

# EDU402 – Curriculum Development

Mid Term Subjective File by Tanveer Online Academy



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## **EDU402 Mid Term Subjective File by Tanveer Online Academy**

### **Urban individuals ka pocha tha**

#### **Answer:**

Urban individuals in a literate society often have greater access to educational resources, including schools, libraries, and digital technology. They tend to be more exposed to diverse cultural experiences and opportunities for intellectual growth. This urban environment can foster a higher level of literacy and contribute to the development of informed and engaged citizens who are adept at navigating both traditional and digital forms of communication.

### **Characteristics of Perennialist**

#### **Answer:**

#### **Characteristics of Perennialism curriculum**

Based on the beliefs of Perennialism, the curriculum should have following characteristics:

- The study of philosophy because it enables students to discover those ideas that are most insightful and timeless in understanding the human condition.
- Teaching of religious values or ethics.
- While teaching ability to differentiate between rights and wrong is emphasized, so that students have definite rules that they must follow.

### **James henderson and Rosemary gornik paradigm**

#### **Answer:**

#### **James Henderson & Rosemary Gornik**

Henderson and Gornik (2007) refer to curriculum as enacted & developed in contemporary schooling.

The paradigms are:

1. Standardized Managements
2. Constructivist Best Practices

### 3. Curriculum Wisdom

The paradigms can be understood by focusing on:

- student performance
- The discourse by which educators & others consider educational practices & achievement.

#### **Role of objectives in curriculum development**

**Answer:**

##### **Role of objectives**

These become criteria for the selection of the materials, identification of content, development of the methods of teaching and preparation of tests and exams.

All these aspects of educational programs are means to achieve basic educational purposes.

If we wish to study a program systematically and intelligently, it is important that we must clearly know about the educational objectives aimed at.

#### **Tyler paradigm**

**Answer:**

##### **Tyler's (1949) / Technical Paradigm:**

This theory is dominated curriculum theory for a number of decades.

This theory strongly influences curriculum planning in schools even today. Tyler's (1949) questions parameters for curriculum study are:

- 1) What educational purposes should the school seek to attain?
- 2) How can learning experiences be selected which are likely to be useful in attaining these objectives?
- 3) How can learn experiences be organized for effective instruction?
- 4) How can the effectiveness of learning experiences be evaluated?

#### **Components of curriculum**

**Answer:**

Curriculum design though equated with curriculum development, but is more specific. It has four major components:

- 1. Objectives**
- 2. Content**
- 3. Organization &**
- 4. Evaluation**

**Difference between explicit and implicit**

**Answer:**

**Explicit Curriculum**

Explicit / written curriculum possesses defined:

- "mission" of the school,
- subjects to be taught,
- lessons to cover
- knowledge & skills

This type of curriculum is expected to be acquired by the students. It is "obvious" & "apparent"

It exhibits:

- ☐ measurable & observable 'learning objectives'
- ☐ contact hours,
- ☐ time for activities
- ☐ lessons plan
- ☐ conventional teaching &
- ☐ Assessment.

**Implicit Curriculum**

Implicit curriculum includes “values” & “norms” that are set by society & its culture lessons that arise from culture of school and behaviours, attitudes, & expectations that characterize that culture. It has more to do with the "where" of education than the "what “.

It includes:

- Informal & unintentional teaching of behaviours attitudes & perspectives students pick up while they are at school.

They learn to:

- ☐ form opinions and ideas about their environment & classmates
- ☐ act in 'appropriate' ways at school
- ☐ behave as is expected of them in the class or play ground

It also addresses student ideas about:

- ☐ gender,
- ☐ morals,
- ☐ social class,
- ☐ stereotypes,
- ☐ cultural expectations,
- ☐ politics &
- ☐ Language.

The attitudes & ideas are not taught formally, but students absorb & internalize them by observing & participating in activities in- & outside the classroom.

### **Source of contemporary life**

#### **Answer:**

In curriculum development, the contemporary life of individuals is influenced by factors such as societal trends, industry demands, cultural diversity, critical issues, technological integration, 21st-century skills, and the promotion of lifelong learning.

## **difference between society and culture**

### **Answer:**

#### **Difference b/w Culture & Society**

Society is a group of organized individuals who think of themselves as a distinct group. A society is not a mere aggregate of individuals; in such a collection the individuals do not recognize themselves as members of a distinct social unit.

