CURRICULUM, TEACHING-LEARNING AND ASSESSMENT

B.E.S.C.-133

B.A. General - 3rd Semester

Chapter Wise Reference Book
Including Many Solved Sample Papers

Based on

C.B.C.S. (Choice Based Credit System) Syllabus of

I.G.N.O.U.

& Various Central, State & Other Open Universities

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BLOCK-1: UNDERSTANDING CURRICULUM

BLOCK-2: TEACHING AND LEARNING

QUESTION PAPER
June – 2023
(Solved)

CURRICULUM, TEACHING-LEARNING AND ASSESSMENT

B.E.S.C.-133

Time: 3 Hours] | **[Maximum Marks : 100**

Note: *All sections are compulsory. Answer the questions as per the instructions given under each section.*

SECTION–A
Answer the following questions:

Q. 1. Discuss the issues associated with curriculum development.

Ans. Ref.: See Chapter-4, Page No. 35, 'Various Issues in Curriculum'.

Q. 2. Discuss Piaget's theory of Child Development and Learning, highlighting its implications for curriculum and practice.

Ans. Ref.: See Chapter-5, Page No. 44, 'Child Development and Learning Implications for Curriculum and Practice'.

Q. 3. Explain various diversities that exist in classroom. What strategies would you adopt to the address them in the classroom.

Ans. Ref.: See Chapter-11, Page No. 118, 'Types of Diversities' and Page No. 120, 'Strategies for Addressing Diversity in Classroom'.

Q. 4. Explain the various types of assessment based on the following criteria:

(a) **Based on Purpose**

Ans. Ref.: See Chapter-13, Page No. 137, 'Based on Purpose'.

(b) **Based on Measuring Standard.**

Ans. Ref.: See Chapter-13, Page No. 138, 'Based on Measuring Standard' and Page No. 142, Q. No. 5.

SECTION–B
Note: Answer the following questions:

Q. 5. Examine the major shifts in pedagogy according to NCF, 2005.

Ans. Ref.: See Chapter-13, Page No. 36, 'National Curriculum Framework-2005' and Page No. 38, Q. No. 2.

Q. 6. Elaborate the various principles involved in the selection of learning experiences.

Ans. Ref.: See Chapter-8, Page No. 84, 'Principles followed in Selection of Learning Experience'.

Q. 7. Describe the various types of curriculum.

Ans. Ref.: See Chapter-2, Page No. 15, 'Types of Curriculum'.

Q. 8. Enumerate with examples the various factors that influence learning.

Ans. Ref.: See Chapter-5, Page No. 46, 'Factors Influencing Learning'.

Q. 9. Differentiate equity from equality with the help of examples from classroom situation.

Ans. Ref.: See Chapter-11, Page No. 123, Q. No. 2 and 'Understanding Equity and Equality'.

Q. 10. Explain the various techniques of assessment that can be used at secondary and higher secondary levels.

Ans. Ref.: See Chapter-12, Page No. 130, 'Assessment at Secondary and Higher Secondary Level'.

Q. 11. Explain the various tools for assessing personality.

Ans. Ref.: See Chapter-14, Page No. 149, 'Assessing Personality'.

SECTION–C
Note: Answer the following questions:

Q. 12. How does managerial approach differ from system approach while planning curriculum?

Ans. Ref.: See Chapter-3, Page No. 27, 'Managerial Approach' and 'System Approach'.

Q. 13. What does PARAKH stand for? What are its proposed roles and functions?

Ans. Ref.: See Chapter-16, Page No. 174, Q. No. 8.

Q. 14. What are the types of identities involved in 'Self-Concept'?

Ans. Ref.: See Chapter-11, Page No. 122, Q. No. 4.

Q. 15. Distinguish between self-report inventories and projective techniques.

Ans. Ref.: See Chapter-14, Page No. 153, Q. No. 4.

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QUESTION PAPER
December – 2022
(Solved)

CURRICULUM, TEACHING-LEARNING AND ASSESSMENT

B.E.S.C.-133

Time: 3 Hours]   **[Maximum Marks : 100**

Note: *All sections are compulsory.*

SECTION–A

Answer any two of the following questions:

Q. 1. Discuss the various contexts of curriculum development.

Ans. Ref.: See Chapter-1, Page No. 3, 'Context of Curriculum'.

