

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION,

KANDIVALI EAST, MUMBAI

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CC2 KNOWLEDGE AND CURRICULUM

OBJECTIVE QUESTIONS WITH ANSWER KEY

Unit 1: Perspectives of Knowledge and Education

1. What is Knowledge?
- A. Finding Attitude
 - B. Understanding of someone or something
 - C. Understanding the concept
 - D. Giving facility

ANSWER- B

2. Which of the following is Characteristics of Knowledge?
- A. Depleting
 - B. Portable
 - C. Unruly
 - D. Non-transferable

ANSWER- B

3. Which of the following is a type of knowledge from Philosophical perspective?
- A. Propositional knowledge
 - B. Situational knowledge
 - C. Conceptual knowledge
 - D. Strategic knowledge

ANSWER- A

4. Which of the following is a type of knowledge from Educational perspective?
- A. Conceptual knowledge
 - B. Personal knowledge
 - C. Propositional knowledge
 - D. Procedural knowledge

ANSWER- A

5. The first kind of knowledge is _____ knowledge.
- A. Conceptual
 - B. Personal
 - C. Propositional
 - D. Procedural

ANSWER- B

6. What is the origin of the word Education?
- A. 'E' and 'catum'
 - B. 'Edu' and 'catum'
 - C. Word Educate

D. Educated

ANSWER- A

7. According to whom "By education, I mean an all-round drawing out of the best in child and man-body, mind and spirit."

- A. R.N Tagore
- B. Sri Aurobindo
- C. Swami Dayananda
- D. Mahatma Gandhi

ANSWER- D

8. Education is a _____ Process

- A. Lifelong
- B. Descriptive
- C. Thinking
- D. Mental

ANSWER- A

9. Epistemology is the branch of philosophy concerned with the theory of _____

- A. Education
- B. Learning
- C. Knowledge
- D. Philosophy of education

ANSWER- C

10. The theory of knowledge especially with regard to its method, validity, scope and the distinction between justified belief and opinion is called _____

- A. Philosophy
- B. Epistemology
- C. Methodology
- D. Limitations

ANSWER- B

Unit 2: Basis of Modern Child-Centered Education (Concept, Basis and Educational Significance)

1. Child-centred education is a sort of revolt against _____ education

- A. Subject-Centred
- B. Student-Centred
- C. Teacher-Centered
- D. Society- Centered

ANSWER- A

2. Which of the following point need be considered for promoting child-centred education

- A. Freedom
- B. Concept
- C. Awareness
- D. Content

ANSWER- A

3. _____ was the first Indian who advocated a scheme of education based upon the essential values of Indian culture and civilization.

- A. R.N Tagore
- B. Sri Aurobindo
- C. Swami Dayananda
- D. Mahatma Gandhi

ANSWER- D

4. The current primary education in India is based on whose philosophy from the following Educationist?

- A. Tagore
- B. Gandhi
- C. Sri Aurobindo
- D. Vivekananda

ANSWER- B

5. Which system of education was propounded by John Dewey?

- A. Heuristic Method
- B. Activity Method
- C. Discovery Method
- D. Dialogue Method

ANSWER- C

6. Who emphasized that education should be a social process?

- A. Vivekananda
- B. Rousseau
- C. Dewey
- D. Freire

ANSWER- C

7. What name did Gandhiji give to his education plan?

- A. New education policy
- B. Wardha Yojana
- C. Mother tongue
- D. Nai Tarkib

ANSWER- B

8. _____ is an outcome of Dewey's Philosophy of education

- A. Project Method
- B. Scientific Method
- C. Activity Method
- D. Dialogue

ANSWER- A

9. Dialogue, means _____.

- A. Mutual sharing of thoughts.
- B. Sharing of ideas

- C. Presentation of concept
- D. Discussion about problems

ANSWER- A

10. Which system of education was propounded by Paola Freire's?

- A. Heuristic Method
- B. Activity Method
- C. Discovery Method
- D. Dialogue Method

ANSWER- D

Unit 3: Social and Cultural Context of Education

1. Composition of integrated customs, traditions and current patterns of human group is called _____

- A. Society
- B. Culture
- C. Rituals
- D. Social Pattern.

