

Department of Education
Vinaya Bhavana, Visva-Bharati
M.A Semester-II Examination: 2026
Subject: Education
EDN-321 Analysis Techniques in Educational Research

Time- Three Hours

Full Marks: 70

1. Attempt any four

4x10 = 40

- a) What is 'data' in educational research? Classify data, commonly used in educational research with suitable example of each type. Give a brief account of 'central tendency'. 2+4+2+2
- b) In a sample of 1000 students, the mean of a certain test is 14.40 and SD is 2.5. Assuming the mean of the distribution is normal, find out,
 i. How many individuals have scored between 12 and 16?
 ii. How many individuals scored above 18 and below 8?
 iii. Between which two scores, the middle 60% cases will fall?
 iv. What are the chances that any individual, selected at random will score above 15? 2.5+2.5+2.5+2.5
- c) What is meant by Point-Biserial Correlation? Compute the Point-Biserial correlation coefficient from the data given below.

Score on the linguistic ability scale	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
Success in teaching	2	5	8	10	12	6	4	1	1
Failure in teaching	1	2	5	8	10	9	6	3	2

Some candidates who passed and failed item 1 and item 2 of a given test are entered in the following Table:

X	Item 1 Passed	Item 1 Failed
Item 2 Passed	60	50
Item 2 Failed	35	45
X	95	95

Compute the tetrachoric correlation coefficient between both items. Why is the phi coefficient correlation regarded as a better and more dependable statistic than the tetrachoric correlation? 1+4+3+2

- d) Show your acquaintance with the importance of coding, memoing and leveling and their interconnectedness in the process of educational research with a suitable example.
- e) Following logical analysis, establish '*whether length of study-hours possesses any impact over the academic achievement of the students or not?*' Generate a hypothesis on the basis of the proposition presented; state the steps to be followed to test the hypothesis, to triangulate the data and to interpret the result. 5+(1+2+1+1)

2. Attempt any Four

4x5 = 20

- a) Give an example of systemic research focusing over 'nature of data'.
- b) Give an example of a tracer study focusing over 'type of data-analysis'.
- c) Distinguish One-tailed tests and two-tailed test of significance.
- d) State the relationship between the phi-coefficient of correlation and the chi-square test.
- e) Explain 'sampling errors in educational research'.

3. Write short notes on all the follow

3x2 = 6

- a) ANOVA.
 b) Null hypothesis.
 c) Correlation-coefficient.

Q. 4. Attempt all the following

4x1 = 4

- a. In ANCOVA, co-variant is related to which variable?
 (i) Extraneous (ii) Independent (iii) Intervening (iv) Dependent.
- b. Cumulative frequency percentage curve is known as:
 (i) Ogive (ii) Histogram (iii) Polygon (iv) Parabola.
- c. Parametric test is:
 (i) F test (ii) Chi-square test (iii) Sign test (iv) Median test.
- d. Internal criticism of data is a pre-requisite in:
 (i) Experimental study (ii) Ex-post-facto study (iii) Historical study (iv) Survey study

Department of Education
Vinaya Bhavana Visva-Bharati
M.A. Semester-II Examination: 2026
Subject: Education
EDN-322: Development of Education in India

Time: 3 Hours

Full Marks: 70

1. Answer any four the following:

4x10=40

- a) Discuss the curriculum and teaching methods used in Vedic Education. Briefly discuss any four centers of higher learning in ancient India. 6+4
- b) What are the reasons behind the introduction of the English Education System in India by Macaulay? Critically examine its impact on Indian education. 5+5
- c) Explain the objectives of the Sargent Report. Discuss its major recommendations. 3+7
- d) Explain the role of the University Education Commission in the development of higher education in India.
- e) Discuss the main features of RTE Act 2009. Explain its significance in achieving universal elementary education in India. 5+5

2. Answer any four of the following:

4x5=20

- a) Enumerate relevance of Buddhist education in contemporary education system.
- b) Elucidate the basic principles of Islamic education.
- c) Critically analyze Lord Curzon's Policy on Education in India.
- d) Discuss the reasons behind appointment of Secondary Education Commission-1948.
- e) Discuss briefly the impact of NEP 2020 on teacher education with special reference to the 5+3+3+4 curricular structure.

3. Answer all the questions:

3x2=6

- a) State the objectives of Basic Education.
- b) List up recommendation of Hunter Commission.
- c) List up any two constitutional provisions for equalization of educational opportunities.

