook after he assumed power.	2	CO2	BT1
	2 (E)	Classify the following statements and state whether they are True or False: i) The Bengal Nawabs did not object, to the free trade of the English Company in Bengal. ii) The growing trade of the Company in Bengal, augmented the financial resources of the Bengal rulers. iii) Siraj-ud-daula objected to the misuse of trade privileges in Bengal by the Company officials. iv) Mir Jafar's army rebelled against him because he failed to pay their salaries v) The British became critical of Mir Kasim because -he wanted to establish his independent authority.	2	CO2	BT2
PART C	3 (A)	"Indian in blood and colour but English in tastes, in opinions, in morals and in intellect" Elaborate this statement in the context of Lord Macaulay's Minute of 1835.  Discuss the debate between the Anglicists and the Orientalists.	5+5	CO3	BT3, BT2
	3 (B)	Explain the Ryotwari land revenue settlement system. Make a map of India and locate the places where this system was introduced.	3+7	CO3	BT6
	3 (C)	Explain in detail the features of the Charter Act of 1833 and highlight the differences between the Charter Act of 1813 and 1833.	5+5	CO3	BT2, <del>BT</del>
	3(D)	Differentiate between Zamindari and Ryotwari system and Critically analyze the Mahalwari system of land revenue settlement. <b>OR</b> Explain when and why the Zamindari system was introduced. Critically analyze the demerits of the Zamindari system.	5+5	CO3	BT4
PART D	4(A)	What were the symbols used by revolutionaries during the Sepoy Mutiny of 1857? Discuss the events that unfolded after the revolt by Mangal Pandey in 1857.	2+8	CO4	BT2
	4(B)	Reproduce short notes on – (i) Begum of Awadh (ii) Nana Saheb	5+5	CO4	BT2
	4(C)	What do you understand by the Doctrine of Lapse 1848? Discuss the demerits of the Doctrine of Lapse 1848.	5+5	CO4	BT2
	4 (D)	Evaluate the impact of the Sepoy mutiny of 1857 and point out the provisions of the Government of India Act 1858 <b>OR</b> Explain why the revolt is known as Sepoy Mutiny and critically review any documentary/movie on the Revolt of 1857	4+6	CO5	BT5

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**MANAV RACHNA UNIVERSITY**  
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**DEPARTMENT OF EDUCATION**  
"End Semester Examination, Dec-2023"

*Raj J*

SEMESTER	III	DATE OF EXAM/SESSION	18/12/2023
COURSE NAME	English Romanticism and Victorian Period	COURSE CODE	EDH211 B (II)
PROGRAM	B A B ED	CREDITS	4
TIME DURATION	3 HRS	MAX. MARKS	100
NAME OF FACULTY	Dr. Chhavi Kulshreshtha	NAME OF COURSE COORDINATOR	Dr. Chhavi Kulshreshtha

**PART – A (15 Marks- All Questions are Compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
1.a	What effect does the reaper's song have on the poet in the poem Solitary reaper?	5	CO1	L1
1.b	"The literature of the Romantic Period was distinguished by a wide variety of subjects and genres, which captured the significant social and cultural transformations of the time." Elaborate any 4 salient features of Romantic age.	2.5*4=(10)	CO1	L1

**PART – B (15 Marks- All Questions are Compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
2.a	How is Emma unique as an Austen heroine?	5	CO2	L1
2.b	Compare and contrast Miss Emma and Mr Knightly.	5+5=(10)	CO2	L4

**PART – C (35 Marks- Attempt any 1 question of 15 marks, all questions of 10 marks each are compulsory)**

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
3.a	The play 'Becket' delves into themes of power, loyalty, friendship, and the conflict between secular and religious authority. With reference to the statement, explain the themes of the drama (any three).	5+5+5=(15)	CO4	L4
3.b	Initially close friends, the relationship sours as Becket prioritizes the church's interests over the king's desires. Provide the character sketches of Thomas becket and Henry II.	7+8=(15)	CO4	L4
4.	Summarize the play 'Becket' in your own words.	10	CO3	L2
5.	One of the best-known martyrs in English history was Thomas Becket. Explain the historical connection with regard to his martyrdom.	5+5(10)	CO3	L4

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PART – D (35 Marks- Attempt any 1 question of 15 marks, all questions of 10 marks each are compulsory)

Q. NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
6.a	Charles Lamb describes various oddities of the married couples in his essay. Elaborate the infirmities. Explain the lines with reference to context: <b>“As a single man, I have spent a good deal of my time in noting down the infirmities of Married People,...”</b>	7+8=(15)	CO3	L4
6.b	Charles Lamb, in the last paragraph of essay ‘The Old and The New Schoolmaster’ brings out the emotions of a school master’s life. Elaborate. Explain the lines: <b>“To the boys, she never appears other than the <i>master’s wife</i>, and she looks up to me as the <i>boys’ master</i>;...”</b>	7+8=(15)	CO3	L4
7	Analyse the essay ‘The Old and The New Schoolmaster’ by Charles Lamb.	10	CO4	L1
8.	Give the central idea of the essay ‘A Bachelor’s Complaint against the Behaviour of the Married People’ by Charles Lamb.	10	CO4	L2

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SCHOOL OF EDUCATION AND HUMANITIES  
END TERM EXAMINATION  
DECEMBER 2023

SET-B

*Ravi*

SEMESTER	3 <sup>RD</sup>	DATE OF EXAM	20/12/2023
SUBJECT NAME	History: Ancient Western Civilization	SUBJECT CODE	EDHB226
BRANCH	Education & Humanities	SESSION	II
TIME	3:00 Hrs.	MAX. MARKS	100
PROGRAM	B.A B.Ed.	CREDITS	04
NAME OF FACULTY	Dr. Nibedita Hazarika	NAME OF COURSE COORDINATOR	Dr. Nibedita Hazarika

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.

Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

Q.NO	QUESTIONS	MARKS	CO ADD RESS ED	BLO OM' S LEV EL	P I
PART A	1(A) Discuss any two characteristics of the Mousterian Culture	2	CO1	BT2	
	1(B) Identify the tool which is associated with Homo Erectus and explain why it is called so.	2	CO1	BT1	
	1(C) Define Microliths. Describe its use	2	CO1	BT2	
	1(D) The Upper Paleolithic period is known for its development of three cultures. Mention them.	2	CO1	BT2	
	1(E) The Natufian culture marks the transition from Paleolithic / Mesolithic to Neolithic. Discuss	2	CO1	BT2	
PART B	2 (A) Discuss the social structure in Mesopotamia	2	CO2	BT2	
	2(B) Hammurabi's lasting contribution was his code of law. Discuss	2	CO2	BT2	
	2(C) Tigris and Euphrates created the Fertile Crescent in the midst of surrounding inhospitable territory. Discuss.	2	CO2	BT2	
	2(D) The most outstanding achievement of Uruk was the development of Cuneiform script. Elaborate	2	CO2	BT2	
	2 (E) Write a note on the development of irrigation system in	2	CO2		

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		Mesopotamia.			BT1	
					BT3	
PART C	3 (A)	The most radical reform of Solon was the abolition of debt bondage” Elaborate this statement.  Discuss the status of women in Greek society.	5+5	CO3	BT3, BT2	
	3 (B)	Explain the slow transition of Greek city-states from oligarchy to democracy. Through a diagram explain how Solon had divided the Athenian citizens into four classes.	3+7	CO3	BT6	
	3 (C)	Explain in detail the period of the Dark Age in Ancient Greece Highlight the differences between Linear A and Linear B script.	5+5	CO3	BT2, BT3	
	3(D)	Critically analyze the use of slave labor in ancient Greece and discuss about the helots.  <b>OR</b> Critically analyze the nature of conflict between the landed aristocracy and the peasantry during the archaic period in Greece. Discuss the reforms of Solon to solve the problems of the peasantry.	6+4	CO3	BT4	
PART D	4(A)	Discuss the construction of Djoser’s step pyramid and the contribution of Imhotep.	5+5	CO4	BT2	
	4(B)	Reproduce short notes on –  (i) Hieroglyphics  (ii) The Legendary King Tutankhamun	5+5	CO4	BT1	
	4(C)	The Pharaoh was all powerful and all matters related to administration and economy were in his hands. Critically evaluate the administration and economy of Egypt.	5+5	CO4	BT5	
	4 (D)	‘Egypt is called the Gift of Nile’. Elaborate. Discuss on the rainfall, irrigation, and agricultural system.  <b>OR</b> Ancient Egypt had impressive accomplishments in science and technology. Elaborate. Discuss the process of mummification.	4+6  4+6	CO5	BT4	

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**

"End Term Examination, Dec-2023" (SET-B)

*Reshma*

SEMESTER	III	DATE OF EXAM	22.12.2023 (II)
COURSE NAME	Gender, School and Society	COURSE CODE	EDS 207B
PROGRAM	B. A B.Ed./ B.Sc. B.Ed.	CREDITS	2
TIME DURATION	1.30 HOURS	MAX. MARKS	50
NAME OF FACULTY	Ms. Reshma Bhowan	NAME OF COURSE COORDINATOR	Ms. Reshma Bhowan

Note: Part A has short questions. Each question carries 1 mark.  
Part B has long questions. Each question carries 5 marks, internal choice has been given

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
PART-A	1(A) Social learning theory of Gender Socialization was given by: (a)Lawrence Kohlberg (b)Sandra Bem (c)Albert Bandura (d)Nancy chodorow	1	CO1	BT1
	1(B) 'B' in LGBT stands for	1	CO1	BT1
	1(C) Main reason of boy's dropping out from school is	1	CO1	BT2
	1(D) _____ is completely a male based society, where males enjoy all the powers, control and authority and women have subordinate roles.	1	C02	BT2
	1(E) _____ Media plays a significant role in bringing about gender parity (a>true (b>false	1	C01	BT2
	1(F) Government reserves seats for women in jobs because women are not capable of working (a)True (b)False	1	C04	BT1
	1(G) First agency of Gender Socialization is (a)Family (b)Media (c)Peers (d)Media	1	C01	BT1