To be a society a collection of persons must have something in common - a set of loyalties & sentiments - which induces the individual in certain circumstances to subordinate or even to sacrifice him for the good of the group. Since these common elements are part of a culture, without a culture there could be no society & without a society there could be no culture. However, society & culture are not identical. A society is composed of people, whereas a culture consists of the things the people have learned to:

- do
- believe
- value
- Enjoy & so on in the course of their history. Culture will vary:
  - from society to society
  - Within the same society over a period of time.

It is obvious that what people do, believe, & value, vary from one society to another & within a society if a long enough time span is allowed.

#### **Discuss culture core**

### **Answer:**

Cultural Core consists of central body of elements, i.e., Universals & Specialties. It refers to:

- Fundamental rules
- Knowledge &

- Skills, by which people:

live

carry on their conduct

rationalize their conduct & upon which they build their hopes & expectations.

### **Division of labour and education system**

**Answer:**

#### **Division of Labour and Education System**

**The administrator & school head** knows about how to run a school & duties & responsibilities of his office. They have the little knowledge about teaching.

**Teacher-** specialized in mathematics, art, English, science -but little knowledge of operation of school.

**The School** – as an industry. Teachers are like factory workers

**Administrator** corresponding to the manager of industry.

### **Socio Curriculum development**

**Answer:**

Curriculum development requires consideration about social setting, especially the relationship between:

- education & society
- Education & growth of learners.

Curriculum of a school influences the cultures of the people that the school serves.

### **Reconstructionism in terms of school**

**Answer:**

#### **Reconstructionism**

Reconstructionism is about:

- change & reform

- rebuilding of social & cultural infrastructures

It argues that:

- students must be taught to study social problems & think of ways to improve society
- Schools become the agent of social change & social reform.
- Forces that shape individual's behaviour
- Briefly discuss co-curricular activities in schools
- Vocational education
- Describe social, physical and integrative needs

### **How we can solve simple community problems**

**Answer:**

#### **Simple community life issues are solved by:**

- ☐ Face to face relations
- ☐ Common experience of group members
- ☐ Mature judgement of the senior members of the community.
- ☐ However, cultural changes experienced demand more than the old common sense and ways to resolve issues which create difference among people.

### **Behaviorism**

**Answer:**

#### **Behaviorism (S-R) Theory**

People learn through conditioning process; correct responses are reinforced. Reinforcement strengthens the bond between stimulus and response.

### **Procedure of investigation**

**Answer:**

#### **Procedure for conducting Investigation**

##### **Selection of the school for investigation**



- ☐ Select the most familiar school
- ☐ Carefully outline the investigation that could give you information about the needs of students, which would be useful in identifying objectives for that school.

### **Need types of Prescott**

#### **Answer:**

#### **Classification of needs according to “Prescott”**

1. Physical
2. Social
3. Integrative

#### **Alternatives**

#### **Answer:**

Certain cultural elements belong among neither the universals nor the specialties - these elements are exercised by the people by choice. The elements consist of ways of thinking & doing that depart from commonly accepted ideas or practices. These are ways of obtaining results which depart from generally accepted techniques & procedures like, a new way of:

- making soap,
- teaching
- preparing food or doing a thousand of other things which is accepted by only a few individuals.

#### **illiterate society features.**

#### **Answer:**

In an illiterate society, there are low literacy rates, limited educational opportunities, reliance on oral tradition, susceptibility to misinformation, restricted civic participation, economic disadvantages, and barriers to social development.

#### **How we value judgement in curriculum?**

**Answer:**

Comprehensive philosophy of education and some kind of knowledge and information that provides a strong basis for applying the philosophy to make decisions about objectives.

**Relation between curriculum and philosophy.**

**Answer:**

**Connection b/w Philosophy & Curriculum**

Philosophy reflected by a particular school and its officials influences the goals and content, as well as the organization, of its curriculum.

Usually, schools reflect several philosophies, which add to the dynamics of the curriculum within the school/ school system.

**School and society**

**Answer:**

Social system is significantly mirrored in its educational program.

Importance of relations between school & society in the period of:

- little social change
- profound/intense social change

**Student learning method**

**Answer:**

here's a simplified list of student learning methods:

1. Lecture
2. Discussion
3. Group Work/Collaboration
4. Hands-on Activities
5. Visual Aids
6. Reading

7. Technology Integration
8. Peer Teaching
9. Reflection and Journaling
10. Problem-Based Learning
11. Experiential Learning
12. Role-Playing/Simulations
13. Online Learning
14. Socratic Method
15. Game-Based Learning

### **Perennialism**

#### **Answer:**

Perennialism is based on the belief that some ideas have lasted over centuries and are as relevant today as when they were first conceived. These ideas should be studied in schools. They believe that the ideas of history's finest thinkers are meaningful even today.