Q. 2. Explain Gagne's theory of learning.

Ans. Ref.: See Chapter-5, Page No. 47, 'Types of Learning'.

Q. 3. Explain the concepts of assessment of learning, assessment for learning and assessment as learning.

Ans. Ref: See Chapter-12, Page No. 128-129, 'Assessment of Learning', 'Assessment for Learning' and 'Assessment as Learning'.

Q. 4. Distinguish between the concepts of classroom management and classroom organization. How are they related to each other?

Ans. Ref: See Chapter-9, Page No. 95, 'Meaning and Importance of Classroom Organization and Management' and 'Classroom Management and Organization: How Are They Linked?'

SECTION–B

Answer the following questions:

Q. 5. Elaborate the various principles of curriculum planning.

Ans. Ref: See Chapter-3, Page No. 26, 'Principles of Curriculum Planning'.

Q. 6. Distinguish between exploratory and permissive approaches to classroom management.

Ans. Ref: See Chapter-9, Page No. 97, 'Approaches to Classroom Management'.

Q. 7. Write a short note on learning outcomes at higher education level.

Ans. Ref: See Chapter-16, Page No. 170, 'Learning Outcomes at Higher Education Level'.

Q. 8. "Evaluation should be continuous and comprehensive." Justify the statement.

Ans. Ref: See Chapter-13, Page No. 143, Q. No. 8 and Q. No. 9.

Q. 9. Elaborate the concept of transactional analysis and its various life positions.

Ans. Ref: See Chapter-11, Page No. 123, Q. No. 6.

Q. 10. Describe Skinner's model of shaping desired behaviour.

Ans. Ref: See Chapter-9, Page No. 99, 'Skinner's Model of Shaping Desired Behaviour'.

Q. 11. Explain with examples, how a teacher can use maps, globe and diagrams effectively in a classroom.

Ans. Ref: See Chapter-10, Page No. 107-108, 'Maps and Globes' and 'Diagram and Graphs'.

SECTION–C

Answer the following questions:

Q. 12. What are the advantages of having curriculum at the local and national levels?

Ans. Ref: See Chapter-1, Page No. 7, Q. No. 12, and Page No. 4, 'Curriculum at the National Level'.

Q. 13. What are the pros and cons of virtual learning environment?

Ans. Ref: See Chapter-7, Page No. 69, 'Pros and Cons of VLE'.

Q. 14. Explain the relationship among learning objectives, learning experiences and evaluation.

Ans. Ref: See Chapter-8, Page No. 82-83. 'Relationship Among Learning Objectives, Learning Experiences and Evaluation'.

Q. 15. Mention some of the competitive examinations intended to assess mental abilities.

Ans. Ref: See Chapter-16, Page No. 170, 'Some Prominent Competitive Examinations to Assess Mental Abilities'.

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CURRICULUM, TEACHING – LEARNING AND ASSESSMENT

BLOCK-1: UNDERSTANDING CURRICULUM

Context of Curriculum

①

INTRODUCTION

Education is the process of enhancing a person's knowledge and abilities through instruction or formal schooling. It is a methodical training and instruction, especially for children, with the goal of enabling them to develop the necessary knowledge, abilities, and attitudes in order to prepare them for life.

Curriculum is the primary tool utilised to accomplish educational goals.The term "curriculum" refers to the entire collection of carefully chosen and arranged information and educational opportunities that are designed to support students in developing their own knowledge, abilities, and attitudes. The outline of a course of study's content is called the curriculum. A curriculum is not something that is created carelessly or without careful thought. The choice of the curriculum's goals, contents, and techniques is influenced by its theoretical underpinnings. This theoretical framework or foundation is based on fields like philosophy, sociology, psychology, and education history, among others. You are required to be familiar with a variety of curriculum-related topics as students of education. What connection does the curriculum have to subjects, discipline, and knowledge? How does curriculum relate to students' needs and societal demands? What roles do academic fields like philosophy, sociology, and psychology play as the foundations or the basis of education? What distinguishes local, state, and national curricula specifically? Now let's work to provide responses to these queries with regard to the contexts of curriculum.