Answer : B

2. Prior to the period of industrialization, the socio-economic order was largely -----in nature

- A. Liberal
- B. Feudal
- C. Democratic
- D. Colonial

Answer : B

3. Industrialization gave rise to _____ Education

- A. Vocational
- B. Religious
- C. Traditional
- D. Spiritual

Answer : A

4. Provision of equal opportunity to all in education is an outcome of _____

- A. Industrialization

- B. Democracy
- C. Autonomy
- D. Globalization

Answer : B

5. The concept of ----- denotes that everyone is at the same level, and should be treated similarly.

- A. Equity
- B. Fairness.
- C. Equality
- D. Social Justice

Answer : C

6. The concept of ----- denotes the sharing of resources as per the need.

- A. Equity
- B. Equality
- C. Social justice
- D. Fairness.

Answer : A

7. According to ----- nationalism and organized religion both are basically divisive in nature.

- A. J.Krishnamurthy
- B. Ravindranath tagore
- C. B.R. Ambedkar
- D. M.K. Gandhi

Answer : A

8. The slogan “Educate, Unite, Agitate” was given by

- A. J.Krishnamurthy
- B. Ravindranath tagore
- C. B.R. Ambedkar
- D. M.K. Gandhi

Answer : C

9. The concept of -----is closely linked with human rights

- A. Equality
- B. Social justice
- C. autonomy
- D. Democracy.

Answer : B

10. Universal and Compulsory Education is always promoted in _____ govt.

- A. Capitalist
- B. Autocratic
- C. Democratic
- D. Anarchist

Answer : C

Unit 4: Curriculum – Concept, Types and Determinants

1. Etymologically, the term curriculum is derived from the Latin word

- A. Currere
- B. Current
- C. Curate
- D. Currum

Answer -A

2. An outline-of the topics of a subject to the covered in specific time is called -----

- A. Syllabus
- B. Curriculum
- C. Course
- D. Curriculum framework

Answer -A

3. While deciding curriculum, various factors related to growth and development of learners, are to be kept in mind. This is called

- A. Sociological determinant of curriculum framing
- B. Philosophical determinant of curriculum framing
- C. Psychological determinant of curriculum framing
- D. Political determinant of curriculum framing

Answer - C

4. It is necessary that while planning the curriculum, we have a thorough knowledge of social forces that have a bearing on the educational system of the society. This is called

- A. Sociological determinant of curriculum framing

- B. Philosophical determinant of curriculum framing
- C. Psychological determinant of curriculum framing
- D. Political determinant of curriculum framing

Answer- A

5. According to ----- child should be allowed to learn from nature in his natural way without any interference from the adult

- A. John Dewey
- B. Rousseau
- C. J Kishnamurthy
- D. M.K.Gandhi

Answer- B

6. The lessons that are taught informally, and usually unintentionally, in a educational institutions are called

- A. Child-centred Curriculum
- B. Subject- Centred Curriculum
- C. Hidden curriculum
- D. Informal curriculum

Answer -C

7. Which of the following reflects the daily curricular experience of a student within instructional settings exemplified by assignments, instructional practices, and managed content.

- A. Child-centered Curriculum
- B. Subject- Centered Curriculum
- C. Hidden curriculum
- D. Enacted curriculum

Answer –D

8. Which of the following philosophy believes that matter is an illusion and moral and spiritual reality is the chief explanation of the world.

- A. Realism
- B. Idealism
- C. Naturalism
- D. Pragmatism

Answer –B

9. The constitution of India promotes the principles of democracy and secularism which are reflected in the school curriculum and the textbooks . This statement is an example of

- A. Sociological determinant of curriculum framing
- B. Philosophical determinant of curriculum framing
- C. Psychological determinant of curriculum framing

D. Political determinant of curriculum framing

Answer- D

10. Which of the following is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards

- A. Curriculum
- B. Syllabus
- C. Curriculum Framework
- D. Textbook.

Answer –C

Unit 5: Curriculum Development

1. As suggested by NCF 2005, the focus of our education is

- A. Teacher centred pedagogy
- B. Child centred pedagogy**
- C. Parent centred pedagogy
- D. Community centred pedagogy

Ans: B

2. “Our curriculum should consider the needs, interests, abilities, aptitude, age level and circumstances of the child as prime factors at every stage of curriculum”. This statement follows which principles of curriculum development?

