

### i. Etymological meaning of curriculum :

Etymological meaning or genesis of the term curriculum etymologically speaking, the term curriculum is derived from the Latin word which means "Run". Thus curriculum means "a run way". A course which one runs to sense, education becomes a race run on the course of curriculum to reach development of child's personality. In the past term implied merely a collection but in the modern concept curriculum is the organised form of subject matter, which meet the needs and requirements of the children. In fact it is curriculum which helps to achieve the objectives of education.

### ii. Narrow meaning of curriculum :

Narrow meaning of curriculum see curriculum as a plan, program, course of study or a package that can be used to bring about learning. It deals with subject content and in this context is restricted to the classroom. The narrow category sees curriculum as a package that contain the total of the syllabuses of an institution.

### iii. Wider meaning of curriculum :

The 'wider curriculum' refers to an experience of learning which goes beyond the limitations of the National curriculum or the expectations of chief examiners. It is based on an understanding that a child's experience of school must involve far more than the number of qualifications they have gained.

## 1.1 Curriculum as subject : → [2077 Q. 1 OR]

It is traditional concept of curriculum. In this view, curriculum is processes of transmitter of knowledge. It emphasizes on traditional textbook approach so the curriculum is syllabus or course of study. This type of curriculum design tends to focus on the subject matter rather than individual. A curriculum as subject is one that is divided into different subjects like maths or history. A curriculum is designed with a specific educational purpose in mind. The goal is to improve students' knowledge base and overall learning. One of the main reasons for designing a curriculum is to ensure that education is standardised and that all institutions are aligned with each other in their goals.

For example, primary school works to deliver a particular curriculum so that the students are ready for what they will learn at secondary school level.

### **Characteristics**

- This curriculum includes different subject as its components such as language, maths, science, etc.
- There is more emphasis on teaching-learning of subject matter.
- Subject matter are selected and organized before teaching situation.
- It believes that education is schooling and formal education.
- The overall goal of this kind of curriculum is to teach students information that they will use later, either in study or in their adult lives.

1.2

## Curriculum as courses of study and syllabus:

The courses of study / syllabus is refined detail of the curriculum at a particular stage of learning for a particular subject. It is the part of curriculum. It emphasizes to provide theoretical and subjective knowledge and information on the basis of curriculum. It is usually classroom teaching and lecture oriented knowledge; skill and attitudes can be developed in line with the credit hour mentioned in the curriculum. Since studying course is a part of curriculum examinations of particular subject is taken to evaluate whether the goal determined by particular curriculum is achieved or not.

However, curriculum and course of study / syllabus are sometimes used synonymously though in fact they are different. Thus, curriculum is regarded as totality of subject matter, activities and experience that constitutes a learner's life & a course of study is the material that sets forth such items as the objective and content of a given subject, activities and textbook for the teacher to be used to obtain desired results.

### Characteristics

- It includes topic of content
- It is developed by psychologists, teachers, etc.
- Provide basic knowledge, only theoretical bases
- It also contains the general policies, rules, topics to be covered, instructions, assignments, test dates, projects, etc.

### 1.3 Curriculum as experiences ↳ [2079.8(1)]

The experienced curriculum refers to how the child responds to or engages with or learns from the events, people, materials and social or emotional environment of the classroom. The concept of experienced curriculum is not synonymous with either child-centred curriculum or teacher-centred curriculum.

So, the curriculum plan must be based on consideration of all elements in the experiences of the learners. It is based on the active learners and co-ordinates of teachers. It is determination of learning experience to be learned by students, so that it is learner centred oriented curriculum. The curriculum that students experience is shaped by many factors, such as the curriculum that is defined in official course documents, the way it is assessed and the way it is taught. In terms of the curriculum that is experienced, what you do in this one class may be far more important than the curriculum document endlessly discussed in course committees and lodged in some filing cabinet.

#### characteristics

- It is centred principally towards the need, interest and utility of the learners.
- It gives emphasis on promoting the all round growth of the learners instead of their cognitive growth only.
- Students learn actively by their direct experiences and by problem solving.

## 1-4 Curriculum as objectives : ➔ [2017 Q.1]

'Curriculum as an objective' is also one of the various concepts developed regarding the curriculum. This concept of the curriculum gives the highest importance to the objective among the various elements in the curriculum and defines it as the expected achievement of educational activities. The concept of 'Curriculum objectives' is the concept of taking what students learn from teaching-learning activities as a curriculum. Scholars such as Johnson, Popham, Baker and Alki have worked to develop this concept.