### **Methods of investigation**

#### **Answer:**

1. Observation by the teacher
2. Student interview
3. Parent interview
4. Questionnaire
5. Interest
6. Test
7. Community Records
8. Examination of school records
9. Teachers/ staff Participation

## 10. Student Participation

### Levels of sources of information

**Answer:**

#### Levels of Source of Information

**I. Individuals/People**

**II. Social Groups**

**III. Communities**

### Social curriculum

**Answer:**

The social curriculum focuses on teaching students about important social skills and values, like how to get along with others, understand different perspectives, and make good choices. It includes activities and lessons that help students learn to communicate well, work together, and be respectful and caring members of their communities.

### Characteristics of literate society

**Answer:**

A literate society is marked by high literacy rates, emphasizing education, critical thinking, and informed citizenship. It fosters a culture of lifelong learning and technological proficiency, enabling individuals to engage actively in civic life and contribute to societal progress.

### Short note on curriculum history

**Answer:**

Curriculum History is a process of analyzing, describing and interpreting thoughts and practices of curriculum in the past.”

Studying past enables one to:

- ☐ Understand present better by developing a better sense of ‘origins.

- ☐ Benefit from the insights & ways to address issues/ problems that relate to similar circumstances as in present.
- ☐ learn about the forces that have hindered or supported curricular innovation, decision
- ☐ Analyze present situation and plan for future accordingly.

### **What are elements of specialties of a culture**

#### **Answer:**

Special Education will be/ is based on the dominant specialties of the culture

It is designed to train the individuals for a particular social or vocational position.

### **Note on common education curriculum**

#### **Answer:**

It is concerned with the problem of maintaining the society as a closely knit & well integrated unit.

The principle content consists of rules & knowledge by which people as whole regulate their behaviour & anticipate the behaviours of one another.

The curriculum emphasizes the fundamental universals or cultural core, such as the:

- values
- sentiments
- knowledge & skills which provide society with stability & vitality & individuals with motivations & deep lying controls of conduct.

### **Note on implicit curriculum**

#### **Answer:**

#### **Implicit Curriculum**

Implicit curriculum includes “values” & “norms” that are set by society & its culture lessons that arise from culture of school and behaviours, attitudes, & expectations that characterize that culture. It has more to do with the "where" of education than the "what “.

It includes:

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- ☐ form opinions and ideas about their environment & classmates
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It also addresses student ideas about:

- ☐ gender,
- ☐ morals,
- ☐ social class,
- ☐ stereotypes,
- ☐ cultural expectations,
- ☐ politics &
- ☐ Language.

### **Learning experience.**

#### **Answer:**

Learning experiences 'LE' is:

The interaction b/w learner & external conditions in environment to which one (learner) can react.

'LE' – is not:

- content of a course
- activities performed by the teacher

### **Which factors can solve simple community issues or problems? 5 marks**

#### **Answer:**

**Simple community life issues are solved by:**

- ☐ Face to face relations
- ☐ Common experience of group members
- ☐ Mature judgement of the senior members of the community.
- ☐ However, cultural changes experienced demand more than the old common sense and ways to resolve issues which create difference among people.

**Why it is important to give students the awareness of social class? 5 marks**

**Answer:**

**Awareness of social class among students**

They:

- are aware of social class of their class mates.
- become conscious of class distinction between the 4th & 6th grades.
- can identify, with considerable accuracy, the boys & girls who 'do not have much money'
- make such judgments on the basis of clothes their classmates wear & what they bring to school.

**However, they:**

- do not choose their friends by reference to class status

Between grades 6 & 8, children distinguish more sharply between middle and working class children.

At these grade levels, children begin to choose friends largely from among members of their own class groups or social classes.

**Schwab's paradigm ? 3 marks**

**Answer:**

**Schwab's** consideration of curriculum planning is an interaction among various elements or common-places:

- Teachers,
- Learners,
- Subject, &
- Milieu

### **Basic Characteristics:**

- ☐ The elements continually influence one another.
- ☐ Classroom realities are of great significance so teachers must turn to:
- ☐ Inquiry & deliberation about the continuously changing dynamics of the common-places.