- A. Principle of Teacher Centeredness
- B. Principle of Child Centeredness**
- C. Principle of Parent Centeredness
- D. Principle of Community Centeredness

Ans: B

3. Curriculum activities are

- A. Vital part of educational planning**
- B. Useless for proper learning
- C. Aimed at spoiling child
- D. Religious activities

Ans: A

4. "Curriculum designers should be able to foresee the needs of future society and societal demands, and prepare students in this direction." This is _____ principles of curriculum development.
- A. Principle of Flexibility
 - B. Principle of Variety
 - C. Principle of Conservation
 - D. Principle of Forward Looking**

Ans:D

5. It is often useful to employ a graphic two-dimensional chart to express objectives concisely and clearly. One of the example of this 'two-dimension' is

understand	Respiratory system
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Identify these two dimensions...

- A. Behavioural aspect and content aspect**
- B. Content aspect and system aspect
- C. Action aspect and subject aspect
- D. Action aspect and objective aspect

Ans:A

6. The first step in the curriculum development is
- A. Methods
 - B. Material
 - C. Evaluation
 - D. Objectives**

Ans:D

7. Traditionally, content is arranged in:
- A. Plan of activity
 - B. Imagination
 - C. Innovation
 - D. Logical order**

Ans: D

8. The process of curriculum is:

- A. **Dynamic**
- B. Traditional
- C. Non dynamic
- D. Not flexible

Ans: A

9. Which curriculum lays emphasis on students overall development?
- A. Subject Centered
 - B. Learner Centered
 - C. Activity Centered
 - D. **Integrated**

Ans: D

10. Curriculum reflects the culture of
- A. **Society**
 - B. Home
 - C. School
 - D. Area

Ans: A

Unit 6: Curriculum Implementation and Evaluation

1. The component of curriculum to check the progress is
- a. Content
 - b. Method
 - c. **Evaluation**
 - d. Objrctives

Ans: C

2. Percentage of knowledge what we see and hear retained after two weeks is:
- A. 75%
 - B. **50%**
 - C. 60%
 - D. 40%

Ans: B

3. Curriculum evaluation determines:
- A. Importance of curriculum

- B. Change of curriculum
- C. Worth of curriculum**
- D. Action of curriculum

Ans: C

3. Clearing-house Role of MHRD means:
- A. undertaking a large number of pilot projects
 - B. bringing out useful information on various aspects of education**
 - C. allocating proper grants to the states, local bodies and private agencies
 - D. securing the smooth and efficient running of the educational institution

Ans: B

4. NCERT stands for:
- A. National Commission of Educational Recruitment and Training
 - B. National Commission of Emotion Recreation and Training
 - C. National Council of Environmental Research and Training
 - D. National Council of Educational Research and Training**

Ans: D

5. NCERT is concerned with all problems of:
- A. Higher Education
 - B. School Education**
 - C. Abroad Education
 - D. Vocational Education

Ans: B

6. Which of the following is not a Central Institutes?
- A. YCMOU**
 - B. UGC
 - C. CABE
 - D. NCERT

Ans: A

7. The National Council of Educational Research and Training was established in the year:
- A. 1951
 - B. 1961**
 - C. 1971
 - D. 1981

Ans: B

8. Three types of measures used as key indicators of students' in-school behavior of effective curriculum are:

- A. **course enrollment, time devoted, quality of instruction**
- B. admission, promotion of students, fees to be paid
- C. methods of evaluation, medium of instruction, language policy
- D. the curricula, pedagogy used, criteria of admissions

Ans: A

9. Subject centered Curriculum revolves around:

- A. Learner
- B. Social problem
- C. **Content**
- D. Social values

Ans: C

SUBJECTIVE QUESTIONS WITH MARKING SCHEME

Unit 1: Perspectives of Knowledge and Education

3 Marks Questions :

1. Explain any 3 characteristics of knowledge
2. Elaborate Procedural knowledge with example
3. Elaborate situational knowledge with example.
4. Explain any 3 characteristics of Education
5. Distinction between teaching and training(any 3 points)

Answer Key

1. **Explain any 3 characteristics of knowledge**
 - Non-depleting
 - Substitutable
 - Win-win sharing
 - Checkable and portable
 - Transferable
 - Mobile

2. Elaborate Procedural knowledge with example

One view of procedural knowledge is that it is knowledge that establishes itself in the doing of something. As such it is reflected in motor or manual skills and in cognitive or mental skills. Procedural Knowledge also called as imperative knowledge is the knowledge required to perform a task.

For example, in order to drive a car, we need to have procedural knowledge in order to actually perform the task.