	1(H)	One of the indicators of MDG related to Gender is: (a)Proportion of seats held by women in National Parliament. (b)Proportion of senior positions held by women in MNCs.	1	C04	BT2
	1(I)	'Men cannot cook' is an example of (a)Gender Stereotype (b)Gender Identity	1	C01	BT2
	1(J)	_____ society is sexually progressive (a)Patriarchal (b)Matriarchal	1	C01	BT2
<b>PART-B</b>	Q2	Throw light on Paradigm shift from women studies to gender studies <b>OR</b> Identify the landmarks in social reform from Vedic period to 21st century	5	C02	BT4
	Q3	Distinguish between (Any one) (a) Sex and Gender (b) Patriarchy and Matriarchy	5	C01	BT4
	Q4	Explain cognitive theory of gender socialization <b>OR</b> What is Gender Socialization? Describe the role of family in Gender Socialization	5	C02	BT2
	Q5	Delineate important features of POCSO <b>OR</b> Analyze the relationship between Gender and Disability	5	C02	BT4
	Q6	Explain the role of curriculum in reinforcing Gender Equality? <b>OR</b> Examine the role of a teacher in bringing about Gender Equality	5	C03	BT4
	Q7	What is Gender Bias? Elaborate on an incident from your personal life wherein you have faced/observed Gender Bias	5	C03	BT5
	Q8	Analyze the role of Media in bringing about Gender Parity. <b>OR</b> Identify the trends in indicators of the Millennium Development Goal related to Gender.	5	C04	BT5
	Q9	You visit a village and observe a lot of Gender Disparity in families. As an informed citizen, list the points you will share with them to explain them the role of family in reinforcing gender equality. <b>OR</b> Give an Outline of the efforts of the government agencies to achieve gender parity	5	C04	BT5

MANAV RACHNA UNIVERSITY  
SCHOOL OF EDUCATION AND HUMANITIES  
DEPARTMENT OF EDUCATION AND HUMANITIES  
"End Semester Examination, Dec-2023" (SET B)

*Ray*

SEMESTER	5	DATE OF EXAM	11.12.2023
COURSE NAME	History, Culture, State and Society of South India(1200-1800) A.D	COURSE CODE	EDH306-T
PROGRAM	B.A.B.Ed.	SESSION	I
TIME DURATION	3 HOURS	CREDITS	4
NAME OF FACULTY	DR. NIBEDITA HAZARIKA	MAX. MARKS	80
		NAME OF COURSE COORDINATOR	DR. NIBEDITA HAZARIKA

Note: Part A and Part B is compulsory.  
Part C and Part D have an internal choice

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART -A	Q1a Mahendra Varman I is the ablest ruler of the Pallava dynasty. Elaborate	5	CO1	BT2	
	Q1b Aihole inscription of Pulakeshin II of Badami Chalukya dynasty is an important source. Discuss	5	CO1 CO2	BT2	
PART -B	Q2 a The Battle of Talikota led to the collapse of the Vijayanagar polity. Discuss	5		BT2	
	Q2 b Highlight the major contribution of Krishnadeva Raya to the Vijayanagar Empire	5	CO2	BT	
PART -C	Q3a (i)Differentiate between Ur, Nadu, Valenadu and Mandalam (ii)Discuss about the contribution of Rajaraja I to the growth of the Chola Empire.	5+5	CO3	BT4, BT2	
	Q3b Two major political institutions the Nayankara and the Ayagar system were the backbone of the Vijayanagara power. Discuss them <b>OR</b> Summarize the economic role of temples during the rule of the Vijayanagar Empire. Also, explain how trade was carried under them.	5+5	CO3	BT2	
	Q3c Imagine that you are traveling with your family to South India and your parents have given you the responsibility of planning the trip. Create a travel plan	4+6	CO3	BT6	

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		for them highlighting the characteristics of the places/ temples/ architecture you have chosen.				
PART-D	Q4a	(i)Rajendra I is considered as one of the greatest ruler of the Chola dynasty. Elaborate (ii) Discuss the contribution of the Cholas to art and architecture.	5+5	CO3	BT2	
	Q4b	Analyze the events and results of the 3 <sup>rd</sup> and 4 <sup>th</sup> Anglo- Mysore war.	5+5			
		<b>OR</b> Examine the power struggle between the various groups of powers in 18th-century India in the light of the Second Anglo-Mysore War. Also, highlight how Tipu Sultan came to be known as 'Citizen' Tipu.	5+5	CO4	BT4	
	Q4c	The First Anglo-Mysore War was the start of a series of wars between the state of Mysore and the East India Company. Discuss Reproduce a note on the achievements of Haider Ali	5+5	CO4	BT2, BT1	

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*Rach*

SCHOOL OF EDUCATION AND HUMANITIES  
END TERM EXAMINATION DECEMBER 2023

SEMESTER	V	DATE OF EXAM	13.12.2023
SUBJECT NAME	Literary Criticism (Set-A)	SUBJECT CODE	EDH317-T
BRANCH	BA-BEd	SESSION	I
TIME	08:30 am - 11:30 am	MAX. MARKS	80
PROGRAM	B.A B Ed	CREDITS	03
NAME OF FACULTY	Dr Akhilesh Kumar Dwivedi	NAME OF COURSE COORDINATOR	Dr Akhilesh Kumar Dwivedi

Note: Attempt all the questions from part A & B and any three questions from part C & D. Write answers into your own words.

Q.NO.	QUESTIONS	MARKS	CO Addressed
PART-A	1 Explain Plato's theory of mimesis and illustrate how Aristotle has countered him.	5	1, 2 & 5
	2 Write an essay on Aristotle's theory of tragedy.	5	1, 2 & 5
PART-B	3 Evaluate different features of Romantic Criticism.	5	1, 2 & 5
	4 Write a note on Coleridge as a critic.	5	1, 2 & 5
PART-C	5 Examine Mathew Arnold's "Theory of Disinterestedness." Discuss with example.	7+3	1, 3 & 5
	6 Critically evaluate Mathew Arnold's Function of Criticism. Exemplify the ways he suggested.	7+3	1, 3 & 5
	7 Illustrate the features of Victorian Criticism. Discuss at least two critics as well. Or Illustrate Mathew Arnold as a Cultural Critic. Discuss with example.	6+4	1, 3 & 5
PART-D	8 Elucidate T S Eliot's "Theory of Impersonality." Discuss with example.	5+5	1, 4 & 5
	9 Critically elaborate T S Eliot's "Tradition & Individual Talent." And also explain contribution of this book in literary theory.	5+5	1, 4 & 5
	10 Illustrate T S Eliot's views on criticism and his counter to Romantic criticism as well. Or Illustrate T S Eliot as a critic. Discuss with example.	5+5	1, 4 & 5

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION AND HUMANITIES**

"End Semester Examination, Dec-2023" (SET A)

*Dave*

SEMESTER	5	DATE OF EXAM	19.12.2023 (I)
COURSE NAME	Economics: International Economy	COURSE CODE	EDH318-T
PROGRAM	B.A.B.Ed.	CREDITS	4
TIME DURATION	3 HOURS	MAX. MARKS	80
NAME OF FACULTY	DR. KRITI DAGAR	NAME OF COURSE COORDINATOR	DR. KRITI DAGAR

*Note: Part A and Part-B is compulsory.*

*Part C and Part D have one internal choice.*

*Simple calculator is allowed*

Q.NO.	QUESTIONS	MARKS	CO ADDRESS ED	BLOOM'S LEVEL	
PART-A	Q1a	Enlist the features of the H-O Theory	5	CO1	BT1
	Q1b	Discuss any five advantages of International Trade.	5	CO1	BT2
PART-B	Q2 a	Classify with appropriate logic, if the statements are true or false: I. Adam smith gave the theory of comparative cost advantage. II. GATS is concerned with agreements on services. III. The WTO is an example of a regional trade agreement. IV. Free trade is better than no trade. V. Global economy and international economy means the same.	5	CO3	BT3
	Q2 b	(i) Explain the different types of Terms of Trade. (ii) Interpret the factors that affect the Terms of Trade	5 (2+3)	CO3	BT2
PART-C	Q3a	Nepal imports rice from India as it cannot locally produce the good. (i) What could be the impact if it implements a policy of Dumping? (ii) How can Nepal avoid Dumping to protect its domestic producers?	5+5	CO5	BT4
	Q3b	"Foreign Direct Investment (FDI) helps to boost economic growth of a country". Critically analyze this statement with respect to the features and advantages that the policy grants. <b>OR</b>	5+5	CO5	BT4

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		"Protection policy helps a country to protect its local producers." Defend with respect to the economic and non-economic arguments for protection.			
	Q3c	"The IMF is the apex funding agency of the United Nations which promotes stability and growth of the world; however, countries often face difficulties in meeting their international payments". Support this statement with the advantages and disadvantages of IMF	5+5	C04	BT
PART-D	Q4a	(i) If two countries trade without barriers then what form of trade are they practicing? Explain in brief (ii) Summarize the advantages and disadvantages of this form of trade	4+6	C05	BT2
		Evaluate the various fallacious arguments for free trade and protection policy. <b>OR</b>	5+5		
	Q4b	(i) Define Economic Integration. (ii) Identify the types of Economic Integration (iii) Explain ASEAN and EU as forms of integration in detail.	2+3+5	C04	BT
	Q4c	India's foreign trade policy promotes a global economy. Elaborate. Also discuss the limitations of the trade policy	5+5	C04	BT2

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MANAV RACHNA UNIVERSITY  
SCHOOL OF EDUCATION AND HUMANITIES  
DEPARTMENT OF EDUCATION AND HUMANITIES  
"End Semester Examination, Dec-2023"  
(SET B)