### **Characteristics of Explicit curriculum? 3 marks**

#### **Answer:**

Explicit / written curriculum possesses defined:

- "mission" of the school,
- subjects to be taught,
- lessons to cover
- knowledge & skills

### **Procedure to investigate students needs?**

#### **Answer:**

1. Survey or Questionnaire
2. Observation
3. Interviews
4. Assessment Data Analysis
5. Feedback Sessions
6. Parent/Guardian Input
7. Consultation with Peers and Colleagues
8. Review of Curriculum and Materials



### **what is the Focus of cognitivism in school?**

#### **Answer:**

Cognitivism in schools focuses on how students think and learn. It emphasizes understanding how they remember, pay attention, and solve problems. Teachers use methods that encourage active thinking and help students organize information, make connections, and think critically.

### **How do we solve the real life problem?**

#### **Answer:**

To solve real-life problems:

1. Understand the problem.
2. Gather information.
3. Think of solutions.
4. Pick the best solution.
5. Put the solution into action.
6. Keep an eye on how it's working.
7. Adjust if needed.
8. Learn from the process.

### **Role of literate society?**

#### **Answer:**

**The role of a literate society is to:**

1. Foster education and learning for all its members.
2. Promote critical thinking and informed decision-making.
3. Facilitate effective communication and access to information.
4. Support cultural richness and appreciation of diverse perspectives.
5. Enable active participation in civic life and democratic processes.

6. Drive social and economic development through knowledge and innovation.
7. Empower individuals to lead fulfilling and productive lives.
8. Contribute to global progress and understanding through shared knowledge and collaboration.

### **Curriculum ki importance(5marks)**

#### **Answer:**

The curriculum is like a roadmap for education. It tells teachers what to teach, how to teach it, and how to measure students' progress. It's important because it helps students learn consistently, meet educational goals, and get ready for the future.

### **School curriculum can play role in social establishments how?**

#### **Answer:**

The school curriculum helps shape society by teaching students about our culture, how to get along with others, and how to be responsible citizens. It also helps students understand important social issues and prepares them for future jobs.

### **what educational practices should add in curriculum**

#### **Answer:**

#### **Educational Practices that will be included in the curriculum:**

4. Textbook writing
5. Resource materials
6. Activities for students
7. Financial planning
8. Educational research

### **Pre modern paradigm?**

#### **Answer:**

#### **Pre-Modern Paradigm**

Pre-Modern Paradigm sets forth:

- an ideal of order
- symmetry
- balance &
- Harmony.

In this paradigm, education consists of striving to learn:

- essential and eternal truths or
- Principles for how one lives in the world.

In earlier times, this conservative worldview held that knowledge is unchanging & there is a social order in which individuals must know their place; however, as this paradigm evolved in the 20th century, it contained a more democratic vision.

### **Social investigation?**

#### **Answer:**

1. Observation by the teacher

Fact finding about students, them

- activities in school
- social relations &
- School habits etc.

2. Student interview

- Time consuming
- Student sample

It provides informal data about:

- o how they feel about things
- o their attitude
- o their interest &

o Philosophy of life etc.

3. Parent interview

o health practices &

o social relations of students

4. Questionnaire

o student information

5. Interest

o Questionnaires

o recreational activities of students

o social & personal problems

☐ reading habits

☐ Health habits &

☐ work experience

6. Test

Present status in:

- skills; (reading, writing, computation)
- knowledge attitudes & problem solving

7. Community Records

☐ Child mortality,

☐ Frequency of occurrence of any disease with reference to health condition,

☐ Various types of social data by community etc.

8. Examination of school records

9. Teachers/ staff Participation

Contribute to study of student needs & Interests

10. Student Participation

### **Student interview through social investigation?**

**Answer:**

#### **Student interview**

- Time consuming
- Student sample

It provides informal data about:

- o how they feel about things
- o their attitude
- o their interest &
- o Philosophy of life etc.

### **How to determine the social position of a person?**

**Answer:**

**The social position OF a person determines:**

- who will be his friends & associates
- the kind of job he will hold
- where he will live in

The community is:

- the kind of family into which he will marry, etc.

### **Difference between curriculum and intended learning outcomes**

**Answer:**

<b>Curriculum</b>	<b>Intended Learning Outcomes</b>
The overall plan for what students will learn, including content, skills, and instructional methods.	Specific statements that describe what students should know and be able to do by the end of a course or program.

<b>Curriculum</b>	<b>Intended Learning Outcomes</b>
Comprehensive and covers all aspects of education, including content, instructional strategies, assessment methods, and educational goals.	Focuses specifically on the desired learning outcomes or achievements of students, without detailing the methods or content used to achieve them.
Specifies the topics, subjects, and materials to be covered in the educational program.	Describes the knowledge, skills, abilities, or attitudes that students are expected to acquire or demonstrate.
May be more flexible and adaptable, allowing educators to make adjustments based on student needs, changes in standards, or emerging educational trends.	Generally less flexible and more standardized, providing clear benchmarks for student achievement and assessment.
Can be detailed or broad, depending on the educational context and purpose.	Typically more specific and precise, providing clear and measurable statements of student learning outcomes.
Includes considerations for instructional methods, materials, and assessment strategies.	Primarily concerned with the end results of instruction, focusing on what students should know and be able to do.
Provides guidance for educators on how to structure and deliver instruction to achieve the desired educational goals.	Does not provide specific guidance on instructional methods or materials but serves as a reference point for designing instruction and assessment.

**What are 3 sources of information**

**Answer:**

## Sources of information to identify educational objectives

1. Studies of the learners themselves
2. Contemporary life outside the school
3. Suggestions from subject specialists
4. The use of philosophy

## Dolls modern paradigm

### Answer:

**Modern paradigm** has been the dominant one of 20th century in European & American education.

It emphasizes an:

- individualistic
- mechanistic
- progress-driven worldview
- control & domination of the environment
- Competition & directly perceived reality. The themes of paradigm include:
  - efficiency,
  - linearity,
  - rationalism,
  - empirical knowledge,
  - scientific method
  - measured outcomes,
  - Standardization.

Its descriptions focus on an:

- engineered,
- goal-driven,

- Segmented disciplinary curriculum.

At times it portrays students as raw material shaped into products for the benefit of society & industry.

Role of educator is to:

- deliver the curriculum
- provide the right experiences

So that the prescribed goals created by others outside of the classroom are met.

### **Physical, social, integrated needs**

#### **Answer:**

##### **Physical**

Need for food, water, activities etc.

##### **Social**

Need for affection, belonging, status, respect from social group

##### **Integrative**

Need to relate one's self to something larger and beyond one's self. Need for a philosophy of life.

### **Types of curriculum**

#### **Answer:**

There are two main types of curriculum

1. Explicit Curriculum
2. Implicit Curriculum

### **Why to use students' interest as a basis for objectives?**

#### **Answer:**

- ☐ Education being active process involves active efforts of learners
- ☐ Learners, learn only those things which interest to them.



□ School offering such matters of interests to students, ensures their participation. As a result, they learn to deal with these situations effectively.

□ Enabling them to handle present situation effectively, quarantines their abilities to deal with new situations as they arise in future.

### **Element of curriculum**

#### **Answer:**

Elements of curriculum are concept, skills and disposition

### **Culture specialties elements**

#### **Answer:**

Special Education

It is concerned with the specialties of the culture. Specialties are ways of thinking & acting associated with:

1. social class
2. vocational group
3. both.

### **Primitive society**

#### **Answer:**

Primitive societies

- family influence upon conduct & modes of thinking
- informal learning by interacting with adults in daily activities

### **Role of objectives in curriculum development**

#### **Answer:**

These become criteria for the selection of the materials, identification of content, development of the methods of teaching and preparation of tests and exams.

All these aspects of educational programs are means to achieve basic educational purposes.

If we wish to study a program systematically and intelligently, it is important that we must clearly know about the educational objectives aimed at.

### **Purpose of curriculum,**

#### **Answer:**

**The purpose of curriculum can be:**

- ☐ Global
- ☐ Behavioural
- ☐ Evolving
- ☐ Expressive

### **Paradigm ki types 3 :**

#### **Answer:**

**Paradigms of Curriculum:**

- Ralph W Tyler's
- Joseph Schwab's
- William Doll's
- Henderson & Gornik's
- RALPH W TYLER'S

### **Role of curriculum development**

#### **Answer:**

Role of Curriculum Developer

To:

Define “curriculum objectives” clearly, for serving as a guide for:

- Selection and
- Planning of learning experiences

### **What difficulties school counter in make comprehensive investigation**

**Answer:**

**What difficulties a school encounters to make a comprehensive investigation into the needs of students?**

The needs of students may fall in any aspect of life, like health, education.

To study all aspects of life:

- at the same time &
- in a single study the suggestions are given below:

**Suggestions:**

- Divide life in some major aspects
- Analyze these aspects carefully
- Investigate each of these aspects separately.

**How individuals recognize in urbanized society (5marks)**

**Answer:**

Modern cities arose due to new industrial & business activities created by scientific inventions. Power driven machinery brought the factory system into operation. This system led to the division of labour and concentration of multitudes of workers in industrial areas.

Urban areas have become the workshop of the country as well as the home of the people.