A person may explain the accurate procedure of driving a car, but if she/he cannot actually drive one, she/he lacks procedural knowledge.

3. Elaborate situational knowledge with example.

Situational Knowledge is knowledge about situations as they appear typically in a particular domain.

For example, a motor cycle rider knows that if the road is slippery, the motorcycle is likely to skid due to reduced friction between the road and the tire.

A teacher in the class knows that if she/he uses unfamiliar vocabulary, students will not understand the content. So, the teacher simplifies the content by using familiar vocabulary or by using the local language.

In short, situational knowledge is knowledge about the situation, its components and the kind of relationship that exists in these components.

4. Explain any 3 characteristics of Education

- Education is a Lifelong Process
- Education Brings about Integrated Development of Individual
- Education is a Tri-polar Process
- Education is Need-based
- Education as a Transmitter and Preserver of Culture
- Education as Manifestation
- Education as Acquisition

5. Distinction between teaching and training (any 3 points)

Teaching	Training
Teaching involves imparting knowledge or instructing through experience, example or precept.	Training involves formation through drill and practice.
Theoretical in nature.	Practical in nature .
May relate to the subject area with focus on content aspect.	May relate to function area with focus on skill aspect.
Involves intensive knowledge over limited domains.	Involves extensive knowledge over vast areas.
A teacher creates an awareness of the concept and provides new knowledge.	A trainer helps in understanding the practical application of this knowledge.

Unit 2: Basis of Modern Child-Centred Education (Concept, Basis and Educational Significance)

3 Marks Questions

1. Write any 3 characteristics of Child-Centred Education
2. Explain M. K. Gandhi's Activity Method as the basis of modern child-centred education.
3. Elucidate the concept of discover-based learning
4. Write the need of Dialogue Method.
5. Explain any 3 educational significance of Activity Method.

Answer Key

1. Write any 3 characteristics of Child-Centred Education

- Ans-** i) The child is the most important factor in education.
ii) Complete freedom of activity is advocated in child-centred education and emphasized that the growth of the child must not be inhibited or injured.
iii) Activity should form the chief method of teaching where the role of the student becomes more active than that of the teacher.

2. Explain M. K. Gandhi's Activity Method as the basis of modern child-centred education

Ans- Education should develop human values in the child.

- It is aimed to achieve the harmonious development of the child's body, mind heart and soul.
- In basic scheme education is imparted through some local craft or productive work.
- The basic education is self-supported through some productive work.
- It is geared to create useful, responsible and dynamic citizens.
- Play is an essential part of basic education.
- Subjects are taught in correlation with craft, with environment and with other subjects.

3. Explain the concept of discover-based learning

Ans- Man is endowed with a thinking brain. He possesses the ability to observe, analyze, connect and create. This leads to discovery. Discovery is possible at any stage. If children are exposed to the path of discovery in education, they will learn through inquiry. When discovery is encouraged in education, the learner draws from his previous experience, sees the organization of the present learning environment and makes suitable connections to arrive at some new learning.

4. Write the need of Dialogue Method (any 3 points).

Ans- i. Dialogue help to understand views of others. This offers scope for multiple prospective about the topic under consideration.

- ii. Dialogue increases our tolerance for views other than our own. One also has the opportunity to reflect over one's own views and those of others and thus one can modify one's thoughts.
- iii. Dialogue does not include hierarchy. The teacher is just a facilitator, No one's views are considered superior to the views of others. Therefore, dialogue helps to shift from dominance of experts.

5. Explain any 3 educational significance of Activity Method.

- Ans-i.** Activity in education is significant because it creates *theory-practical connect* which will help to learners so that they are better suited for the world of work.
- ii. Activity in education is *psychological in nature* and follows the principles of constructivism. Activity encompasses many subjects and hence interdisciplinary flavor is introduced.
- iii. Activity leads to *quality improvement* in the process of education. The focus is not on memorization and reproduction of facts, but on understanding and assimilation of content.