CHAPTER AT A GLANCE

KNOWLEDGE, DISCIPLINE AND SUBJECT

Philosophy has always focused on knowledge. Philosophy comes from Greek terms "philo" (love) and "sophos" (knowledge). Hence, it means "love of knowledge or wisdom". Knowledge is "episteme" in Greek. Epistemology deals with the theory of knowledge. Its key questions are the origin of knowing and how experience and reason generate knowledge. Plato described knowledge as "real belief". Facts or reason support it.

Knowledge

The definition of knowledge that is most frequently used is "justified true belief." Knowledge is typically split into three categories: cognitive, emotional, and psychomotor.

 (i) The cognitive domain is concerned with the knowledge and comprehension of the learner.
 (ii) The affective domain is concerned with how attitudes and feelings are developed.
(iii) The psychomotor domain is concerned with issues that aid students in task performance.

Despite the fact that we engage with knowledge on a daily basis, many of us are unsure of what knowledge actually is.

Any statement that wants to be considered a proposition must satisfy three conditions:

- It must be true;
- It must be something we believe to be true; and
- It must have some basis for our belief that it is true.

Different Ways of Acquiring Knowledge

People learn in many ways. Some of these ways are as under:

(i) **Knowledge through Intuition:** When faced with a problem, we have an intuition. It's our insight. We believe it without evidence.

(ii) **Knowledge through Authority:** Our interactions with family, neighbours, school, religious organisations, local-self-government organisations, etc., help us understand.

(iii) **Knowledge through Tenacity:** This is due to our exposure to slogans of political party or ads of commercial product in newspapers and on TV.

(iv) **Knowledge through Reason:** Inductive and deductive thinking also provides knowledge. Inductive thinking requires repeated observation and generalisation. James Watt decided that steam possesses power after repeatedly watching the lid of his boiling tea kettle move. Harnessing it can benefit humans. Inductive reasoning opposes deductive reasoning. It finds evidence for a general principle. New knowledge emerges.

(v) **Knowledge through Empiricism:** Scientists and intellectuals worldwide conduct study and experimentation to create knowledge. This generates most knowledge. Several methods of knowledge creation exist. Faith and revelation generate knowledge. Knowledge is classified into three types:

(i) **A Priori Knowledge:** In Latin, "a priori" means "before". A priori knowledge uses facts to predict outcomes. For example, They haven't eaten all day. They are starving.

(ii) **A Posteriori Knowledge:** In Latin "a posterior" means "after". A posteriori knowledge comes from experiments, observations, studies, etc.

(iii) **Experiential Knowledge:** Experience creates experiential knowledge. It is research-based knowledge.

Categorization of Knowledge

Knowledge can be divided into three categories based on its nature and purposes:

(i) **Propositional knowledge:** Information expressed in the form of assertions or propositions is known as propositional knowledge.

(ii) **Procedural knowledge:** This type of knowledge describes how to carry out specific activities.

(iii) **Affective knowledge:** This knowledge category focuses on attitudes and emotions.

Discipline

The Roman terms "discipulus" (which means student) and "disciplina" are the source of the English word discipline (which means teaching). A discipline is thought of as a logically structured body of organised knowledge.

Forms of Disciplines

(i) **Basic Disciplines**: Basic fields have unique concept networks. They organise content logically.

This includes sciences, social sciences, mathematics, and languages.

(ii) **Applied Disciplines**: Applied disciplines arise when basic disciplines are applied. Bioengineering, biotechnology, and applied physics are examples.

(iii) **Multi and Interdisciplinary Areas**: Multidiscipline includes Social science. Social science includes history, economics, political science, sociology, anthropology, psychology, and geography. Social science organises this case, with adjacent fields supporting it.

Subjects

Knowledge and its creation have been addressed. We also saw how disciplines are formed. We have discuss school issues now. School subjects often come from language, science, social science, and mathematics. Life skills, education, and emotional development were overlooked in favour of cerebral development. This is obvious from school studies.

General education in grades 1–10 helps students succeed in society. Std 1 teaches simple topics. From Std 1 to Std VIII, students acquire more sophisticated subject. So learners follow a spiral curriculum that gets more sophisticated.