In the context of curriculum development, scholars such as Taylor Fabo have also emphasized the purpose itself, so it is clear that the purpose has been accepted as an important element of the curriculum from the very beginning of curriculum development. This concept of curriculum assumes that the curriculum is what is expected from teaching and learning activities. In addition, teaching and learning activities are a means to an end.

### Characteristics :

- In terms of effectiveness, curriculum objectives should:
- Be concise and understandable to teachers, learners and parents.
- Be feasible for the teachers and learners to accomplish.
- Encompass previous learning and require the learners to integrate and then apply certain knowledge, skills, and attitudes in order.

## 1.5 Curriculum as plan of learning :⇒

The concept of curriculum as a plan of learning is the total effort of the school to bring about desired outcomes in school and out of school situation. Curriculum includes the goals, objectives, content, process, reason and meaning of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instructions and related program.

Curriculum as plan of learning is important because it helps make sure daily teaching has a larger purpose. It provides a guide by supplying learning outcomes along with activities designed to help achieve those outcomes. It serves as a framework of reference for the classroom teacher and ensures the teacher delivers the appropriate content effectively to the students. The curriculum plan helps ensure daily teaching has a larger purpose by breaking down a broad concept into smaller, more manageable steps. At the end of a unit, the previous material that has been learned fits together to help students realize the bigger goal or purpose. Curriculum as a plan of learning ensures a structured method of delivering content and that students will be taught in a manner that aligns with the goals of the school mission.

## 2.1 Philosophical bases:

### 2.1.1 Philosophy and curriculum

Curriculum is "what" is taught each day in classrooms and the reason why it is done. Curriculum can be thought of as a map that lists goals which must be reached by students along their educational journey. However, philosophy is the driving force behind curriculum that motivates and prepares both the teacher and students for success.

Philosophy is not only what is done in our classroom, but more specifically "how" it is done. Philosophy is also what educators believe about themselves, either positively or negatively, and they bring these beliefs into the classrooms. These beliefs also affect students and their educational outcomes.

- Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum.
- It helps in answering what educational institutions are for, what subjects are important, how students should learn and what materials are methods should be used.
- In decision making, philosophy provides the starting point and will be used for succeeding decision-making.
- "Philosophy is the beginning point in curriculum decision making and is the basis for all subsequent decisions regarding curriculum" - John Goodland

## 2.1.2 Idealism and curriculum

Idealism is a philosophy developed by Plato. One of the many tenets of idealism is truth that can be found through reasoning, intuition, and divine revelation. There is such as thing as absolute truth and the world is composed of ideas primarily. For curriculum, idealist concepts come through when people believe that learning is mostly an intellectual process. Teaching connects ideas together when teaching the students. The education is highly structured and one of the best examples of this is the liberal arts education. The humanities are viewed as the most important subjects because these fields deal with ideas. The science are lower on the scale because they deal with observation.

In contrast, we can say that idealistic curriculum insists on values and ideas.

- a) It gives more importance to religion, ethics, music and art.
- b) This curriculum is thought-centred curriculum. In this, only those subjects have been emphasized which are helpful in personality development.
- c) This curriculum lays more importance to those subjects who reflect the achievements of human culture and civilization.
- d) It includes the subjects related to social, spiritual, intellectual, moral, religious and aesthetic activities.
- e) According to "home" Information will become knowledge, books will become tools, and best ideas will become "ideas".

## 2.1.3 Naturalism and curriculum [2079 A.2]

Naturalism is a theory of philosophy which believes everything comes from nature and return to nature. The propounder of this philosophy is Jean J. Rousseau. It focuses on nature more than person and society because the existence of person and society depends on nature.

Naturalism believes that the senses are the gateway of knowledge. According to this philosophy, the specific curriculum is not needed for the child. It focuses to develop the curriculum according to the nature and interest of child. It does not give emphasis on formal education and textbook knowledge. In such type of curriculum, scientific subjects occupy main place and humanities subject occupy subsidiary place. It focuses the subjects like: games & sports, physical sciences, health, culture, material sciences, etc.

### Summary:

The following bases are adopted to construct the naturalistic curriculum:

- Naturalist do not advocate a fixed curriculum.
- Curriculum must be child-centred to the present and future needs of child.
- No need of moral and religious education.
- Opposition of formal and bookish knowledge.
- It believes in science subjects.
- It gives place for skills and other useful educational activities.
- It lays stress on physical science education and health training and home science also.

