BEDC41

**N.V.K.S.D. COLLEGE OF EDUCATION**

**(AUTONOMOUS)**

**B.Ed. Degree Fourth Semester Examination, May 2023**

**(For the candidates admitted during the academic year 2021-2022)**

**Core Course: CURRICULUM AND LEARNING DOMAINS**

**Course code: BED4CC006**

**Time: 3 Hours Maximum Marks: 70**

**SECTION A (10 x 1 = 10 marks)**

**Answer ALL the questions by selecting the appropriate answers.**

1. The statements to be considered when planning a curriculum

(i) Growth of technology (ii) Structure of the family

(iii) Cultural diversity (iv) Instructional design

a)  (i) and (iii) b) (i), (ii) and (iii) c) (iii) and (iv) d) (i), (ii) and (iv)

xU fiyj;jpl;lj;ijj; jpl;lkpLk; NghJ kdjpy; nfhs;s Ntz;ba mwpf;iffs;

(i) njhopy;El;g tsh;r;rp (ii) FLk;gj;jpd; mikg;G

(iii) fyhr;rhu gd;Kfj;jd;ik (iv) gapw;rp tbtikg;G

m) (i) kw;Wk; (iii) M) (i)> (ii) kw;Wk; (iii)

,) (iii) kw;Wk; (iv) <) (i)> (ii) kw;Wk; (iv)

1. The scope of curriculum shall be

a) Broad b) Narrow c) Regressive d) Traditional

fiyj;jpl;lj;jpd; Nehf;fkhdJ

m) gue;jJ M) FWfpaJ ,) gpd;dile;J <) ghuk;ghpakhf

1. Plato divided the system of education into

a)  2 b) 3 d) 5 d) 4

gpNsl;Nlh fy;tpKiwia gphpj;j gFjpfs;

m)  2 M) 3 ,) 5 <) 4

1. The one which is not an element of curriculum is

a)  Subject matter b) Good marks c) Learning experience d) Goal

gpd;tUtdtw;wpy; fiyj;jpl;lj;jpd; cWg;G my;yhjJ

m) ghlg;nghUs; M) ey;y kjpg;ngz;fs;

,) fw;wy; mDgtk; <) ,yf;F

1. Working with other people in a team comes under

a)  Hidden curriculum b) Null curriculum

c) Written curriculum d) Planned curriculum

xU FOtpy; cs;stw;fSld; gzpGhptJ vd;gJ

m) kiwf;fg;gl;l fiyj;jpl;lk; M) g+[;a fiyj;jpl;lk;

,) vOjg;gl;l fiyj;jpl;lk; <) jpl;lkpl;l fiyj;jpl;lk;

1. Identify the statement(s) which is/are correct

(i) Syllabus contains more activities than curriculum

(ii) Curriculum is a broad term and syllabus is a subset of curriculum

(iii) Syllabus has a broader reach than curriculum

(iv) Curriculum and syllabus are equal educational components

a) (i) and (iii) b) (i), (ii) and (iii) c) (iii) and (iv) d) (ii)

rhpahd $w;Wfis milahsk; fhz;fTk;

(i) ghlj;jpl;lj;jpy; fiyj;jpl;lj;ij tpl mjpfkhd nray;ghLfs; cs;sd (ii) fiyj;jpl;lk; vd;gJ xU gue;j nrhy; kw;Wk; ghlj;jpl;lk; vd;gJ fiyj;jpl;lj;jpd; Jizf;FO MFk;;

(iii) fiyj;jpl;lj;ij tpl ghlj;jpl;lk; gue;j mstpy; cs;sJ

(iv) fiyj;jpl;lKk; ghlj;jpl;lKk; rkkhd fy;tp $Wfs;

m) (i) kw;Wk; (iii) M) (i), (ii) kw;Wk; (iii) ,) (iii) kw;Wk; (iv) <) (ii)

1. Arrange the process of curriculum development

(i) Formulation of objectives (ii) Assessment of educational needs

(iii) Selection and organization of learning experiences and evaluation

(iv) Selection and organization of content

a) (ii), (i), (iv) and (iii) b) (iii), (i), (iv) and (i)

c) (ii), (i), (iii) and (iv) d) (i), (ii), (iv) and (iii)

fiyj;jpl;lj;ij cUthf;Fk; nray;Kiwia xOq;FgLj;Jf

(i) Fwpf;Nfhs;fis cUthf;Fjy; (ii) fy;tpj; Njitfspd; kjpg;gPL

(iii) fw;wy; mDgtq;fspd; Njh;T> mikg;G kw;Wk; kjpg;gPL

(iv) cs;slf;fj;jpd; Njh;T kw;Wk; mikg;G

m) (ii)> (i)> (iv) kw;Wk; (iii) M) (iii)> (i)> (iv) kw;Wk (i);

,) (ii)> (i)> (iii) kw;Wk; (iv) <) (i)> (ii)> (iv) kw;Wk; (iii);

1. “Education is a means to achieve justice, both individual and social justice” are the words of

a) Plato b) John Dewey c) Tagore d) Martin Buber

“fy;tp vd;gJ jdpahs; kw;Wk; r%f ePjp Mfpa ,uz;L ePjpiaAk; milAk; xU topKiw”> vd $wpath;

m) gpNsl;Nlh M) [hz;^ap ,) jh$h; <) khh;bd; Ggh;

1. The term used to describe the sum of the learning experiences that a student receives from various activities

a) Content b) Curriculum c) Syllabus d) None of these

gd;klq;F nray;ghLfs; %yk; khzth; ngWk; fw;wy; mDgtq;fspd; nkhj;jj;ij ntspg;gLj;j gad;gLj;Jk; nrhy;

m) cs;slf;fk; M) fiyj;jpl;lk;