Table 1.1: Core Subjects at +2 stages

Arts and Humanities Stream	Science Stream	Commerce Stream
• History • Geography • Economics • Political Science • Sociology • Psychology • Language	• Physics • Chemistry • Mathematics • Botany • Zoology, etc	• Accounting • Business Studies • Marketing • Finance, etc

LEARNER AND SOCIETAL NEEDS

The development of students' minds or intellects is one of education's fundamental goals. The tool that we use to complete this activity is curriculum. For the purpose of achieving the predetermined goals and objectives, the curriculum incorporates carefully chosen and arranged content and learning experiences.

Learner Needs

Curriculum material is dependent on goals, objectives, and learner preparation. Learning materials must meet specific characteristics for children to learn Effectively. Some of these criteria include:

1. Teaching content must match learners' willingness to learn. Adolescents can think logically, observe, and understand abstract concepts. So, both curriculum content and language should be learnable by students.

2. Content should be engaging. It should fit them.
3. It should be relevant. It should benefit their future. If they knew this, they would study harder.
4. Lessons should be accurate.
5. It should be meaningful. Teaching should shape their character.

Societal Needs

Society needs to be educated. Hence, curriculum must be based on the requirements and ambitions of the people in order to address societal needs. Sociology is very helpful in determining the demands of society. Three sorts of objectives, namely: *(i)* content objectives, *(ii)* life skills objectives, and *(iii)* methodological skills objectives, can be used to express the wants and ambitions of the populace. These are crucial curricular components; hence it is necessary to briefly address them.

(i) **Content Objectives:** Needs-based education is practical. Experts choose learning experiences that give students the knowledge, skills, and attitudes they need depending on social demands. Content objectives assist students learn languages, computation, etc. Learners need good communication. They learn languages. Students must also learn computation.

(ii) **Life Skills Objectives:** Life skills are very essential for students to master. Life skills help students handle daily challenges. Learners benefit from these problem-solving skills. These skills help them handle daily life.

(iii) **Methodological Skills Objectives:** Methodological skills are needed with content and life skills objectives. Informal socialising dominates childhood. Several parts beyond childhood require formal training. Enculturation, as sociologists term it, is adult learning.

CONTEXT OF CURRICULUM

Learning on their own takes a long time. Hence, society has created a structured subsystem to teach learners. The education system communicates societal information and skills through curriculum. Philosophy, sociology, and psychology inform curriculum development. Foundations of education are contexts or underpinnings of curriculum. Let's briefly review these fields' contributions to curriculum creation.

Historical Context of Curriculum

The Brits established schools and colleges in India using English models. We hesitantly adopted their educational models after independence.

As students of Education you must think on your predecessors' curricula's context. History of curriculum development will enlighten you. It will help you avoid mistakes and create successful and efficient curriculum. History of curriculum development will help you create and understand new ideas. It also improves curriculum, instruction, and teaching. This will also help us identify outdated topics and teaching approaches and update or replace them.

In short, having an understanding of the history of curriculum development will assist us a lot not only in helping us move in rhythm with the changing needs of the changing times, but also help in developing curricula that are at once practicable and ideal.

Philosophical Context of Curriculum

Philosophy involves ideas, principles, and beliefs.

They focus on values, attitudes, and assumptions about children, teaching, and information that explains life and gives norms. Philosophy once encompassed all knowledge and worldviews. It rationalises the nation's behaviour, aspirations, and life circumstances. Ideology is often accepted as truth rather than theory.

Researchers classify these ideologies as empirical or philosophical.

(i) **Empirical Beliefs:** Experimental or research-based views are empirical. Data supports these notions. Sensory experience informs empirical views. They emphasise practicality over theoretical scholasticism or baseless speculation. Empirical observation links them. Empiricists maintain that all factual knowledge comes from experience, not logical deductions.

(ii) **Philosophical Beliefs:** Conversely, philosophical views are founded on deliberative reasoning. The rationalist school of thought holds that formal proofs of mathematics and logic can be used to establish truth. They have used only pure reasoning to critically develop all of human knowledge.

Sociological Context of Curriculum

Sociology studies how groups and institutions work. Sociology of education generally applies sociological theories, perspectives, and research methodologies to educational processes and activities. We know education benefits society. Effective education must be focused on people's needs and goals. Education's goals evolve. Knowledge explosion and application have transformed civilization. Today's people live a more complex life. They employ high-tech equipment at home and work.