## 2.1.4 Pragmatism and curriculum [2077 S.2]

The word 'pragmatism' has been derived from the Greek word, 'pragmatikos' which means practicality or utility. According to this philosophy, first the activity or experiment is done and then on the basis of results, so, it is also called instrumentalism and experimentalism.

This philosophy believes that external changes occur in everything. This philosophy is not emphasis on curriculum. In this view, education is a process of participation which is related to individual and social experience. According to pragmatists, student should be given opportunity to learn in a natural atmosphere without any interference and tension. So, the following bases are adopted to construct the pragmatist curriculum:

- i> Principle of child interest
- ii> Principles of dynamism and flexibility
- iii> Principle of utility → subjects like language, literature, physical education, hygiene, history, geography, civics, sociology, psychology etc. Priority is given to social sciences to make students good, cooperative and useful citizens. Natural science comes next.
- iv> Principle of vocational activity and experience - agriculture, wood craft and industrial sciences.
- v> Principles of integration

### 2.1.5 Realism and curriculum

The word 'realism' has been derived from the Greek word 'Res' which means object so the meaning of realism is the 'reflection of object'. The principle of this philosophy is 'to believe in truth and reality'. It focuses on reality of object than principle or opinion.

According to realists only those subjects should be included in the curriculum which prepare the child for day to day living. Realist emphasized prime importance to nature, science and vocational subjects whereas secondary place to arts, literature and languages.

Important points of Realism and curriculum :

- i) It is subject-matter centred.
- ii) People has to study a required number of subject to meet certain social demands.
- iii) Course should be designed which is useful and related to the reality of life.
- iv) It is emphasis on inductive method. It does not emphasis on curricular bookish knowledge.
- v) The curriculum should be scientific and specific knowledge oriented.
- vi) It also should develop the interest, experience and habit of child.
- vii) Emphasizes the subject matter of physical world, particularly science, social science and mathematics.
- viii) Such curriculum should include subjects like : Natural science, health, physical experiences, sports, history, etc.

## 2.2 Society and culture [for curriculum development]

Society and culture both are regarded as the foundations of curriculum development. The society includes the issues of social structures, social nature, needs, interests, necessities and demands. On the other hand, culture reveals the cultural aspects of the society.

Curriculum is regarded as the knowledge, skills, values and attitudes presented to the learners in order to change their behaviours to become functional members of their society. A well planned curriculum must reflect the culture of the people for which it is planned for it to be a functional curriculum.

Society can be defined as a collection of individuals who have organized a common shared aspects. Each and every society has its own social norms and values, code of conducts, religions, culture, language, customs, ideas, etc which are regarded culture as a whole. So, curriculum reflects the needs and necessities of the society and culture.

Culture is maintained or modified through education by way of curriculum development. This is because where educational institutions discharge their duties well; they influence the total life of the society. This is the society's culture; and curriculum is a reflection of what people in the society feel, believe and do.

## # Difference between society and culture

### Society

1. Society means and organized group of people who live together in a particular region and are associated with one another.
2. It is a community of people, residing in a specific area, sharing common culture over time.
3. It shapes the social framework through pressure.
4. It represents structure that provides the way people organize themselves.
5. It includes people who share common beliefs and practices.
6. Examples: Economy, village, city, etc.

### Culture

1. Culture refers to the set of beliefs, practices, learned behaviour and moral values that are passed on from one generation to another.
2. It is something that differentiates one society from the other.
3. It unites the social framework through influence.
4. Rules that guide the way people live.
5. It includes beliefs, values and practices of a group.
6. Examples: fashion, life style, taste & preferences, music, art etc.

### 2.2.1 Society, culture and curriculum

Society can be defined as a collection of individuals who have organized a common shared aspects. Each and every society has its own social norms and values, code of conduct, religions, culture, language, custom, ideas etc which are regarded culture as a whole. So, curriculum reflect the needs and necessities of the society and culture. The curriculum which is unable to address the social expectations, become failure. It needs to fulfill the social need and necessity as the change. It means, curriculum should make a learners to be as the society demands. Curriculum need to be relevant to be society. So, the curriculum should consider the social norms and values.

### 2.2.2 Socio-cultural factors influencing curricular decisions

Curriculum must address the socio-cultural needs and demands. If the needs and the aspirations of the society are not addressed by the curriculum, the society remains underdeveloped as well as the whole system of education does not make any sense.