*Raj*

SEMESTER	5	DATE OF EXAM	19/12/2023
COURSE NAME	Political Thoughts (Political Sc.)	COURSE CODE	EDH-319-T (I)
PROGRAM	B.A B.Ed.	CREDITS	4
TIME DURATION	3 HOURS	MAX. MARKS	80
NAME OF FACULTY	R K Sanayaima Singh	NAME OF COURSE COORDINATOR	R K Sanayaima

*Note: All Questions are mandatory*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	Q1a	5	CO1	BT5	
	Q1b	5	CO1	BT2	
	Q1c	5	CO1	BT4	
PART-B	Q2 a	5	CO2	BT3	
	Q2 b	5	CO2	BT4	
	Q2c	5	CO1	BT2	
PART-C	Q3a	5	CO3	BT2	
	Q3b	5	CO4	BT4	
	Q3c	5	CO4	BT2	
	Q3d	5	CO4	BT2	
	Q3e	5	CO3	BT2	

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<b>PART-D</b>	<b>Q4a</b>	In 1922, M N Roy sent a program to the Indian National Congress on the eve of the Gaya Congress which included some of the following ideas. Discuss any four ideas. 1) Abolition of landlordism 2) Reduction of land rent 3) State aid for the modernization of agriculture 4) The eight-hour day, fixation of minimum wages by legislation	5	CO3	BT2
	<b>Q4b</b>	Critically Appraise your perspective on B.R Ambedkar's response to British rule ?	5	CO4	BT4
	<b>Q4c</b>	Examine B.R Ambedkar's suggestions of Factors, Necessary for the ~ successful Operation of Democracy	5	CO4	BT4
	<b>Q4d</b>	Discuss the Political Life of JP Narayan ?	5	C04	BT2
	<b>Q4e</b>	Explain the importance of the Indian social reform movement during the British colonial period ?	5	C04	BT2

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SET-A

UNIVERSITY

**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION**  
*"End Semester Examination, Dec-2023"*

Ray

SEMESTER	V	DATE OF EXAM	21.12.2023
COURSE NAME	Education in contemporary India	COURSE CODE	EDH214 - T / EDH21
PROGRAM	B.A/B.Sc.B.Ed./B-Ed.	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Dr. Mira Mishra	NAME OF COURSE COORDINATOR	Dr. Mira Mishra

**Note:** Part A: All questions are compulsory. Each question carries 5 Marks.

Part B: All questions are compulsory. Each question carries 5 Marks.

Part C: Internal choice will be there. Questions will be of 6, 6, 8 and 10 marks.

Part D: Internal choice will be there. Questions will be of 6, 6, 8 and 10 marks.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PAR T-A	1(A) Describe the impact of the Downward Filtration Theory towards the establishment of the modern education system in India.	5	CO1	BT-2	
	1(B) Discuss the factors majorly responsible for the downfall of the indigenous education in India during colonial rule?	5	CO1	BT-2	
PAR T-B	2(A) Enumerate the characteristic features along with the advantages of Three Language Formula.	5	CO2	BT-3	
	2(B) Analyze the contribution of Mudaliar Commission with respect to the current education system of India.	5	CO2	BT-4	
PAR T-C	3(A) Evaluate the Concurrent state of education in India.	6	CO3	BT-5	
	3(B) Analyze the characteristic features of open and Distance education in detail.	6	CO3	BT-4	
	3(C) Compare the role of NCERT and SCERT in maintain the quality of School education in India.	8	CO3	BT-4	
	3(D) "The Constitution provides a framework for system of educational administration in India." Elaborate	10	CO4	BT-4	

		<p>this statement.</p> <p>Or</p> <p>Describe the types of Schools that are commonly functioning in India and its contribution in achieving the goal of universal education for all.</p>				
PAR T-D	4(A)	Elaborate the concept of equity in education with the help of suitable example.	6	CO4	BT-2	
	4(B)	Analyze the role of a teacher in achieving the goal of universal and inclusive education.	6	CO4	BT-4	
	4(C)	Describe the characteristic features of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan	4+4	CO4	BT-4	
	4(D)	<p>Analyse the impact of Modernisation and globalisation in the current educational system of India. Explain with the help of example.</p> <p>Or</p> <p>Analyse the significance National System of Education with respect to the Indian Education System.</p>	10	CO4	BT-4	
***** END *****						

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Set 1

MANAV RACHNA UNIVERSITY ✓  
SCHOOL OF EDUCATION AND HUMANITIES  
DEPARTMENT OF EDUCATION AND HUMANITIES

"End Semester Examination, Dec-2023"

Date

SEMESTER	V	DATE OF EXAM	26.12.2023 (I)
COURSE NAME	Essence of Public Administration	COURSE CODE	EDH 309-T
PROGRAM	B.A.B.Ed	CREDITS	4
TIME DURATION	3 Hours	MAX. MARKS	80
NAME OF FACULTY	Dr Arvinder Kaur	NAME OF COURSE COORDINATOR	Dr Arvinder Kaur

Section A and B- All questions are compulsory

Section C- Attempt any 3(Q3 to Q6)

Section D- Attempt any 3(Q7 to Q10)

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P	
PART - A	Q1 A	Highlight the scope of Public administration.	2	CO1	BT1	
	Q1 B	Describe any two features of Public Administration.	2	CO1	BT2	
	Q1 C	Enumerate any one approach of public administration with the help of relevant examples.	2	CO2	BT1	
	Q1 D	Summarize the importance of Public Administration as an activity.	2	CO1	BT2	
	Q1 E	Illustrate public administration as a discipline.	2	CO1	BT2	
PART - B	Q2 A	Analyze the pros and cons of Indian Budget.	5	CO4	BT4	
	Q2 B	Draft a budget proposal in education sector of India under financial administration.	5	CO3	BT4	
PART - C	Q3	Explain the importance of Max Weber's Theory. Evaluate six major principles of Max Weber's theory.	4+6	CO4	BT2 + BT4	
	Q4	Define Bureaucracy. Highlight any two features of bureaucracy. "Bureaucracy is the most efficient form of organization. As an organization it substitutes a rule of law based on the whims of those who happen to govern." Justify the	2+2+6	CO4	<del>BT1 + BT2 + BT5</del>	

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**PART-D**

	statement.			
Q5	a) Explain the merits and demerits of Weber's theory. b) Enumerate characteristics of Max Weber's Theory	5 5	CO4	BT2
Q6	Critically analyze the Max Weber theory of Bureaucracy.	10	CO4	BT4
Q7	Write short note on: a) Need of people's control over administration. b) Central Government Structure.	5 5	CO5	BT2
Q8	Do you agree with the statement "The efficiency and effectiveness of administration depend, to a great extent, upon the adequacy and quality of legislative control over administration" support your answer with three suitable arguments.	10	CO6	BT3
Q9	Elaborate executive control. "The executive control over administration is constant and continuous" Justify the statement.	4+6	CO5	BT2 +BT5
Q10	Explain the meaning, various means and limitation of Judicial control.	2+ 4+4	CO6	BT2

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**DEPARTMENT OF EDUCATION AND HUMANITIES**  
"End Semester Examination, Dec-2023"

*Page 2*

SEMESTER	V	DATE OF EXAM	25.12.2023 (I)
COURSE NAME	Indian Economy	COURSE CODE	EDH 308-T
PROGRAM	BA BED	CREDITS	4
TIME DURATION	3 Hours	MAX. MARKS	80
NAME OF FACULTY	Ms Akanksha Choudhary	NAME OF COURSE COORDINATOR	Ms Akanksha Choudhary

Note: Part A&B is compulsory.

Q.NO.		QUESTIONS	MARKS	CO ADDRESS ED	BLOOM'S LEVEL	PI
Part A	1(A)	Discuss MNREGA scheme	5	CO4	BT2	
	1(B)	Elaborate LPG strategy of 1991	5	CO1	BT2	
Part B	2 (A)	Discuss the features and functions of RBI	2+3=5	CO3	BT3	
	2 (B)	Analyze the impact of FDI on economic development in India.	5	CO2	BT4	
Part C	3 (A)	Elaborate the objectives of the Fiscal commission in India and how they contributed to the country's economic development.	5+5=10	CO3	BT2	
	3 (B)	Discuss the close achievement of India and Sustainable Development Goals 2030. Mention SDGs with their agendas.	7+3=10	CO4	BT3	
	4 (A+B)	Summarize the key features of the Green Revolution and its impact on India's agricultural sector. Or Closely examine the role of NITI Aayog, tracing the evolution from planning commission to NITI Aayog.	5+5=10	CO2	BT5	
	5 (A+B)	Give the measurement of poverty in India and provide an overview of poverty alleviation schemes, including a discussion on their efficacy. Or Examine the Paris Climate Summit and its impact on both environmental conservation and economic development, fostering a discussion on its contributions to these aspects.	4+6=10	CO4	BT5	

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<b>Part D</b>	6 (A+B)	Discuss new Agriculture policy, subsidies and public distribution system.	5+5=10		BT2	
	7 (A+B)	Evaluate the efficacy of the Fiscal Responsibility and Budget Management Act (FRBMA) in realizing its specified objectives. Recommend any potential modifications to enhance its effectiveness.	8+2=10	CO3	BT5	
Part C & D have internal choices in question 4 and 5 respectively.						
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MANAV RACHNA UNIVERSITY  
SCHOOL OF SCIENCES  
DEPARTMENT OF SCIENCES

"End Semester Examination, Dec-2023"

SEMESTER	I	DATE OF EXAM	8.12.2023 (1)
COURSE NAME	ATOMIC STRUCTURE AND BONDING	COURSE CODE	CHH106B-T
PROGRAM	B.Sc.B.Ed.	CREDITS	3
TIME DURATION	3 hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Vinod Kumar	NAME OF COURSE COORDINATOR	Dr. Vinod Kumar <i>Aspitsond</i>