Unit 3: Social and Cultural Context of Education

3 Marks Questions

1. Write any 3 impact of Industrialization on education
2. Explain the effect of Democracy on education system
3. Elaborate the concept of Equity.
4. What is autonomy? How it affects students.
5. Explain the concept of Social Justice according to Dr.B.R. Ambedakar

Answer Key

1. Write any 3 impact of Industrialization on education

- Education became More Widespread
- Shift towards Secular Education
- Shift towards Vocational Education
- Shift from Vernacular to English Education
- . Influx of Lifelong Education
- Systemic Reforms became an Integral Part of Education:
- Breaking Down of Barriers

2. Explain the effect of Democracy on education system

- Provision of Equal Opportunities:
- Universal and Compulsory Education
- Recognition and Acceptance of Individual Differences

- Provision of Adult Education
- Child-centered Education
- Methods of Teaching
- Formation of Student Unions

3. Elaborate the concept of Equity.

Equity: equity in education is two dimensional concept which are

- Fairness – defined as making sure those personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential.
- Inclusion – defined as ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic.

4. What is autonomy? How it affects students.

- The etymology of the concept of autonomy derives from the Greek autonomous ‘having its own laws’
- Take into consideration student choices, interests, passions, and ambitions.
- Students can play a more active role in designing or selecting learning experiences in schools, more likely to take greater responsibility over their education.
- Various theories of education that suggest learning improves when students take more control or responsibility over their own learning process.

5. Explain the concept of Social Justice according to Dr.B.R. Ambedakar

There should be no discrimination on basis of caste

Equal opportunity for representation on following

- political,
- social,
- Economic,
- Educational
- Cultural

Unit 4: Curriculum – Concept, Types and Determinants

3 Marks Questions

1. Explain the meaning and definition of curriculum.
2. Explain the concept of syllabus
3. What are the different determinants of curriculum.
4. What are the Demerits of subject centered curriculum.

5. Explain the concept of hidden curriculum with examples.

Answer Key

1.Explain the meaning and definition of curriculum

- The curriculum refers to a specified course of study at a school, college, or university or the aggregate of the courses of study given in a school, college or university.
- Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes.
- Albert Oliver, refers to curriculum merely as the educational program consisting of three important elements, such as studies, activities and guidance.
- A **curriculum** is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life.

2.Explain the concept of syllabus

- Syllabus is the summary of topics/issues approached within a subject. It is the extension to that backbone previously mentioned.
- syllabus is descriptive of the curriculum. Zooming in on subjects while satisfying the conditions set by the curriculum
- **Syllabus** is descriptive in nature,. **Syllabus** is set for a particular subject
- A **syllabus** (plural **syllabuses** or **syllabi**) is an academic document that communicates course information and defines expectations and responsibilities.

3.What are the different determinants of curriculum.

- Political Determinants
- Phylosofical Determinants
- Psychological Determinants
- Sociological Determinants

4. What are the Demerits of subject centered curriculum.

- Narrowly conceived.
- Dominated by examination.

- Emphasis on memory.
- Bookish and mechanical.
- Unpsychological.
- Rigid and uniform.
- Follows banking approach.
- Single track communication.

5. Explain the concept of hidden curriculum with examples.

- A **hidden curriculum** is a side effect or by product of schooling, which are learned but not openly intended such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment.
- respecting authority
- respect for other pupils' opinions
- punctuality
- aspiring to achieve
- having a 'work ethic'

Unit 5: Curriculum Development

1. Write the Criteria for content selection.
2. Enlist the Criteria to select learning experiences.
3. Name some principles of organizing content.
4. Why should curriculum development be participatory?
5. Why there is a need to consider various social groups in curriculum construction?

Answers:

1. **Write the Criteria for content selection.**

The criteria for content selection are:

- the availability of the subject matter;
- the significance of the subject matters;
- appropriate balance of scope and depth;
- appropriateness to pupils needs and interests;
- the durability of the subject matter;
- logical relationship of the subject matter content to main ideas and basic concepts;
- learn ability of the subject matter;
- possibility of the subject matter to interact with or attract data from other subjects;
- contents that contribute to the development of the society.
- Enlist the Criteria to select learning experiences.
- Enlist the Criteria to select learning experiences.

2. Enlist the Criteria to select learning experiences.

There are a few questions which should be addressed before we select learning experiences, which are listed below:

- The function of the learning experiences should be in the light of the overall aims and the specific objectives of the curriculum.
- Student should be able to apply the knowledge gained to practical situations.
- It should be feasible in terms of time, staff expertise, resources, etc., to learn the content.
- The learning experiences should enable learners to develop thinking skills and rational powers.
- The learning experiences should stimulate in learners a greater understanding of their own existence as individuals and as members of a group/society.
- The learning experiences should foster in learners an openness to new experiences and a tolerance for diversity.
- The learning experiences should allow learners to address their needs and interests.
- The learning experiences must cater to total development of learners in cognitive, affective and psychomotor domains.