4. Answer all the questions:

4x1=4

- A. Raja Ram Mohan Roy contributed greatly to:
 - i. Abolition of Sati Pratha
 - ii. Partition of Bengal
 - iii. Swadeshi Movement
 - iv. Quit India Movement
- B. A rural university is established with a curriculum focused on agriculture, rural industries, and civic responsibility. Which commission's vision does this best reflect?
 - i. Mudaliar Commission (1952)
 - ii. University Education Commission (1948)
 - iii. Kothari Commission (1964-66)
 - iv. National Knowledge Commission (2005)
- C. Which provision prohibits religious instruction in educational institutions wholly funded by the State?
 - i. Article 25
 - ii. Article 28
 - iii. Article 29
 - iv. Article 30
- D. The full form of HECI is:
 - i. Higher Education Council of India
 - ii. Higher Education Commission of India
 - iii. High Education Commission Institute
 - iv. Human Education Council of India

Department of Education, Vinaya Bhavana, Visva-Bharati
M.A Semester-II Examination: 2026
Subject: Education
EDN-323 (Curriculum Studies)

Time: 3 Hours

Full Marks: 70

(Questions are of value as indicated in the margin)

1. Attempt any four questions

4x10=40

- a) Distinguish scientific approach and non-technical approach to curriculum development. Discuss any one non-technical non-scientific model. 3+7
- b) How do the curriculum leaders implement the new program successfully? Discuss the Overcoming-Resistance-to-Change model? 3+7
- c) Enumerate the purposes of curriculum evaluation. Describe different approaches to curriculum evaluation. 4+6=10
- d) What are the major influences of Behaviourism on curriculum development? Discuss the progressive thought of approaches to curriculum development and its recent implications. 3+7
- e) State the salient features of National Curriculum Framework 2016 of Finland Education System.

2. Attempt any four questions

4x5=20

- a) What is multidisciplinary approach? Why internship is necessary for teacher education curriculum as per NCFTE 2009? 2+3
- b) Explain CIPP model of curriculum evaluation.
- c) Define Mastery learning. Discuss the importance of planned, un-planned and hidden curriculum in present system of education. 2+3
- d) Write about the Conservative vision or Traditional Philosophy as foundation of curriculum development.
- e) Discuss the role of participants in curriculum development.

3. Attempt all the questions.

2x3=6

- a) What do you mean by slow change and rapid change in curriculum implementation?
- b) Illustrate any two important lessons of Chinese System of Education?
- c) Enlist any two major curricular contributions from Bloom's study of intelligence and study of Multiple intelligences as psychological foundation of curriculum development?

4. Attempt all the questions.

1x4=4

- a) Which one of the following is considered as scientific model of curriculum evaluation?
 - (i) Illuminative evaluation model
 - (ii) Congruence-contingency model
 - (iii) Connoisseurship and criticism model
 - (iv) Action research model
- b) The curricular reform *suzhi jiaoyu* was one of the attempts to bring innovative education to all Chinese Education System, is known for;
 - (i) Education for Equality
 - (ii) Education for Society
 - (iii) Education for Quality
 - (iv) Education for Morality
- c) The book "Curriculum Development: Theory and practice" (1962) was written by;?
 - (i) Ralph Tylor
 - (ii) Hilda Taba
 - (iii) George Count
 - (iv) Phillip Jackson
- d) According to NCF 2005 mathematics curriculum will follow didactic communication for which stage of schooling?
 - (i) Pre-primary
 - (ii) Upper-primary
 - (iii) Secondary
 - (iv) Higher Secondary

Department of Education, Vinaya Bhavana, Visva-Bharati
M.A Semester-II Examination: 2026
Subject: Education
EDN-324 EDUCATIONAL PLANNING AND MANAGEMENT

Time: 3 Hours

Full Marks: 70

1. Attempt any Four of the following:

4x10=40

- a) Explain the concepts of planning and management. Discuss how educational management is different from other kinds of management. 4+6
- b) What do you mean by human resource? Critically discuss the challenges of human resource management in India. 4+6
- c) What do you mean by SWOT? Discuss how SWOT analysis can help to improve management of educational institutions. 3+7
- d) What is Ethics? Justify why the code of ethics should be followed by students, teachers and non-teaching staff in educational institutions. 3+7
- e) What is Leadership? Mention different types of leadership and justify which type of leadership is most suitable for higher education institutions. 5+5

2. Attempt any Four of the following:

4x5= 20

- a) Explain the Manpower requirement planning.
- b) Explain the structure of educational planning at the centre.
- c) Discuss F.W. Taylor's model of management.
- d) What is MBO technique? Explain the technique in detail
- e) Justify why policy measures are so important in educational management with reference to NEP-2020.

3. Attempt All the questions:

2x3 = 6

- a. What is Rolling Plan?
- b. How inter-personal conflicts affect the management of Educational institutions?
- c. What is economization of expenditure in education?

4. Attempt all the following

4x1 = 04

- a) The Full form of PPBS is :
 - i. Planning Placing Budgeting System
 - ii. Planning Programming Balancing System
 - iii. Planning Programming Budgeting System
 - iv. Planning Previewing Budgeting System
- b) NITI Ayog stands for :
 - i. National Institution for Technological India
 - ii. National Institution for Trending India
 - iii. National Institution for Transgender India
 - iv. National Institution for Transforming India
- c) Indian ethos of management is culturally governed by;
 - i. Productivity
 - ii. Profitability
 - iii. Ethics and morality
 - iv. Probability
- d) MMTTC is designed for :
 - i. Academic excellence of students
 - ii. Professional development of teachers
 - iii. Professional development of non-teaching staff
 - iv. Development of maximum infrastructure.