It is necessary to make the curriculum which really address the socio-cultural aspect. It is possible only when the problems of society and culture are diagnosed.

Curriculum plays a significant role in culture and society as follows :

- i> Curriculum helps to transfer the culture from one generation to successive generation.

- i> Curriculum helps to socialize the individual.
- ii> Curriculum helps to reconstruct the society and culture.  
so objective of curriculum should be made on the basis of socio-cultural.

The contributions of socio-cultural aspects on the curriculum through the socio-cultural contributes on the following ~~points~~ points:

- i> To make curriculum fact oriented.
- ii> To determine the important types of knowledge to the certain society.
- iii> To determine the important types of knowledge to the certain society.
- iv> To determine what sort of norms and values are significant.
- v> To determine what sort of skills should be specialized or promoted.

### **Socio-cultural factors influencing curricular decisions are:**

- Social need
- Social demand
- Social value
- Social culture
- Social norms
- Current problems of society
- Social and individual activities
- Social life
- Values, norms, religious beliefs.

## 2.3 Nature of knowledge

Nature of knowledge means the different pattern, rhythm, kind and the variety of knowledge which vary to each other in terms of the characteristics and traits.

Nature of knowledge is an essential foundation of curriculum development. What sort of knowledge is important in the society and what is the nature of present existing knowledge are the factors which should be analyzed in detail.

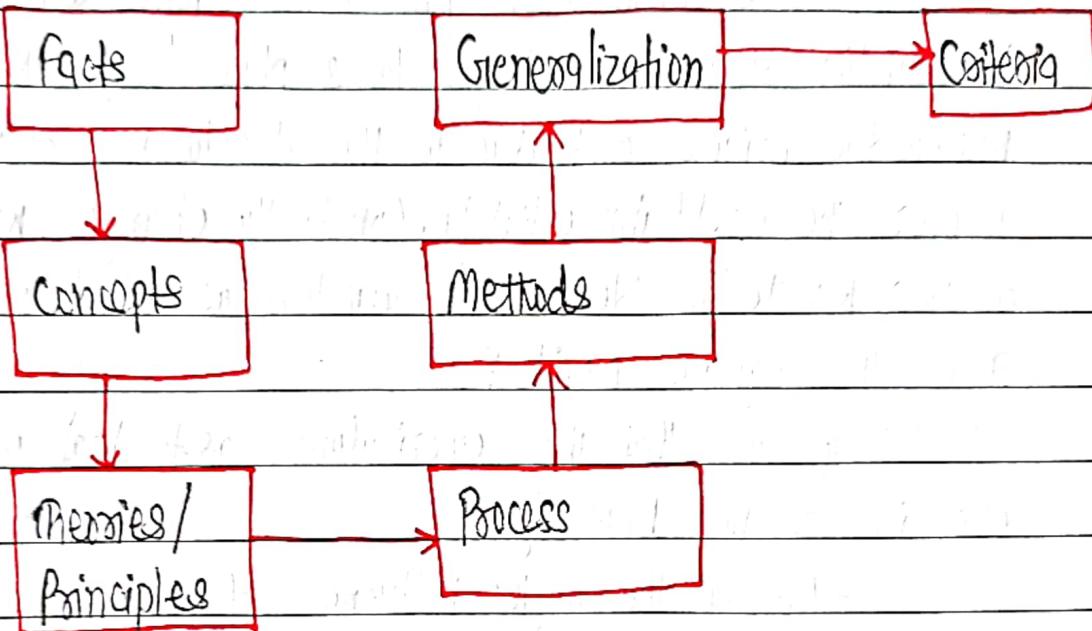
### 2.3.1 Knowledge as contents and process

Each knowledge has its own form of information and it has a specialized method of enquiring or a strategy of acquiring knowledge.

What sort of knowledge is important is still an apple of discord between educationist and psychologist. Throughout the history, not a single knowledge took significant place forever; but a variety of knowledge took important position in different time. Sometimes mathematics has given much importance, sometimes science and technology replace that.

Content is another important element of curriculum. When the selection of objectives in curriculum development, that determines of content provides the necessary learning experience.

## 2.3.2 Level of contents:



Content contains full responsibility of the curriculum development of intellectual capacity, knowledge, skill, ability etc of an individual. Content helps to enhance the knowledge, skill and experience of a learner. Generally content means the answer of what is to be taught or learned. Moreover, content is that strong and effective aspect which evaluates the intellectual aspects of a learner.