Note: Part A is compulsory. Part B- Questions will be of descriptive type or numerical. *Indu*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1(A) Find out the screening constant and effective nuclear charge for a 3d electron in Zinc (Z=30)	6	CO1	BT3	
	1(B) Discuss Fajan's Rules.	6	CO2	BT1	
	1(C) What are weak interactions and their types?	4	CO3	BT4	
	1(D) Compare Molecular Orbital Theory and Valence Bond Theory.	4	CO4	BT4	
PART-B	Q2(A) What do you know about (i) Pauli's exclusion Principle (ii) Hund's rule of Maximum multiplicity	3+3	CO1	BT1	
	2(B) How the following properties change on moving down the group and why (i) Atomic radius (ii) Ionisation energy (iii) Electron Affinity	3*2=6	CO2	BT2	
	2(C) Explain the Born Haber Cycle with an example.	8	CO3	BT2	

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Q3(A)	On the basis of VSEPR theory explain the hybridization, geometry and shapes of following (i) SF <sub>4</sub> (ii) H <sub>2</sub> O	5+5	CO3	BT4
3(B)	(i) What is lattice energy? (ii) Discuss elaborately on various lattice defects in solids.	2+8	CO3	BT2
Q4(A)	Write the electronic configuration of molecular orbital of CO, explain molecular orbital diagram and calculate bond order in CO molecule.	3+7	CO4	BT3
4(B)	(i) Define bond order. (ii) Predict the bond order in N <sub>2</sub> molecule with the help of Molecular energy level diagram.	2+8	CO4	BT3

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF Education and Humanities**  
"End Semester Examination, Dec-2023"

Ray S

SEMESTER	I	DATE OF EXAM/SESSION	16.12.2023(I)
COURSE NAME	Diversity of microbes and Thallophytes	COURSE CODE	EDH-113BT
PROGRAM	BSc BEd	CREDITS	3
TIME DURATION	3 hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Pooja Parmar	NAME OF COURSE COORDINATOR	Dr. Pooja Parmar

All questions carry equal marks.

PART A and PART B: All questions are compulsory.

PART C Attempt any six. (One internal choice is given)

PART D Attempt any six. (One internal choice is given)

Q.NO.		QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	Pi
PART-A	Q1	Plasmids are of economic significance. Explain with reference to antibiotic resistance.	5	CO1	BT4	
	Q2	Name any plant viruses. What is its genetic material? Explain structure briefly.	5	CO1	BT3	
PART-B	Q3	Why algae are considered to be of environmental importance?	5	CO2	BT2	
	Q4	Diagrammatically give structure of polysiphonia.	5	CO2	BT3	
PART-C	Q5	Fill in the blanks 1. The study of fungi is known as ----- 2. Reserve food material in fungi is----- 3. Cell wall in fungi is made up of ----- 4. The mass of hyphae is known as --- 5. Vegetative stage in Deuteromycetes is called as-----	5	CO2, CO3	BT3	
	Q6	<b>OR</b> Describe the general characters of Fungi with special emphasis on vegetative structure and	5	CO2, CO3	BT3	

	mating types of fungi.					
Q7	Describe life cycle of Puccinia diagrammatically.	5	CO2, CO3	BT3, BT4		
Q8	What are the different classes of fungi and the basis of its classification?	5	CO3	BT2		
Q9	The fungus was first time identified as antibacterial. Name the fungi and class to which it belongs. Explain the asexual reproductive structure briefly.	5	CO4, CO5	BT5		
Q10	Write the procedure for growth of fungi in laboratory using artificial synthesized media.	5	CO3	BT5		
Q11	Name the causal agent of a. white rust of Pakchoi, b. black smut of wheat, c. ethanol production in alcohol industry, d. symbiotic association of fungus with plants, and baking industry	5	CO3	BT3		
PART-D	Q12	What are different types of lichens on the basis of their symbiosis?	5	CO4	BT2	
	Q13	Role of microorganisms in agriculture industry.	5	CO4, CO5	BT2	
	Q14	Lichens are called as pioneer species. Elaborate <b>OR</b>	5	CO4, CO5	BT3	
	Q15	The fungus was first time identified as antibacterial. Name the fungi and class to which it belongs. Explain the structure briefly.	5	CO4, CO5	BT5	
	Q16	Draw transverse section of thallus of crustose lichen and explain the role of fungi and algae.	5	CO4, CO5	BT3	
	Q17	Give an account of role of microbes from everyday life.	5	CO4, CO5	BT4	

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Set - B

MANAV RACHNA UNIVERSITY  
SCHOOL OF EDUCATION  
DEPARTMENT OF Education and Humanities  
"End Semester Examination, Dec-2023"

Raj

SEMESTER	I	DATE OF EXAM/SESSION	16.12.2023(I)
COURSE NAME	Diversity of microbes and Thallophytes	COURSE CODE	EDH-113BT
PROGRAM	BSc BED	CREDITS	3
TIME DURATION	3 hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Pooja Parmar	NAME OF COURSE COORDINATOR	Dr. Pooja Parmar

All questions carry equal marks.

PART A and PART B: All questions are compulsory.

PART C Attempt any six. (One internal choice is given)

PART D Attempt any six. (One internal choice is given)

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	Q1	5	CO1	BT4	
	Q2	5	CO1	BT3	
PART-B	Q3	5	CO2	BT2	
	Q4	5	CO2	BT3	
PART-C	Q5	5	CO2, CO3	BT3	
	Q6	5	CO2, CO3	BT3	

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	mating types of fungi.					
Q7	Describe life cycle of Puccinia diagrammatically.	5	CO2, CO3	BT3, BT4		
Q8	What are the different classes of fungi and the basis of its classification?	5	CO3	BT2		
Q9	The fungus was first time identified as antibacterial. Name the fungi and class to which it belongs. Explain the asexual reproductive structure briefly.	5	CO4, CO5	BT5		
Q10	Write the procedure for growth of fungi in laboratory using artificial synthesized media.	5	CO3	BT5		
Q11	Name the causal agent of a. white rust of Pakchoi, b. black smut of wheat, c. ethanol production in alcohol industry, d. symbiotic association of fungus with plants, and baking industry	5	CO3	BT3		
<b>PART-D</b>	Q12	What are different types of lichens on the basis of their symbiosis?	5	CO4	BT2	
	Q13	Role of microorganisms in agriculture industry.	5	CO4, CO5	BT2	
	Q14	Lichens are called as pioneer species. Elaborate	5	CO4, CO5	BT3	
	<b>OR</b>					
	Q15	The fungus was first time identified as antibacterial. Name the fungi and class to which it belongs. Explain the structure briefly.	5	CO4, CO5	BT5	
	Q16	Draw transverse section of thallus of crustose lichen and explain the role of fungi and algae.	5	CO4, CO5	BT3	
	Q17	Give an account of role of microbes from everyday life.	5	CO4, CO5	BT4	
	Q18	Describe structure of fruiting body of Agaricus. What are fairy rings?	5	CO4, CO5	BT4	

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**END**

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Set-B

MANAV RACHNA  
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**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION AND HUMANITIES**

*"End Semester Examination, Dec-2023"*

Raz J

SEMESTER	I	DATE OF EXAM	18.12.2023 (I)
COURSE NAME	Animal Diversity I	COURSE CODE	EDH114-T
PROGRAM	Integrated B.Sc.B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Dr. Eram Aziz	NAME OF COURSE COORDINATOR	Dr. Eram Aziz

**Note:** All parts are compulsory. Internal choices are given in some questions.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	1(A) Explain the principles of Binomial Nomenclature with the help of suitable example.  Or Describe the process of completion of asexual and sexual cycles of Plasmodium life history	5	CO1	BT-2	
	1(B) Compare and contrast between different locomotory organelles found in protozoans  Or Illustrate the process of conjugation with suitable diagram and comment on its significance.	5	CO1	BT-3	
PART-B	2(A) Justify the statement, "polymorphic coelenterate shows various types of zooids in their colony".  Or "Metagenesis involves an asexual hydroid form and a sexual	5	CO2	BT-4	

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		medusoid form”, justify the statement in relation to life history of Obelia			
	2(B)	Compare and contrast the formation of gemmules and spicules in the skeleton system of sycon.  Or Compare the structure of polyp and medusa. Show by means of neat diagram that a polyp of Obelia is homologous with its medusa.	5	CO3	BT-3
PART-C	3(A)	Discuss with the help of diagram the process and significance of digenetic life cycle of <i>faciola hepatica</i>	5+5	CO5	BT-2
	3(B)	Hookworm is the cause of various diseases of skin, lungs and intestine in humans, Describe the statement in the light of mode of infection and pathogenicity of hookworm.	7+3	CO5	BT-3
	3(C)	Justify the adaptive modifications as evidenced by the structure and life history of <i>Taenia solium</i> .	10	CO4	BT-5
PART-D	4(A)	Compare and contrast the characteristics of the phylum Platyhelminthes and Annelida	5+5	CO6	BT-4
	4(B)	“Earthworms have ecological significance”, Discuss the above statement	10	CO6	BT-2
	4(C)	Draw the external morphology of <i>Pheretima posthumus</i> and explain its digestive system	10	CO6	BT-5
***** END *****					

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		any two.				
PART C	3 (A)	Who were the Dhamma Mahamattas? Discuss their role. Describe the major sources of information for the Mauryan period.	3+7	CO3	BT2, <del>BT3</del>	
	3 (B)	Summarize the administrative structure of the Mauryas. Discuss the functions of the city administration separately.	5+5	CO3	BT2	
	3 (C)	What do you understand by Dhamma? Ashoka's policy of Dhamma is considered as one of the factors for the decline of the Mauryan Kingdom. If not, Argue.	2+8	CO3	BT1, BT4	
	3(D)	Discuss the main achievements of Kanishka I. Evaluate the reasons for the downfall of the Kushanas.  <b>OR</b>  Discuss the relationship between Ashoka and Buddhism. Analyze the main principles of the policy of Dhamma.	4+6  4+6	CO3	BT4	
PART D	4(A)	Reproduce notes on (a) Gupta Art and Architecture (b) Skandagupta	5+5	CO4	BT1	
	4(B)	Identify four important rulers of the Gupta dynasty. Chandragupta II is considered as the greatest ruler of the Gupta dynasty. Elaborate.	4+6	CO4	BT1, BT3	
	4(C)	Critically evaluate the various theories related to the origin of the Rajputs. Reproduce a note on the Rajputs	8+2	CO4	BT <del>4</del> , BT1	
	4 (D)	The Gupta period is regarded as the Golden Age. Critically analyze their contribution to art and literature. Also their achievements in the field of science and technology. <b>OR</b> Critically analyze the economy of the Gupta Empire. Also, the main reasons for the disintegration of the Gupta empire	5+5  5+5	CO4	BT4	



SCHOOL OF EDUCATION AND HUMANITIES  
END TERM EXAMINATION  
DECEMBER 2023  
SET-A

*Rachna*

SEMESTER	1 <sup>ST</sup>	DATE OF EXAM	19/12/2023
SUBJECT NAME	History I: <sup>Indian</sup> History till 1206 A.D.	SUBJECT CODE	EDH 117B
BRANCH	Education & Humanities	SESSION	I
TIME	3:00 Hrs.	MAX. MARKS	100
PROGRAM	B.A B.Ed.	CREDITS	04
NAME OF FACULTY	Dr. Nibedita Hazarika	NAME OF COURSE COORDINATOR	Dr. Nibedita Hazarika

Note: Part A: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part B: All questions are compulsory. Questions will be of short answer type. Each question will be of 2 marks.

Part C: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks.

Part D: All questions are compulsory. However, internal choice has been given. Each question will be of 10 marks

Q.NO	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART A	1(A) Discuss about ANY two Vedas	2	CO1	BT2	
	1(B) Discuss any two theories regarding the decline of Indus Valley Civilization	2	CO1	BT2	
	1(C) Coins are an important source of studying ancient Indian history. Explain	2	CO1	BT2	
	1(D) Differentiate between the <b>economy</b> of the early vedic period and the later vedic period	2	CO1	BT2	
	1(E) Discuss the religious life of the Harappan Valley civilization	2	CO1	BT2	
PART B	2(A) Discuss ANY two reasons for the rise of Jainism	2	CO2	BT2	
	2(B) What are Triratnas? Highlight the differences between the two sects of Jainism	2	CO2	BT2	
	2(C) In which council did Buddhism split up? Briefly describe the two sects of Buddhism	2	CO2	BT2	
	2(D) The basic principles of Buddhism are four noble truths. Discuss them.	2	CO2	BT2	
	2(E) Decline of Buddhism is attributed to socioeconomic and political factors. Discuss	2	CO2	BT2	

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SET-

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**DEPARTMENT OF EDUCATION**  
 "End Semester Examination, Dec-2023"

SEMESTER	3	DATE OF EXAM	14/12/2023
COURSE NAME	Gymnosperms and <i>Reproduction</i> in Angiosperms	COURSE CODE	EDH204-T (II)
PROGRAM	B.Sc B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Ms. MEENAL RAWAT	NAME OF COURSE COORDINATOR	Ms. MEENAL RAWAT

Note: All parts are compulsory. Internal choices are given in some questions.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	1(A) Discuss the general characteristics of gymnosperms.	5	CO1	BT-2	
	1(B) Sketch the life cycle of 'Pinus'.	5	CO1	BT-2	
PART-B	2(A) Explain the structure of female Gametophyte.	5	CO2	BT-2	
	2(B) Demonstrate the process of Microsporogenesis.	5	CO2	BT-3	
PART-C	3(A) Investigate into the pollen pistil interaction.	4	CO3	BT-5	
	3(B) Examine the agencies for cross pollination. Also define cross pollination.  OR  Demonstrate the relevance of double fertilization in flowering plants. Also define double fertilization.	8+2	CO4	BT-2, BT-3	
	3(C) Describe the process of self-pollination. State its importance.	8+2	CO4	BT-2	
	3(D) Demonstrate Entomophily through an example  OR	6	CO4	BT-3	

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		Examine the features and function of endosperm.			
PA RT- D	4(A)	Discuss apomixis	4	CO3	BT-2
	4(B)	Argue on theories for inducing polyembryony	6	CO4	BT-5
	4(C)	a) Investigate the practical application of apomicts b) Examine the structure of dicot embryo  OR Demonstrate the developmental pathways of different types of agamospermy compared with the normal sexual cycle.	4+4  OR 8	CO4	BT-5, BT-2, BT-3
		4(D)	(i) Differentiate between monocot and dicot seeds  (ii) Appraise the importance of seed coat and seed dispersal in Angiosperms.	4  8	CO3

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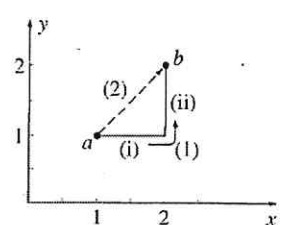


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*"End Semester Examination, Dec-2023"*

SEMESTER	III	DATE OF EXAM/SESSION	14/12/2023 (II)
COURSE NAME	Electricity & Electromagnetism	COURSE CODE	PHH226-T
PROGRAM	B.Sc B.Ed.	CREDITS	4
TIME DURATION	3 Hrs	MAX. MARKS	100
NAME OF FACULTY	Dr. Deepti Maikhuri	NAME OF COURSE COORDINATOR	Dr. Deepti Maikhuri <i>Deepti Maikhuri</i>

*Note: Read the question paper carefully.*

[SET-A]

Q.NO.	QUESTIONS	MARKS	CO ADDRESS ED	BLOOM'S LEVEL	PI
PART-A Q1	<p>a. Calculate the line integral of the function</p> $v = (y^2)\hat{x} + 2x(y + 1)\hat{y}$ <p>from the point a = (1,1,0) to the point b = (2,2,0) along the paths (1) and (2) as shown in below given figure.</p> <div style="text-align: center;">  </div>	7.5+7.5	CO1	BT3, BT5	
PART-B Q2	<p>b. Calculate the curl of following the function</p> $v = (x^2)\hat{x} + (2yz)\hat{y} + (y^2)\hat{z}$ <p>Provide an illustrative diagram depicting how the total polarizability of an atom changes concerning frequency. Elaborate on the underlying physical factors contributing to different regions of the spectrum and their corresponding frequency ranges. Given a vapor density of <math>10^{27}</math> HCl molecules per cubic meter, calculate the orientation polarization at room temperature when the vapor experiences an electric field of <math>10^6</math> V/m, considering the permanent dipole moment of HCl molecules as 1.04 Debye units.</p>	5+5+5	CO2	BT3, BT4	

PART-C	Q3	Apply Biot-Savart law to derive an expression for the magnetic field at a point due to the current flowing through a straight wire of infinite length. Also draw the sketch of magnetic field. State the rules for finding out the direction of magnetic field? A long straight wire carrying a current of 30A is placed in external magnetic field of $4 \times 10^{-4}$ Tesla parallel to the current. Find the magnitude of resultant magnetic field at a point 2.0 cm away from the wire.	10+5+5	CO3	BT2, BT3
	Q4	Derive an expression for the potential energy of a dipole placed in a uniform magnetic field at an angle theta with it. When will the magnetic dipole be in the positions of stable and unstable equilibrium. A bar magnet having a magnetic moment of $1.0 \times 10^4 \text{ JT}^{-1}$ is free to rotate in horizontal plane. A horizontal magnetic field of $4 \times 10^{-5}$ Tesla exists in space. Find the work done in rotating the magnet slowly from a direction parallel to the field to a direction parallel to the field to a direction $60^\circ$ from the field. or State Gauss's law in magnetism. What are its important consequences?	15	CO3	BT3, BT4, BT5
PART-D	Q5	State the laws of electromagnetic induction. Express these laws mathematically. Discuss the various method of generating induced EMF	15	CO4	BT1, BT2, BT3
	Q6	An alternating EMF is applied to a series combination of a resistor and a capacitor. Investigate the phase relationship between the current and EMF. Find the impedance of the circuit. What is the value of current in the A.C circuit containing $R=10\text{-ohm}$ , $C=50\mu\text{C}$ in series across 200V, 50Hz alternating current source. or what is meant by sharpness of resonance in a series resonant circuit? Find expression for Q-factor of the circuit	10+10	CO4	BT2, BT3, BT5

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END

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**DEPARTMENT OF Education and Humanities**

"End Semester Examination, Dec-2023"

*Raj*

SEMESTER	III	DATE OF EXAM/SESSION	16.12.2023 (II)
COURSE NAME	ANGIOSPERM ANATOMY AND ECOLOGY	COURSE CODE	EDH -224BT
PROGRAM	BSc BEd	CREDITS	3
TIME DURATION	3 hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Pooja Parmar	NAME OF COURSE COORDINATOR	Dr. Pooja Parmar

All questions carry equal marks.

PART A and PART B: All questions are compulsory.

PART C Attempt any six. (One overall choice is given)

PART D Attempt any six. (One overall choice is given)

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	Q1 Explain trichomes and root hairs.	5	CO1	BT1	
	Q2 Differentiate between secondary growth in spring and autumn season.	5	CO1	BT4	
PART-B	Q3 Secondary growth is a characteristics of dicot plants. Explain with reference to shoots.	5	CO2	BT2	
	Q4 Dracaena displays anomalous behavior in growth. Throw light on the given statement.	5	CO2	BT3	
PART-C	Q5(A) Define soil its formation and giving soil profile diagrammatically.	5	CO3	BT2	
	Q5(B) Compare temperate savannah and grasslands.	5	CO3	BT4	
	Q5(C) Describe different categories of ecosystems.	5	CO3	BT2	
	Q5(D) Briefly explain nitrogen cycle and emphasize on role of microorganisms in the cycling of nutrients.	5	CO3	BT2	

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# MANAV RACHNA UNIVERSITY

## SCHOOL OF SCIENCES

### DEPARTMENT OF SCIENCES

"End Semester Examination, Dec-2023"

SEMESTER	III	DATE OF EXAM/SESSION	18.12.2023 (II)
COURSE NAME	Multivariate Calculus & Vector Calculus	COURSE CODE	MAH220B
PROGRAM	B.Sc.B.Ed(Integrated)	CREDITS	4
TIME DURATION	3 Hrs	MAX. MARKS	100
NAME OF FACULTY	Dr.Ankita Gaur	NAME OF COURSE COORDINATOR	Ms. Seema Aggarwal

Note: All questions are compulsory.

