

Qn.Code: MEDC41

N.V.K.S.D. COLLEGE OF EDUCATION
(AUTONOMOUS)

M.Ed. Degree Fourth Semester Examination, May 2026
(For the candidates admitted during the academic year 2024-2025)

**Perspective Course: CURRICULUM DESIGN AND
DEVELOPMENT**

Course code: MED4PC004

Time: 3 Hours

Maximum Marks: 70

SECTION A (10 x 1 = 10 marks)

Answer ALL the questions by selecting the appropriate answers.

1. The text which is considered as the oldest source of Indian knowledge is
a) Upanishads b) Vedas c) Puranas d) Epics
2. A centralized curriculum policy that mandates uniform content across regions is most closely associated with
a) Decentralized governance b) Federal autonomy
c) Political standardization d) Individualized instruction
3. The pair of psychologists most closely associated with the principles of humanistic curriculum design is
a) B.F. Skinner and Ivan Pavlov b) Jean Piaget and Lev Vygotsky
c) Abraham Maslow and Carl Rogers
d) Edward Thorndike and John Watson
4. The purpose of vertical curriculum design is to
a) Ensure continuity b) Ensure consistency
c) Integrate subjects d) Correlate content
5. The needs assessed through field studies are known as
a) Observed needs in the process of curriculum development
b) Felt needs in the process of curriculum development
c) Real needs in the process of curriculum development
d) Contrived needs in the process of curriculum development
6. Hilda Taba suggests that
a) Policy makers should design the curriculum
b) Educational thinkers should design the curriculum
c) Parents should design the curriculum
d) Curriculum users should design the curriculum
7. The strategy best aligns with the principles of the ORC Model is
a) Imposing curriculum changes without consultation
b) Engaging stakeholders through dialogue and addressing concerns
c) Delaying implementation until resistance subsides naturally

- d) Focusing solely on administrative approval
8. The importance of curriculum transaction depends on the ability to transact the abstract educational goals into
- a) Real experiences of learners b) Knowledge of learners
 - c) Skills of learners d) Scores of learners
9. The primary purpose of curriculum evaluation is to
- a) Standardize teaching methods across institutions
 - b) Determine the effectiveness and relevance of the curriculum
 - c) Replace outdated textbooks
 - d) Monitor teacher attendance
10. The expansion of CIPP model of curriculum evaluation is
- a) Context, Input, Process and Product
 - b) Content, Idea, Process and Product
 - c) Content, Input, Process and Product
 - d) Context, Idea, Process and Product

SECTION B (5 x 2 = 10 marks)

Answer all the FIVE questions in about 100 words each.

11. Define Curriculum.
12. List out the components of curriculum design.
13. Curriculum development is a continuous and cyclic process. Justify this statement.
14. Analyse the influencing factors of curriculum implementation.
15. Why should a curriculum be evaluated?

SECTION C (6 x 5 = 30 marks)

Answer any SIX questions in about 200 words each.

16. How can knowledge be a basis for curriculum development?
17. Highlight any four principles of curriculum construction.
18. Compare and contrast the Horizontal and Vertical organization of curriculum design.
19. Suggest measures to ensure effective and continuous updating of curriculum.
20. Explain the influencing factors of curriculum implementation and analyse their impact.
21. Analyse the relationship between curriculum design and curriculum transaction.
22. Examine how the Hilda Taba Model can be used for teacher-led curriculum planning.
23. Critically analyse the Learner-Centered approaches of Curriculum design.

SECTION D (2 x 10 = 20 marks)

Answer BOTH the questions in about 500 words each.

24. a) Discuss the interrelationship among philosophical, psychological, and sociological foundations in curriculum construction.

(Or)

- b) Analyse how problem-centered designs facilitate the development of critical thinking and problem-solving skills among learners.

25. a) Elaborate the stages in the process of curriculum development.

(Or)

- b) Evaluate the strengths and limitations of both ORC and LOC Models in the context of contemporary educational reforms.