### 2.3.3 Explosion and obsolescence of knowledge

The extreme development of science and technology, introduction of new knowledge takes place frequently. Everyday new knowledge origins and due to the development of media, it spreads all over the world immediately. Constantly changed knowledge and origin of new knowledge become the questions as what sort of knowledge should the education provide?

In this question that the curriculum has to deal with because of explosion of new knowledge.

- One of the major influences of knowledge on curriculum development process is related to high rate of envelopment of new knowledge, which is termed as 'explosion of knowledge'.
- When great changes in the ~~final~~ field of knowledge take place in shorter period, it is called explosion of knowledge.
- Obsolescence is the state of being old fashioned and no longer useful even if still be in good working order.

One of the major byproduct of problem associated to explosion of knowledge is problem of obsolescence of knowledge. Rapid growth in field of new knowledge is causing obsolescence of older knowledge. It is a natural process of substitution of old knowledge by newer one, but when it is caused by change in value system, it poses a great problem in front of curriculum planners.

## 2.4 Nature of Learner

### • Need, interest and maturation level

A need is lack of something which, if provided would facilitate learners usual behaviour. The lack of something is experienced by the child. Needs are associated with goals. The needs in human being can be physiological eg. Oxygen, food, water, etc.

Interest may refer to motivating force that impels us to attend a person, a thing or an activity or it may be the effective experience that has been stimulated by activity itself. Various kinds of interests of students can be exploited to facilitate their learning. As the child grows older his interests diversify & stabilize.

Maturation is the process by which we change, grow, and develop throughout life. Developmental psychologists look at many different types of maturation throughout the lifespan. The types of maturation that we'll focus on in this lesson are physical maturation and cognitive maturation.

## # Explain the goal and aim of curriculum development.

Aims means the overall desirable outcomes of the educational process. Generally, aim means general purpose. That is, it is comprehensive. It is not clear enough to plan or direct any educational plan/programme to achieve the purpose. Aims are broadly phrased statements of educational intent that are usually phrased in one technical language. They are long term in nature and may cover a time span of many years even the entire school life of a child. Aims may or may not be attained in the life of students.

Goals are more specific, previously worded statements of curriculum intent that are derived from aims and generally phrased non-technical language. Goals are medium to long term depending upon how they have been translated from aims. A general goal means the ends, the result or the achievement towards which effort is directed. For our purposes curriculum goals refer to school outcomes. Many goals are devised from an aim or an aim is attained after the attainment of many goals. Goals are purposes or ends stated in general forms without criteria of achievement. People who plan a curriculum wish students to achieve them after being exposed to or taking a section or all of a programme of study.

### 3.1 Aims, goals and objectives

#### 3.1.1 Concept and Relationship

##### 1. Aims

- Aims means the overall desirable outcome of the educational process.
- It is comprehensive (i.e. not clear).
- Aims are broadly phrased.
- Its used to non-technical words.
- Its long term in nature, so, the students may or may not be obtained in the life.
- Its span time is long.

##### 2. Goals

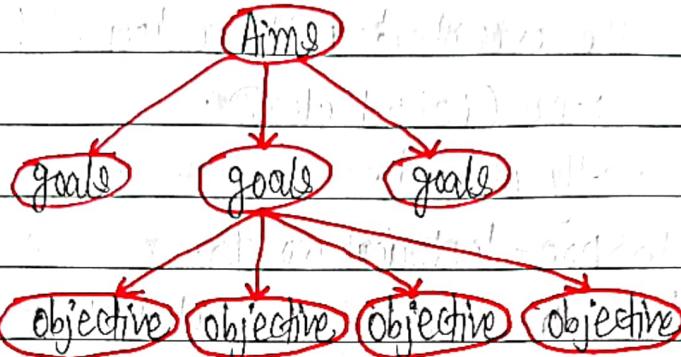
- Goals means achieving the targeted of objectives.
- It uses non-technical words.
- It is medium term time used.
- Curriculum goals refers to school outcomes.
- Goals are derived from an aim. An aim is attained after the attainment of many goals.

##### 3. Objectives

- Objectives are the first components of curriculum development.
- Objectives are statements that describe the end-points or desired outcomes of the curriculum, a unit, a lesson plan or learning activity.
- They are statements of expected or desired or intended outcomes.
- It is desired or expected changes of students behaviours.

## Relationship

Following diagram describes the relationship between aim, goals and objectives.



- **Aims** - the most general level
- **Goals** - reflect the purpose with outcomes in mind.
- **Objectives** - reflect the most specific levels of educational outcomes.