3. Name some principles of organizing content.

Principles of organizing content are:

- starting from the simple and proceeding to the complex;
- the whole to the part;
- chronological approach;

- sequence on the basis of concentric circle; and
- sequence based on prerequisite teaching.

4. Why should curriculum development be participatory?

Curriculum development should be participatory because..

- the teaching-learning of all participants, will become more effective.
- They will have more ownership
- have greater opportunities for discussion and reflection with different stakeholders (people and groups who have an interest). This will help everyone learn, and work together more effectively.
- able to form links and networks more easily, which will allow you to share information better than before; your courses should become more relevant to the local context.
- Some groups and individuals who do not normally have a “voice”, such as women, poor people, or children, may become included in negotiations and dialogue; they will benefit more as a result of the course.
- able to establish a dynamic course design process as new linkages and lines of communication are set up, resulting in greater satisfaction with your curriculum.
- Different stakeholders can gain greater responsibility for various stages of the curriculum development process; this increases the motivation and commitment of everyone who participates.

Moreover, **greater ownership** by everyone involved, **better solutions** to complex problems, and more sustainable outcomes.

5. Why there is a need to consider various social groups in curriculum construction?

Need to consider various social groups in curriculum construction are:

- To sensitize the entire country to the problems and issues faced by certain groups
- To foster bonding and ensure a sense of fraternity
- To fight insular forces which threaten the unity of India
- to find viable solutions to social problems
- to reduce animosity and mistrust among groups by building trust, co-operation and credibility
- to build healthy social climate by ensuring an unbiased secular approach
- To avoid influence of “culture of power” and “power distribution” for profit
- Curriculum must inculcate critical thinking
- Curriculum must emphasize values specially those of Dr B Ambedkar. Promote values like humanism and tolerance
- Develop vocational skills in the curriculum to address the power due to socio-economic divide. Follow Mahatma Gandhiji’s life centered education

Curriculum should not get distorted due to power but it should empower the students and learners to be able and be a resource to the country.

Unit 6: Curriculum Implementation and Evaluation

1. Why Evaluation of curriculum is Important?
2. “The most theoretical subjects into application-based, where students can pick up all the skills they will ever need”- Give an example of such flexibility in curriculum.
3. Mention Teachers' role in generating dynamic curricular experiences.
4. What is Contextualized Learning? Explain the importance of Contextualized Learning.
5. Define learning resources.

1. Why Evaluation of curriculum is Important?

Ans:

- Feedback to all stakeholders
- Improvement of the educational process
- Certification of learner competency
- Data to meet accreditation requirements
- Assessment of the cost of delivery

2. “The most theoretical subjects into application-based, where students can pick up all the skills they will ever need”- Give an example of such flexibility in curriculum.

Ans:

- A budding biologist can question the need for advanced mathematics.
- A historian may feel that studying chemistry is irrelevant.

Note : Explain any one out of these or any other similar to this.

3. Mention Teachers' role in generating dynamic curricular experiences.

Ans:

Teachers' role in generating dynamic curricular experiences are:

- A practitioner who continuously validate the learning experiences suggested in the curriculum.
- Understand the objectives of the total curriculum
- Dissect and identify the components of curriculum
- Identify the teaching and related activities and programme.
- List the activities to be planned according to the components
- Decide the priorities of activities based on goals to be reached and available time duration and finances available
- Identify the research data available to decide the validity of activities
- Conduct pilot studies wherever possible before applying ideas to a large group of students.
- Assess the relevance of activities based on the needs and capacities of students
- Execute the planned activities/learning experiences
- Use proper techniques to study the effect of learning experiences

4. What is Contextualized Learning? Explain the importance of Contextualized Learning.

Ans:

Contextualized Learning is a practice that endeavors to link theoretical constructs that are taught during learning, to practical, real-world context.

By embedding instructions in contexts that learners are familiar with, learners more readily understand and assimilate those instructions

5. Define learning resources.

Ans:

Any resource – including print and non-print materials and online/open-access resources – which supports and enhances, directly or indirectly, learning and teaching.

--International Bureau of Education

“The resources/materials which change the attitudes of students in classroom situation are called learning resources” **Ryburn**

“The resources/materials used to give learning experiences through direction and guidance are called learning resources.” **Marshel**

The purposes For of our understanding here, “Learning Resources” will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes.