

MES's Pillai College of Education and Research(Autonomous), Chembur
CC2- Knowledge and Curriculum
Unit wise Question Bank

Unit 1: Perspectives of Knowledge and Education

a) Knowledge :

i. Meaning and characteristics of knowledge

ii. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and situational)

b) Education: Meaning(etymological), definitions and characteristics of Education

c) Epistemological basis of education: distinction between knowledge and information, teaching and training.

Long Answer Questions

1	Explain the meaning and characteristics of knowledge.
2	Elaborate on the different types of knowledge from the philosophical perspective.
3	Explain the types of knowledge from the educational perspective.
4	Elaborate the difference between philosophical and educational perspectives of knowledge.
5	Explain the epistemological basis of education.
6	"Information does not necessarily become knowledge." Justify this statement with suitable examples from classroom learning.
7	"Education is more than the mere transmission of information." Justify this statement with reference to the characteristics of education.
8	‘Teaching and training are an integral part of our education.’Elucidate with reference to the importance of teaching and training.
9	‘Mere information may be useless . It must be translated to knowledge.’Justify the statement by comparing information and knowledge
10	Explain the difference between teaching and training.

Short Answer Questions

1	Any five Characteristics of Knowledge
2	Meaning of education from the etymological perspective.
3	Difference between knowledge and information (Five points each)
4	Difference between teacher and training (Five points each)
5	Any five Characteristics of education
6	Relationship between knowledge and education.
7	Propositional and Procedural Knowledge with examples
8	Conceptual and Strategic Knowledge with examples
9	Implications in Teaching - Learning. (Any five points)
10	Implications of Information and Knowledge. (Any five points)

Unit 2: Basis of Modern Child-Centred Education (Concept, Basis and Educational Significance)	
a) Activity Method (M.K. Gandhi)	
b) Discovery Method (John Dewey)	
c) Dialogue Method (Paulo Freire)	
Long Answer Questions	
1	Explain any two methods of modern child centered education.
2	Explain the concept of any two methods of modern child centered education alongwith their educational significance.
3	“Activity based education caters to the child’s interests and needs” Justify the statement with respect to Gandhiji’s thoughts that emphasize significance of activity method.
4	“Education in the present century calls for a blend of activity and discovery methods. Justify with respect to significance of activity and discovery method in Education
5	“Dialogue in education will usher harmony and tolerance in society”. Elaborate the statement with reference to the meaning and significance of dialogue method by Paulo

	Freire
6	Explain the concept, need and educational significance of the Activity Method proposed by M.K. Gandhi.
7	Explain the concept, need and educational significance of the Discovery Method advocated by John Dewey.
8	‘Activity in education promotes meaningful learning’.Elucidate with respect to need and significance of activity in education.
9	Elucidate Paulo Freire's views on use of dialogue in education.
10	Explain how the Dialogue Method promotes active participation among learners.
Short Answer Questions	
1	Educational significance of the Activity method of teaching by M. K. Gandhi.(Any five points)
2	Concept of Activity method
3	Concept of Dialogue method
4	Educational significance of the Discovery method of teaching by John Dewey.(Any five points)
5	Significance of Dialogue Method by Paulo Freire.(Any five points)
6	Need for Activity based education. (Any five points)
7	Need for discovery in education. (Any five points)
8	Need for dialogue in education. (Any five points)
9	Role of a teacher in Dialogue Method by Paulo Freire. (Any five points)
10	Role of a learner in Dialogue Method by Paulo Freire. (Any five points)

Unit 3: Social and Cultural Context of Education**a) Changes in education due to industrialisation, democracy and individual autonomy.****b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).****c) Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore)****Long Answer Questions**

1	Elucidate the changes in education due to Industrialization .
2	“Industrialization has made a deep impact on education”. Illustrate with suitable examples
3	“Democracy has influenced education by promoting individual autonomy”. Justify with reference to changes in education due democracy
4	“ Education promotes values like equity, equality, and social justice” Justify the statement with reference to B.R. Ambedkar’s views on Education.
5	Elucidate J. Krishnamurti’s thoughts on education with special emphasis on nationalism and secularism.
6	Explain Rabindranath’s thoughts on education with special emphasis on nationalism and secularism.
7	Elaborate Tagore's views on secularism and education.
8	‘Nationalism should promote unity and harmony rather than division.’ Justify with reference to Krishnamurti's views.
9	Elucidate the changes in education due to individual autonomy.
10	Elaborate the views of Dr.Ambedkar on education.

Short Answer Questions

1	Changes in education due to industrialisation (Any five points)
2	Changes in education due to individual autonomy (Any five points)
3	Social and Cultural Context of Education given by Dr. B.R. Ambedkar. (Any five points)

4	Concept of secularism according to Tagore
5	Any five Characteristics of Nationalism as given by Krishnamurthi
6	Any five Characteristics of Society
7	Influence of modern values
8	Impact of democracy
9	B.R. Ambedkar's contribution to education.
10	Krishnamurti's views on nationalism.