*Apurva Sandhu*

Q.NO.	QUESTIONS	MARKS	CO ADDRESS ED	BLOOM'S LEVEL	PI
PART-A	Q1(a) Find the integral $\int_0^{\pi/2} \int_a^{a(1+\cos\theta)} r \, dr \, d\theta$ ,	7	CO1	BT2	
	1(b) Change the order of integration in the following integral $\int_0^4 \int_y^4 \frac{x \, dx \, dy}{x^2+y^2}$ and solve.	8	CO1	BT2	
PART-B	Q2(a) Test the convergence of the improper intergral $\int_{-\infty}^0 \frac{x}{1+x^2} \, dx$ .	7	CO2	BT2	
	2(b) Test the convergence of the improper intergral $\int_0^1 \frac{dx}{x^3(1+x^2)}$ .	8	CO2	BT2	
PART-C	Q3 The temperature at a point $(x, y, z)$ in space is given by $T(x, y, z) = x^2 + y^2 - z$ . A mosquito located at $(1,1,2)$ desires to fly in such a direction that it will get warm as soon as possible . In what direction should it fly?	8	CO3	BT3	
	Q4 If $f = (x^2 + y^2 + z^2)^{-n}$ , compute $\text{div}(\text{grad } f)$ and determine $n$ if $\text{div}(\text{grad } f) = 0$ .	9	CO3	BT3	
	Q5 If $\vec{r} = x\hat{i} + y\hat{j} + z\hat{k}$ , prove that $\nabla^2(r^n \cdot \vec{r}) = n(n+3)r^{n-2}\vec{r}$ .	9	CO3	BT3	
	Q6 Show that $\text{curl}(\text{curl } \vec{V}) = \text{grad } \text{div } \vec{V} - \nabla^2 \vec{V}$ .	9	CO3	BT3	



PART-D	Q7	Verify divergence theorem for $\vec{F} = (x^2 - yz)\hat{i} + (y^2 - zx)\hat{j} + (y^2 - xy)\hat{k}$ taken over the cube $0 \leq x \leq 1, 0 \leq y \leq 1, 0 \leq z \leq 1$ .	15	CO4	BT4
	Q8	Find the work done in moving a particle in the force field $\vec{F} = 3x^2\hat{i} + (2xz - y)\hat{j} + z\hat{k}$ along the curve defined by $x^2 = 4y, 3x^3 = 8z$ from $x = 0$ to $x = 2$ .	8	CO4	BT3
	Q9	Verify Green's theorem in plane for $\oint_C [(3x^2 - 8y^2)dx + (4y - 6xy)dy]$ where C is a boundary of the region defined by $x = 0, y = 0, x + y = 1$ .	12	CO4	BT4

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**DEPARTMENT OF EDUCATION AND HUMANITIES**

*"End Semester Examination, Dec-2023"*

Date

SEMESTER	III	DATE OF EXAM	18.12.2023 (II)
COURSE NAME	Animal Diversity III and Comparative Anatomy of Vertebrates	COURSE CODE	EDH205B-7
PROGRAM	Integrated B.Sc.B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Dr. Eram Aziz	NAME OF COURSE COORDINATOR	Dr. Eram Aziz

**Note:** All parts are compulsory. Internal choices are given in some questions.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	Classify Amphibia up to orders giving distinguishing features and examples of each group.  Or 1(A) "Several remarkable instances of parental care are exhibited by Amphibians", Describe in detail giving examples of this brooding habit in Amphibians.	5	CO2	BT-2	
	Illustrate with the help of suitable diagram the structure and function of "venous heart" found in Scoliodon  Or 1(B) Illustrate with the help of suitable diagram the alimentary canal of Scoliodon and explain what happens to the food in each region of the alimentary canal.	5	CO1	BT-3	
PART-B	2(A) Compare and contrast the following: 1. Ratitae and Carinatae 2. Anapsida and Diapsida	5	CO3	BT-4	

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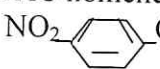
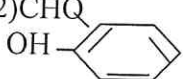
		Or Compare the Digestive anatomy of a lizard and a pigeon			
	2(B)	“Prototheria, Metatheria and Eutheria constitute an ascending series of mammals”, Justify this statement.  Or Justify the inclusion of prototherians in the class Mammalia, discussing their chief characteristics	5	CO4	BT-5
PA RT- C	3(A)	Construct a comparative account of the evolution of heart from the fishes to mammals	5+5	CO5	BT-5
	3(B)	Develop a comparative account of digestive system in frogs, lizard, pigeon and rabbit	5+5	CO5	BT-6
	3(C)	Prepare a comparative of the respiratory system found in Pisces, Amphibians, Reptiles and Aves	5+5	CO5	BT-6
PA RT- D	4(A)	Design the evolution of kidney in the vertebrate series	10	CO6	BT-5
	4(B)	Describe the comparative account of the urinogenital system in scoliodon, pigeon and rabbit	5+5	CO6	BT-4
	4(C)	Compare and differentiate the brain in pigeon and rabbit	5+5	CO6	BT-4
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"End Semester Examination, Dec-2023"

SEMESTER	III	DATE OF EXAM/SESSION	20/12/2023
COURSE NAME	ORGANIC CHEMISTRY-1	COURSE CODE	CHH204B-T (II)
PROGRAM	B.Sc. B.Ed.	CREDITS	4
TIME DURATION	3:00 Hrs	MAX. MARKS	80
NAME OF FACULTY	ANJU SHARMA	NAME OF COURSE COORDINATOR	ANJU SHARMA <i>Anju Sharma</i> <i>Sandhu</i>

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
PART-A	1 Differentiate absolute and relative configuration with example.	2	CO1	BT3
	2 Define conformational Isomers and write its types with examples.	2	CO1	BT2
	3 Evaluate limitation of Baeyer's Strain Theory.	2	CO1	BT4
	4 What is tautomerism and write classification of isomerism.	4	CO1	BT2
PART-B	5 Write IUPAC nomenclature of following:-- 1) $\text{CH}_3\text{-CH}(\text{C}_2\text{H}_5)\text{-CH}(\text{C}_2\text{H}_5)\text{-CH}_2\text{-I}$ 2) $\text{CH}_2=\text{CH-CH}_2(\text{Br})\text{-CH}_2\text{-F}$	3	CO1	BT3
	6 Write IUPAC nomenclature of following:-- 1)  2) 	3	CO2	BT4
	7 Compare Configurational and Conformational Isomerism. Draw Fischer projection formula for glyceric acid.	4	CO2	BT4



PART-C	8	Differentiate Newman Projection and Sawhorse representation with examples	3	CO3	BT4	
	9	What are the principal of orientation, reactivity and selectivity for halogenations of alkanes.	8	CO3	BT5	
	10	Define optical activity. What are centre of symmetry and plane of symmetry elements?	7	CO3	BT2	
	11	Explain with examples. a) Differentiate retention and inversion of configuration. b) Describe characteristic of enantiomerism and diastereoisomerism	6,6	CO3	BT3	
PART-D	12	Explain Baeyer's strain theory of strainless rings and why stability of cyclopentane is more as compared to cyclopropane.	8	CO4	BT5	
	13	Write following name reaction:- a) Williamson synthesis b) Finkelstein reaction	5	CO4	BT5	
	14	Complete the following reaction:- a) $R-OH + SOCl_2 \xrightarrow{\text{Pyridine}}$ b) $R-OH + PCl_5 \longrightarrow$ c) $R-X + AgCN \xrightarrow{C_2H_5OH / H_2O, P}$	3 3 3	CO4	BT4	
		15	Give a description of $SN^1$ and $SN^2$ reaction mechanism. draw energy profile diagram. Differentiate $SN^1$ and $SN^2$ mechanism.	8	CO4	BT5

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**DEPARTMENT OF Education and Humanities**  
*"End Semester Examination, Dec-2023"*

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SEMESTER	V	DATE OF EXAM/SESSION	11.12.2023 (I)
COURSE NAME	CELL BIOLOGY AND GENETICS (SET A)	COURSE CODE	EDH 303-T
PROGRAM	BSc BEd	CREDITS	3
TIME DURATION	3 hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Pooja Parmar	NAME OF COURSE COORDINATOR	Dr. Pooja Parmar

All questions carry equal marks.  
PART A and PART B: All questions are compulsory.  
PART C Attempt any six. (One internal choice is given)  
PART D Attempt any six. (One internal choice is given)

Q.N O.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	Q1	5	CO1	BT4	
	Q2	5	CO1	BT3	
PART-B	Q3	5	CO2	BT3	
	Q4	5	CO2 CO3	BT5	
PART-C	Q5	5		BT4	
	Q6	5	CO4	BT2, BT4	
	Q7	5	CO3	BT5	

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	Q8	Explain test cross and back cross. What is its utility? Explain giving an example.	2+1+2	CO3	BT5	
	Q9	How blood groups are controlled by different genes?	5	CO4	BT2	
	Q10	What is Rh factor in blood? Why Rh+ fetal survival is difficult in second pregnancy of a mother with Rh -ve blood group?	1+4	CO3 CO4	BT5	
	Q11	<b>OR</b> Which Mendel's law is signified by monohybrid cross?	5	CO3, CO4	BT4	
PART-D	Q12	A plant producing white, rotate shaped flowers is crossed with one producing cream, funnel shaped flower. Out of 76 offspring, 37 produce white, rotate shaped flowers and 39 produce cream, rotate shaped flowers. What are the genotypes of the parents?	5	CO4	BT5	
	Q13	What is dominant epistasis? What is its ratio? Discuss with a suitable example.	1+1+3	CO3, CO4	BT4	
	Q14	What is cytoplasmic inheritance? Why most of the cytoplasmic inheritance is controlled by female genotypes?	5	CO3, CO4	BT4	
	Q15	What is plastid inheritance?	5	CO4	BT2	
	Q16	In snails the F1 phenotype is controlled by parental genotype. Name the phenomenon.	5	CO4	BT5	
	Q17	What is gene interaction? Outline the reasons for gene interactions.	5	CO3, CO4	BT3	
	Q18	<b>OR</b> What is additive effect? Analyze by giving example.	5	CO4, CO3	BT4	

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DEPARTMENT OF SCIECNES (Program-Physics)  
"End Semester Examination, Dec-2023"

SEMESTER	5 <sup>th</sup>	DATE OF EXAM/SESSION	13/12/2023 (I)
COURSE NAME	Basic Electronics	COURSE CODE	PHH330-T
PROGRAM	B. Sc. B. Ed.	CREDITS	4
TIME DURATION	3hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Anshuman Sahai	NAME OF COURSE COORDINATOR	Dr. Anshuman Sahai

Note : All questions are compulsory

SET A

Q. No.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A 1	(a) Explain the formation of depletion region inside the PN junction diode in reverse bias condition with neatly labeled diagram.	2+3	CO1	BT2	
	(b) Define the terms maximum forward current and peak inverse voltage.	2.5+2.5		BT2	
PART-B 2	(a) Establish the following relation: (i) $I_C = \frac{\alpha}{1-\alpha} I_B + \frac{1}{1-\alpha} I_{CBO}$ (ii) $I_E = (\beta + 1) I_B + (\beta + 1) I_{CBO}$	5+5	CO2	BT4	
PART-C 3	Simplify showing the steps: (i) $(110)_2 = (\dots)_{10}$ (ii) $(110)_{10} = (\dots)_{16}$ (iii) $(\dots)_8 = (40)_{16}$ (iv) $Z = (A.B.C + B.C)$ (v) Simplify the Boolean expression to a minimum literals: $Y = \bar{A}. \bar{B}. C + \bar{A}. BC + A\bar{B}$	4×5=20	CO3	BT4	
	4	How will you make a NOR gate functions with 3 inputs using transistor and diode logic circuit only, along with truth tables.		5+5=10	BT3
PART-D 5	a(i) Explain why modulation was required in communications and their different types in brief. a(ii) Derive the relation for amplitude modulated wave and explain the terms upper side band and lower side band. What would be the case of output signal when the $m > 1$ ?	5+10	CO4	BT3	
	<b>Or</b> (b) Derive the relation for frequency modulated wave and explain the terms upper side band and lower side band. What would be the case of output signal when the $m > 1$ ?				
6	(i) An AM wave is represented by the expression: $v = 10(1 + 0.7 \cos 6280t) \sin 211 \times 10^4 t$ volts. (i) What are the minimum and maximum amplitudes of the AM wave? (ii) What frequency components are contained in the modulated wave and what is the amplitude of each component?  (ii) A sinusoidal carrier voltage of 5MHz and 100volts is amplitude modulated by 5kHz producing 90% modulation. Calculate the frequency and amplitude of LSB and USB.	5+10		BT4	



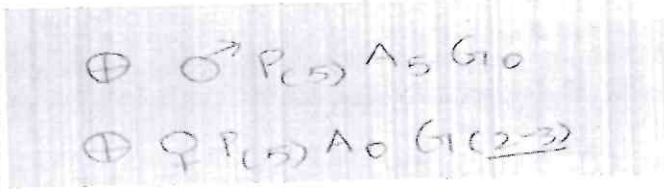
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"End Semester Examination, Dec-2023"

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SEMESTER	5	DATE OF EXAM	13.12.2023 (I)
COURSE NAME	Plant Systematics and Angiosperm Phylogeny	COURSE CODE	EDH301-T
PROGRAM	B.Sc B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Ms. MEENAL RAWAT	NAME OF COURSE COORDINATOR	Ms. MEENAL RAWAT

**Note:** All parts are compulsory. Internal choices are given in some questions.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	1(A) Compare natural system of classification with artificial system of classification.	5	CO1	BT-4	
	1(B) Sketch the outline of Bentham and Hooker classification.	5	CO2	BT-3	
PART-B	2(A) Explain the vegetative and floral characteristics of Rutaceae family.	5	CO1	BT-2	
	2(B) State the economic importance of Malvaceae family. Also mention the floral formula of its type genus.	5	CO2	BT-1	
PART-C	3(A) Investigate into the economic importance of Apiaceae family.	6	CO3	BT-4	
	3(B) Solve the given formula and use the information to identify the family and write diagnostic features of its type genus.   <p style="text-align: center;">OR</p> Solve the given formula and use the information to identify the family and write diagnostic features of its type genus.	10	CO3	BT-3	

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		$\oplus \ominus \begin{matrix} (5) \\ (5) \end{matrix} A_3 G_2$		
	3(C)	Appraise the economic importance of Amarantheaceae family. Also state taxonomical classification of any one member of the family.	8	CO3 BT-5, BT-1
	3(D)	Illustrate the floral characteristics of Lamiaceae family.  OR  Illustrate the floral characteristics of Apiaceae family.	6	CO3 BT-3
PART-D	4(A)	Compile the points of economic importance of Poaceae family.	6	CO4 BT-6
	4(B)	Inspect into the diagnostic characters of <i>Triticum aestivum</i> and write a detailed account of its vegetative and floral characters.  OR  Inspect into the diagnostic characters of <i>Lilium polyphyllum</i> and write a detailed account of its vegetative and floral characters.	10	CO4 BT-4
	4(C)	Appraise the economic importance of Solanaceae family. Also state taxonomical classification of any one member of the family.	8	CO4 BT-5, BT-1
	4(D)	Illustrate the economic importance of Asclpediaceae family.  OR  Illustrate the floral characteristics of Solanaceae family.	6	CO4 BT-3

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMANITIES**  
**DEPARTMENT OF EDUCATION**  
*"End Semester Examination, Dec-2023"*

*Raw*

SEMESTER	5	DATE OF EXAM	15/12/2023
COURSE NAME	Pedagogy of Mathematics	COURSE CODE	EDH110-T (I)
PROGRAM	B.Sc B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Ms. MEENAL RAWAT	NAME OF COURSE COORDINATOR	Ms. MEENAL RAWAT

*Note: All parts are compulsory. Internal choices are given in some questions.*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	1(A) Appraise the contribution of Ramanujam in the field of mathematics. गणित के क्षेत्र में रामानुजम के योगदान का मूल्यांकन कीजिए।	5	CO1	BT-5	
	1(B) Compare constructivism with inactivism. निष्क्रियता के साथ रचनावाद की तुलना करें।	5	CO2	BT-3	
PART-B	2(A) Infer about any two methods of teaching mathematical sciences. गणितीय विज्ञान पढ़ाने के किसी भी दो तरीकों के बारे में अनुमान लगाएं।	5	CO4	BT-2	
	2(B) List the different situations of learning engagements in mathematics. गणित में सीखने की व्यस्तताओं की विभिन्न स्थितियों को सूचीबद्ध करें।	5	CO3	BT-1	
PART-C	3(A) Propose the basic requirements and equipments needed for setting up a mathematics lab. गणित प्रयोगशाला स्थापित करने के लिए आवश्यक बुनियादी आवश्यकताओं और उपकरणों का प्रस्ताव करें।	6	CO3	BT-6	
	3(B) Inspect on the utilization of Learning Resources in Mathematics, elaborating any two.  ग गणित में अधिगम संसाधनों के उपयोग का निरीक्षण कीजिए, किन्हीं दो को विस्तार से बताइए।  OR  Analyze the teaching aids and appliances with reference to diverse learners, elaborating any two.	5+5	CO4	BT-4	

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	विविध शिक्षार्थियों के संदर्भ में शिक्षण सहायता और उपकरणों का विश्लेषण करें। किन्हीं दो को स्पष्ट कीजिए।			
	3(C) Access <u>any two</u> teaching- learning resources form the following: Abacus, Cuisenaire Rods, Fractional Discs, Napier Strips, Calculators, Computers, Smart Boards, Multimedia Presentations.  किसी भी दो शिक्षण-शिक्षण संसाधनों तक पहुंचें जो निम्नलिखित हैं: अबेकस, क्यूसेनेयर रॉड्स, फ्रैक्शनल डिस्क, नेपियर स्ट्रिप्स, कैलकुलेटर, कंप्यूटर, स्मार्ट बोर्ड, मल्टीमीडिया प्रस्तुतियां।	5+5	CO4	BT-5
	3(D) How can you make use of mathematics club as a teaching- learning resource?  आप एक शिक्षण-अधिगम संसाधन के रूप में गणित क्लब का उपयोग कैसे कर सकते हैं?	4	CO6	BT-3
PA RT- D	4(A) Elaborate on the concept, importance and purpose of assessment and evaluation. मूल्यांकन और मूल्यांकन की अवधारणा, महत्व और उद्देश्य पर चर्चा करें।  OR Elaborate on the concept, importance and pattern of CCE in evaluation. मूल्यांकन के सीसीई पैटर्न का विश्लेषण करें।	5+5	CO5	BT-6
	4(B) Inspect into the tools and techniques for different types of assessments. Elaborate any two.  विभिन्न प्रकार के आकलन के लिए उपकरणों और तकनीकों का निरीक्षण करें। किन्हीं दो को स्पष्ट कीजिए।	5+5	CO5	BT-4
	4(C) Give your opinion on <u>any two</u> of the following:  (i) Critical evaluation of the curriculum in use in Mathematics at the secondary stage according to NCF.  (ii) Preparation of Diagnostic and Achievement Test.  (iii) Action Research- Meaning, Steps, Its difference with Fundamental Research.  निम्नलिखित में से किन्हीं दो पर अपनी राय दें:  (i) एनसीएफ के अनुसार माध्यमिक स्तर पर गणित में उपयोग में लाए जा रहे पाठ्यचर्या का आलोचनात्मक	5+5	CO6	BT-5