So, modern civilization requires a complex education. Today, it involves technical, communicative, global, and higher-order abilities including analysis, synthesis, and evaluation.

Psychological Context of Curriculum

Psychology studies behaviour and thought. Conduct is objective. Our personality is a combination of qualities and habits. Life is activity. Behaviour encompasses these actions. Behavior comprises all motor, conative, and cognitive acts like walking, dancing, thinking, and reasoning. Educational psychology applies psychology to education. It addresses education issues, practices, and outcomes.

The following are some ways that psychology benefits education:

- It aids in understanding learners and their characteristics.
- It aids teachers in understanding themselves, their abilities, and the necessary traits of a good teacher.
- It aids in choosing educational opportunities that are appropriate for learners' particular needs and developmental phases.
- It aids in the development of appropriate strategies and procedures for achieving the intended learning results.

In addition to the aforementioned benefits, psychology greatly aids education through theory and practice. Here are a few examples:

- We can better comprehend childhood, adolescence, and infant development thanks to psychology.
- It aids in our comprehension of individual distinctions.
- It aids in the scientific preparation of the timetable and the discovery of efficient teaching and learning methods.
- It supports our efforts to maintain order and management in the classroom.

CURRICULUM AT VARIOUS LEVELS

As a federal republic, India offers the opportunity to design curricula at all levels, including municipal, state, and national levels. Education, as we have already mentioned, is the process of preparing children for life, and curriculum is the instrument we use to carry out the education process. The process of creating curriculum at the municipal, state, and federal levels has benefits and drawbacks of its own.

Curriculum at the Local Level

Every state has universities, colleges, and other institutions. These autonomous institutions create their own curricula. They can design their own curriculum around local issues, but they must follow certain rules. Local curriculum follows the same procedures as state and national curriculum: identifying needs and aspirations, setting goals and objectives, selecting and structuring content and learning experiences, and providing methods and techniques for curriculum delivery. Localizing curricula offers several benefits.

Here are a few of the benefits:

- It draws attention to regional problems and challenges.
- It makes the processes for developing curricula comparatively simple.
- It simplifies the evaluation and transaction of curricula.
- It assists in conducting programmes on time and avoiding delays.
- It makes it simple to adjust the curriculum at will.
- It's simple to adjust the curriculum to meet requirements

Curriculum at the State Level

Each state's universities, colleges, and schools follow its curriculum. Since India is a vast, multi-lingual, multi-cultural, and multi-religious nation, people worship, dress, and eat differently. So creating a national curriculum is difficult. It's easier to identify needs and desires at the state level. If made at the state level, it can focus on the state's history, geography, flora and fauna, trade and commerce, industry, and other matters important to its residents. The state's difficulties can also be highlighted and made known to the public.

Curriculum at the National Level

National curricula apply to all students. All schools and universities use national curriculum. All learners, regardless of caste, creed, or religion, share the same learning experiences and themes. Hence, all students share the same learning and evaluation experiences throughout their schooling. So, the national curriculum benefits. They include:

- It provides equal opportunities for growth and development for all students at the national level, regardless of region, religion, caste, creed, or status.
- It makes it simple to spread the national values, ideas, and ideals.
- It fosters stronger national integration.
- It gives clarity with regard to student success at the national level.
- It aids in sustaining normative order at every level of society at the national level.

CHECK YOUR PROGRESS

Q. 1. Define the following in a sentence each:
(i) **Knowledge**

Ans. Knowledge is "justified genuine belief," according to the definition that has gained the most widespread acceptance. In general, one's knowledge can be broken down into these three categories: the cognitive domain, the emotive domain, and the psychomotor domain. The cognitive domain focuses on the learners' existing knowledge and comprehension of the material. The formation of attitudes and feelings is the focus of work in the emotive domain. The psychomotor domain is concerned with the aspects of learning that relate to the actual performance of tasks.

Many of us may not have a crystal-clear concept of what knowledge actually is, despite the fact that it is something that we interact with on a daily basis and is fairly prevalent. We frequently fail to recognise the distinction between information and knowledge. They are frequently used interchangeably in our culture.