Unit 4: Curriculum – Concept, Types and Determinants

a) Curriculum – Meaning and Concept of curriculum, Relationship with Curriculum framework, Syllabus and Textbooks

b) Determinants of Curriculum (Philosophical, Psychological, Sociological, Political)

c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)

Long Answer Questions

1	Explain the meaning and concept of curriculum
2	Curriculum framework, syllabus and text books are interrelated." Justify with reference to their relationship.
3	Explain the characteristics of Subject-centred and child-centred type of curriculum.
4	“Determinants of Curriculum need to be carefully examined while constructing the curriculum” Justify the above statement with respect to Sociological and Psychological determinants of curriculum.
5	“Hidden curriculum plays an important role in any educational institution”. Justify this statement with the help of significance of hidden curriculum
6	“A sound curriculum works towards building a sound society” Explain with reference to Sociological and Psychological determinants of Curriculum.
7	Explain any two determinants of the curriculum giving examples.
8	Elaborate any two types curriculum

9	Elucidate relationship of curriculum with Curriculum framework,
10	Elucidate relationship of curriculum with Syllabus and Textbooks
Short Answer Questions	
1	Concept of Curriculum
2	Relationship of Curriculum framework and syllabus
3	Any two determinants of Curriculum
4	Difference between subject centred curriculum and child centred curriculum(Five points each)
5	Difference between hidden curriculum and enacted curriculum (Five points each)
6	Meaning of Hidden curriculum (give examples)
7	Meaning of Enacted curriculum (give examples)
8	Meaning of Subject centered curriculum (give examples)
9	Meaning of Child centered curriculum (give examples)
10	Political determinant of curriculum

Unit 5: Curriculum Development	
a) Principles of curriculum development	
b) Process of curriculum development	
i. Formulating aims and objectives	
ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects.	
iii. Selection and organisation of learning situations	
c) Participatory approach to curriculum development: Representation of social groups in curriculum construction.	
Long Answer Questions	
1	Elaborate any ten principles of Curriculum development
2	Explain the process of curriculum development with reference to formulation of aims and objectives

3	Elucidate the process of curriculum development with reference to selecting and organisation of learning situations.
4	“Representation of different social groups is an integral part in curriculum development.” Justify with reference to participatory approach to curriculum construction.
5	“Representation of knowledge in the form of subjects is an important part of curriculum development.” Explain with reference to criteria for selecting and representation of knowledge in the form of different subjects.
6	“Principles of Curriculum development help in lesson planning and lesson delivery” Illustrate with reference to any 8 principles of Curriculum development
7	Elucidate the process of curriculum development through Selection and organisation of learning situations.
8	Elucidate the process of curriculum development through Formulating aims and objectives
9	“Selection of suitable learning experiences is important” Justify this statement with reference to the selection and organisation of learning situations in the process of curriculum development.
10	Elucidate the criteria for selecting knowledge and representing knowledge in the form of different subjects.

Short Answer Questions

1	Any five principles of curriculum development
2	Principle of Utility and Principle of Flexibility (Five points each)
3	Principle of Life Centeredness and Principle of Community Centredness (Five points each)
4	Formulating aims and objectives in the process of curriculum development (Any five points)
5	Criteria of representing knowledge in the form of different subjects (Any five points)
6	Selection and organisation of learning situations in the process of curriculum development. (Any five points)

7	Representation of social groups in curriculum construction. (Any five points)
8	Steps involved in the process of curriculum development.
9	Participatory approach to curriculum development
10	Need to consider social groups in curriculum construction.

Unit 6: Curriculum Implementation and Evaluation

a) Teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims , (ii) contextualisation of learning; (iii) varied learning experiences(iv) learning resources

b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.

c) Role of MHRD and NCERT in curriculum reform

Long Answer Questions

1	Explain the role of a teacher in generating dynamic curricular experiences through flexible interpretation of curricular aims and contextualisation of learning.
2	Explain the role of a teacher in generating dynamic curricular experiences through varied learning experiences and learning resources.
3	“Flexible interpretation of curriculum aims and contextualisation of learning experiences make learning more meaningful.” Justify this statement with suitable examples.
4	“Textbooks and instructional materials need to be examined to ensure an effective curriculum” Justify with reference to curriculum implementation and evaluation.
5	Explain the role of MHRD and NCERT in curriculum reform
6	Elaborate the need of effective curriculum construction with reference to existing pedagogies and Instructional approaches.
7	Elaborate the need of effective curriculum construction with reference to textbooks and instructional materials.
8	“Teachers' play a vital role in generating dynamic curricular experiences through flexible interpretation of curricular aims and contextualisation of learning” Elaborate

	with examples
9	“Teachers' play a vital role in generating dynamic curricular experiences through varied learning experiences and learning resources” Explain with examples
10	Elaborate the evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches.
Short Answer Questions	
1	Need of curriculum construction with reference to existing pedagogies (Any five points)
2	Need of curriculum construction with reference to Instructional approaches. (Any five points)
3	Need of curriculum construction with reference to teacher training. (Any five points)
4	Need of curriculum construction with reference to textbooks and instructional materials.
5	Teachers' Role in Curriculum Implementation through interpretation of curricular aims (Any five points)
6	Role of MHRD in curriculum reform
7	Role of NCERT in curriculum reform
8	Evaluation of curriculum construction with reference to existing pedagogies
9	Evaluation of curriculum construction with reference to Instructional approaches.
10	Evaluation of curriculum construction with reference to teacher training.