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**Avinashilingam Institute for Home Science and Higher Education for Women  
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)  
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12 B  
Coimbatore-641 043, Tamil Nadu, India**

**Continuous Internal Assessment Test I – September 2022  
SEMESTER III**

Class : II M.Ed  
Major : Education

Time: 2 Hrs.  
Max. Marks: 60

**21MEDC11 Curriculum Development and Transaction**

**Course Outcomes:**

- CO 1: understand the concept of curriculum and identify the components of curriculum  
CO 2 interpret the principles and bases of curriculum development  
CO3: compare and interpret the models of curriculum development approach  
CO4: equip the necessary skills for curriculum planning  
CO5 design a check list/teacher made tool to assess the cognitive abilities, affective learning and motor abilities awareness

**PART – A  
Answer all questions**

**6 x 1 = 6**

1. "Curriculum" is derived from a Latin word "Currere" which means to CO1 K1
  - a. run
  - b. develop
  - c. design
  - d. Process
2. Which of the following dimensions of curriculum designing focuses on interrelatedness of various aspects of curriculum? CO2 K2
  - a. Sequence
  - b. Balance
  - c. Articulation
  - d. Continuity
3. "Curriculum should be designed by the teachers" was the opinion of CO3 K2
  - a. Hilda Taba
  - b. Tylor
  - c. Willie
  - d. Hunkins
4. The most influential models proposed for planning and developing curriculum is CO3 K2
  - a. Taba model
  - b. Nicholls model
  - c. Tylor model
  - d. Hunkins model
5. "Curriculum should be designed by the teachers" was the opinion of CO3 K1
  - a. a discovery
  - b. an invention
  - c. both invention or discovery
  - d. neither invention nor discovery
6. In the subject centered curriculum, the important element is CO1 K2
  - a. mixing of activities
  - b. division of knowledge
  - c. Psychology of students
  - d. influence of social values

**PART – B**

**3 x 6 = 18**

**Answer ALL Questions**

**Answer should not exceed 400 words or two pages**

- |    |    |                                                                                                     |     |    |
|----|----|-----------------------------------------------------------------------------------------------------|-----|----|
| 7. | a. | Differentiate curriculum and syllabus.<br>(or)                                                      | CO1 | K2 |
| 7. | b. | Differentiate curriculum designing and curriculum development.                                      | CO1 | K2 |
| 8. | a. | With illustration explain any six principles to be kept in mind when developing curriculum.<br>(or) | CO2 | K3 |
| 8. | b. | With illustration explain any three types of curriculum.                                            | CO2 | K3 |
| 9. | a. | What do you understand by vocational model of curriculum designing?<br>(or)                         | CO3 | K2 |
| 9. | b. | What do you understand by futuristic model of curriculum designing?                                 | CO3 | K2 |

**PART – C**

**3 x 12 = 36**

**Answer the following**

**Answer should not exceed 800 words or four pages**

- |     |    |                                                                                                                      |     |    |
|-----|----|----------------------------------------------------------------------------------------------------------------------|-----|----|
| 10. | a. | Explain the different determinants of curriculum designing.<br>(or)                                                  | CO1 | K2 |
| 10. | b. | Explain the different phases involved in curriculum designing.                                                       | CO1 | K2 |
| 11. | a. | Analyse the curriculum of your M.Ed programme based on Dylan Wiliam's principles of curriculum construction.<br>(or) | CO2 | K3 |
| 11. | b. | Analyse the recommendations of NEP on curriculum development for Teacher Education?                                  | CO2 | K3 |
| 12. | a. | Explain Hilda Taba model of Curriculum designing with its strengths and weakness.                                    | CO3 | K2 |
|     |    | (or)                                                                                                                 |     |    |
| 12. | b. | Explain Hunkin's model of Curriculum designing with its strengths and weakness.                                      | CO3 | K2 |

Staff in charge : Dr.Indu H

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