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मूल्यांकन।

(ii) नैदानिक और उपलब्धि परीक्षण तैयार करना।

(iii) कार्रवाई अनुसंधान- अर्थ, कदम, मौलिक अनुसंधान के साथ इसका अंतर।

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**MANAV RACHNA UNIVERSITY**  
**SCHOOL OF SCIENCES**  
**DEPARTMENT OF SCIENCES**  
"End Semester Examination, Dec-2023"

SEMESTER	V	DATE OF EXAM/SESSION	19/12/2023
COURSE NAME	Transition Elements Coordination Compounds & Chemical Kinetics	COURSE CODE	CHH312-T (I)
PROGRAM	B.Sc B.Ed	CREDITS	3
TIME DURATION	3 hrs	MAX. MARKS	80
NAME OF FACULTY	Dr. Harsha Devnani	NAME OF COURSE COORDINATOR	Dr. Harsha Devnani

*Dr. Harsha Devnani*  
*Asst. Prof.*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	PI
PART-A	1	Why do 3d-series elements form coloured ions and compounds?	3	CO1	BT4
	2	"Mn and Cr have highest number of oxidation states among first transition (3d) series elements". Comment.	3	CO1	BT2
	3	Mention the main factor that enables transition elements to form complexes.	3	CO1	BT2
	4	Oxocations $MO_2^{2+}$ are formed by U, Np, Pu and Am only whereas heavier actinides do not form such ions, why?	3	CO1	BT4
PART-B	5	Calculate EAN for $[Ag(NH_3)_4]^+$ .	3	CO2	BT3
	6	a. Classify benzene as a pi acceptor or a sigma donor ligand. b. What is the denticity of oxalate ligand?	3	CO2	BT1
	7	How chelates are useful?	3	CO2	BT2
	8	Write the chemical formulas for	3	CO2	BT3

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## PART-C

	<p>a. Amminetetraaquachromium(II) sulphate</p> <p>b. Potassium hexacyanoferrate (III)</p>			
9	State and explain the temperature coefficient of a reaction. Explain how energy of activation is determined with the help of Arrhenius equation	7	CO3	BT2
10	Integrate the rate expression for a first order reaction. Comment on half-life of a reaction and derive an expression for it as well.	7	CO3	BT4
11	<p>The smog constituent peroxyacetyl nitrate (PAN) dissociates into peroxyacetyl radicals and <math>\text{NO}_2(\text{g})</math> in a first order reaction with a half-life of 32 min.</p> $\begin{array}{ccc} \begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{COONO}_2(\text{g}) \end{array} & \longrightarrow & \begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{COO}^\bullet(\text{g}) \end{array} + \text{NO}_2(\text{g}) \\ \text{PAN} & & \text{Peroxyacetyl radical} \end{array}$ <p>If the initial concentration of PAN in an air sample is <math>2.7 \times 10^{15}</math> molecules/L, what will be the concentration 2.24 h later?</p>	7	CO3	BT3
12	<p>a. Discuss the limitations of collision theory of bimolecular reactions.</p> <p>b. If the activation energy of a reaction is 80.9 kJ/mol, calculate the fraction of molecules at 400 °C which have enough energy to form products.</p>	7	CO3	BT3
13	Show that at normal pressures, Langmuir's unimolecular adsorption isotherm becomes identical with Freundlich adsorption isotherm.	7	CO4	BT2
14	How does chemisorption differ from physisorption?	7	CO4	BT1
15	The mass $x$ of a solute adsorbed per gram of a solid adsorbent is given by the Freundlich adsorption isotherm as $x = kc^n$ , where $k$ and $n$ are 0.160 and 0.431, respectively. Calculate the amount of acetic acid ( $M=60.05$ g/mol) that 1 kg of charcoal would adsorb from a 0.837 M vinegar solution.	7	CO4	BT3

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Discuss briefly BET theory of multilayer adsorption. Write the BET equation and explain the terms involved in this equation.

7

CO4

BT2

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END

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**MANAV RACHNA UNIVERSITY**  
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**DEPARTMENT OF EDUCATION AND HUMANITIES**

*Rae I.*

*"End Semester Examination, Dec-2023"*

SEMESTER	V	DATE OF EXAM	26.12.2023 (I)
COURSE NAME	Ecology and Animal Behaviour	COURSE CODE	EDH302-T
PROGRAM	Integrated B.Sc.B.Ed	CREDITS	3
TIME DURATION	3 HRS	MAX. MARKS	80
NAME OF FACULTY	Dr. Eram Aziz	NAME OF COURSE COORDINATOR	Dr. Eram Aziz

*Note: All parts are compulsory. Internal choices are given in some questions.*

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL	P I
PART-A	1(A) Discuss the significance of life tables, fecundity tables and survivorship curves in relation to population studies.  Or Distinguish between the unitary and modular population and r-selection with k- selection giving relevant examples.	5	CO1	BT-2	
	1(B) Write short notes on: i) Ecotone /edge Effect ii) Climax Community Or Describe the characteristics of community Diversity	5	CO2	BT-3	
PART-B	2(A) Illustrate with the help of suitable examples the Detritus and Grazing food chains  Or Illustrate with the help of a suitable diagram to explain the food web and the different trophic levels that exist.	5	CO3	BT-3	
	2(B) "Study of ecology helps us in wild life conservation and sustainable development", justify the statement.				

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		Or "Recycling of organic nutrients takes place through biogeochemical cycles", Justify the statement by discussing any one biogeochemical cycle in nature.	5	CO3	BT-6
PA RT- C	3(A)	Contributions of Lorenz, Tinbergen and Frisch have been substantial towards understanding of animal behavior. Evaluate the statement in light of the studies done by these ethologists.	10	CO4	BT-6
	3(B)	Tailor bird weaves its nest before it lays its eggs, interpret the types of behaviors shown by animals in the light of the above example	10	CO4	BT-6
	3(C)	Earthworms move towards the light during rains and come on the surface, relate the phenomenon to the various taxes and reflex behaviors shown by animals.	5+5	CO4	BT-6
PA RT- D	4(A)	Illustrate with the help of suitable examples the concept of biological clock and biological rhythms	5+5	CO6	BT-5
	4(B)	Analyze the process of communication in animals and its significance taking suitable examples	5+5	CO5	BT-4
	4(C)	Critically analyse how living in groups is accomplished in animals. Explain the social behaviors of primates.	5+5	CO5	BT-4

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# MANAV RACHNA UNIVERSITY

## SCHOOL OF SCIENCES

### DEPARTMENT OF SCIENCES

"End-term Examination, Dec-2023"

SEMESTER	V	DATE OF EXAM	26.12.2023 (I)
COURSE NAME	Differential Equations	COURSE CODE	MAH319B
PROGRAM	B. Sc. B. Ed.(Integrated)	CREDITS	4
TIME DURATION	3 Hours	MAX. MARKS	100
NAME OF FACULTY	Dr. Y.K. Sharma	NAME OF COURSE COORDINATOR	Dr. Bhawna Singla

Note: All questions are compulsory.

Q.NO.	QUESTIONS	MARKS	CO ADDRESSED	BLOOM'S LEVEL
PART-AII	Q1(A) Examine the solution of equation $ydx - xdy + \log x dx = 0$ .	7	CO1	BT2
	Q1(B) Interpret and find the solution the following differential equation $(1 + 2e^{\frac{x}{y}})dx + 2e^{\frac{x}{y}}(1 - \frac{x}{y})dy = 0$	8	CO1	BT2
PART-B	Q2(A) Determine the solution of $\frac{d^2y}{dx^2} + 4\frac{dy}{dx} + 5y = 3$	4	CO2	BT2
	Q2(B) The radial displacement $u$ in a rotating disc at a distance $r$ from the axis is given by $r^2 \frac{d^2u}{dr^2} + r \frac{du}{dr} - u + kr^3 = 0$ , where $k$ is a constant. Examine the equation.	6	CO2	BT4
	Q2(C) Find the general solution of the following equation $y = (x - a)p - p^2$	5	CO2	BT2

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PART-C	Q3	Solve $x^2 \frac{dy}{dx} + 2xy = 4x^2$	5	CO3	BT3
	Q4	Solve the equation $x \frac{dy}{dx} - y = (x - 1) \left( \frac{d^2y}{dx^2} - x + 1 \right)$	10	CO3	BT3
	Q5	Analyze the following differential equation and solve $z^2 dx + (z^2 - 2yz) dy + (2y^2 - yz - zx) dz = 0$	10	CO3	BT4
	Q6	Apply the method of variation of parameters: $\frac{d^2y}{dx^2} + a^2 y = \sec ax$	10	CO3	BT3
PART-D	Q7	Solve the equation $x(y - z)p + y(z - x)q = z(x - y)$	7	CO4	BT1
	Q8	Examine the solution of the equation $(p^2 + q^2)y = qz$	10	CO4	BT4
	Q9	Form partial differential equations from the following equations by eliminating the arbitrary functions: $z = x f_1(x + t) + f_2(x + t)$	8	CO4	BT2
	Q10	Apply the method of separation of variables and find the solution $x^2 \frac{\partial u}{\partial x} + y^2 \frac{\partial u}{\partial y} = 0$	10	CO4	BT3

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