,) ghlj;jpl;lq;fs; <) ,it vJTk; ,y;iy

1. The sociological determinant of curriculum does not include

a) Demands of modern society b) Media explosion

c) Faith beliefs and attitudes of people d) Theories and Principles

fiyj;jpl;lj;jpd; r%ftpay; eph;zaj;jpy; Nrh;f;fg;glhjJ

m) etPd rKjhaj;jpd; Njitfs; M) Clf ntbg;G

,) ek;gpf;if ek;gpf;iffs; kw;Wk; kf;fspd; mZFKiwfs;

<) Nfhl;ghLfs; kw;Wk; nfhs;iffs;;

**SECTION B (10 x 2 = 20 marks)**

**Answer any TEN questions in about 50 words each.**

1. Trace the importance of curriculum design in teaching and learning.

fw;gpj;jy; kw;Wk; fw;wypy; fiyj;jpl;l tbtikg;gpd; Kf;fpaj;Jtk; fz;lwpaTk;.

1. Differentiate core-curriculum from elective-curriculum.

Kf;fpa fiyj;jpl;lj;ij Njh;T fiyj;jpl;lj;jpypUe;J NtWgLj;Jf.

1. What is hidden curriculum?

kiwe;jpUf;Fk; fiyj;jpl;lk; vd;why; vd;d?

1. Mention any two environmental concerns in curriculum construction.

fiyj;jpl;lf; fl;likg;gpy; cs;s VNjDk; ,uz;L Rw;Wr;#oy; gpur;rpidfis Fwpg;gplTk;.

1. Why the curriculum should be society centered?

Vd; fiyj;jpl;lk; r%f ikakhf ,Uf;f Ntz;Lk;?

1. State the difference between truth and belief with example.

cz;ik kw;Wk; ek;gpf;if Mfpatw;wpw;F ,ilNaahd NtWghLfis vLj;Jf;fhl;Lld; njhptpf;fTk;..

1. Examine John Dewey’s curriculum.

[hd; Btpapd; fiyj;jpl;lj;ij MuhAq;fs;.

1. Justify the statement – ‘knowledge can be acquired’.

‘mwpitg; ngwyhk;’ vd;w mwpf;ifia epahag;gLj;Jq;fs;.

1. How does politics influence the curriculum construction?

fiyj;jpl;l fl;likg;gpy; murpay; vt;thW jhf;fj;ij Vw;gLj;JfpwJ?

1. What are the sources of knowledge?

mwptpd; Mjhuq;fs; ahit?

1. What is the need for Geographical determinants in curriculum construction?

fiyj;jpl;lf; fl;likg;gpy; Gtpapay; eph;zaf;$Wfspd; Njit vd;d?

1. List the need for curriculum evaluation.

ghlj;jpl;l kjpg;gPl;bd; Njitfis gl;baypLf.

**SECTION C (4 x 5 = 20 marks)**

**Answer any FOUR questions in about 200 words each.**

1. Explain the differences in the educational views of Rabindranath Tagore and Mahatma Gandhi.

utPe;jpuehj; jh$h; kw;Wk; kfhj;kh fhe;jpapd; fy;tpf; fUj;Jf;fspy; cs;s NtWghl;il tpsf;Ff.

1. Differentiate between curriculum and syllabus.

fiyj;jpl;lk; kw;Wk; ghlj;jpl;lk; NtWgLj;Jf.

1. Explain the scope of curriculum.

fiyj;jpl;lj;jpd; tuk;ig tpsf;Ff.

1. What domains will you consider while designing a curriculum? Explain with examples.

xU fiyj;jpl;lj;ij tbtikf;Fk; NghJ ePq;fs; vd;d fsq;fisf; fUj;jpy; nfhs;s Ntz;Lk;? cjhuzq;fNshL tpsf;Ff.

1. Explain how economics, culture and technology act as the determinants of the curriculum construction.

nghUshjhuk;> fyhr;rhuk; kw;Wk; njhopy;El;gk; Mfpait vt;thW fiyj;jpl;l fl;likg;ig jPh;khdpf;Fk; vd tpsf;Ff.

1. Explain the types of curriculum.

fiyj;jpl;lj;jpd; gy;NtW tiffis tpthp.

**SECTION D (2 x 10 = 20 marks)**

**Answer BOTH the questions in about 500 words each.**

1. a) Discuss the contributions of teachers in the assimilation and dissemination of information and knowledge.

jfty; kw;Wk; mwpit xUq;fpizj;jy; kw;Wk; gug;Gtjpy; Mrphpah;fspd; gq;fspg;igg; gw;wp tpthjpf;fTk;.

(or)

b) Explain the importance of values in curriculum construction. What are the most important values to be considered during curriculum development?

fiyj;jpl;l fl;likg;gpy; kjpg;Gfspd; Kf;fpaj;Jtj;ij tpsf;Ff. fiyj;jpl;lj;ij cUthf;Fk; NghJ fUj;jpy; nfhs;s Ntz;ba kpf Kf;fpakhd kjpg;Gfs; ahit?

1. a) Discuss your role as a teacher in curriculum development.

fiyj;jpl;l tsh;r;rpapy;; Mrphpauhf cq;fs; gq;ifg; gw;wp tpthjpf;fTk;.

(or)

b) How would you enhance curriculum as a teacher, based on feedback from educational stakeholders? Explain.

fy;tprhh; gq;Fjhuh;fspd; gpd;D}l;lq;fspd; mbg;gilapy; Xh; Mrphpauhfg; fiyj;jpl;lj;ij vt;thW Nkk;gLj;JtPh;fs;? tpthp.