### 3.1.2 Types of objectives: General and specific

#### 1. General objectives

- The general objectives are such type of objectives which is expected to be achieved at the end of the class in average.
- It is common objective which is expected to be fulfilled as a whole.
- It develops certain knowledge, skills and capacity in the learners.
- It can be achieved in long term.
- It is not clear.

#### Action verbs of general objectives

To appreciate, to understand, to remember, to feel, to know, to believe, to enjoy, to familiarize, to realize, to acquaint, etc.

## 2. Specific objectives

- Specific objectives are the particular expectations to be fulfilled at the end of the class.
- It aims at developing certain knowledge, skill, concept and capacity that leads a learner to meet the expectation of general objectives at last. It is smart in nature.

• S → Specific

• R → Reversible

• M → Measurable

• T → Time bounded / Testable

• A → Attainable

### Action verbs of specific objectives

To match, to explain, to select, to sketch, to use, to mention, to describe, to define, to discuss, to make, to write.

General objectives	Specific objectives
1. Covers wider scope.	1. Covers specific scope.
2. It cannot be attained in specific time and program.	2. It can't be attained in specific time and program.
3. It helps to make specific objectives.	3. It helps to attain general objectives.
4. It is not explicitly measurable.	4. It is measurable & attainable.
5. Easy to make & save time, labour and resources.	5. Difficult to make & needs much time and labour.
6. It takes long time to achieve.	6. It takes short time to achieve.
7. It is not clear, non-behavioural, non-observable, and difficult to judge achievement.	7. It is clear, simplified and easy to judge achievement but avoid abstract behaviours.

7. Classify the educational objectives according to B.S. Bloom and explain the different levels of cognitive domain with examples?

→ The classification of educational objectives according to B.S. Bloom are:

9. Cognitive Domain:

- Level one - Knowledge
- Level two - Comprehension
- Level three - Application
- Level four - Analysis
- Level five - Synthesis
- Level six - Evaluation

b. Psychomotor Domain:

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization

c. Affective Domain:

- Receiving
- Responding
- Valuing
- Organization
- Characterization by value

### 3.1.3 classification of objectives : Cognitive, affective & psychomotor

objectives are classified as follows :

1. Cognitive domain (Bloom, 1956) [2079, 0, 4] [2077, 0, 7]
2. Affective domain (Korthwhol, 1964)
3. Affe Psychomotor domain (Simson, 1972)

#### 1. Cognitive domain (Bloom, 1956)

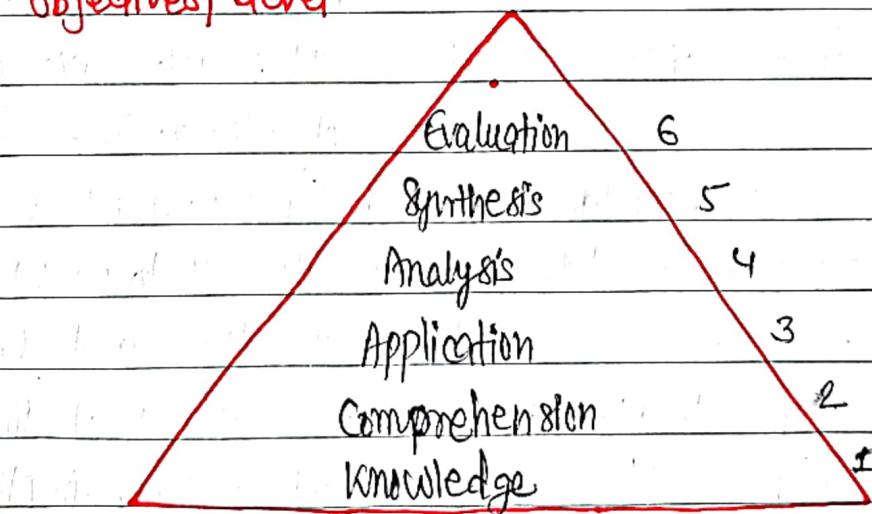
The cognitive domain is known as development of thinking process.

Intellectual abilities & skills, gaining information about facts, events and objects on the basis of mental activities.

It includes the objectives of knowledge which aims to develop the mental & intellectual capacity of learners.

Bloom classifies the objectives of cognitive domain hierarchically from simple to complex order as follows:

#### Objectives Level



### i. knowledge

- lowest level
- It consists the components like : Recall or memorization & recognition.
- Action verbs :
  - To recall
  - To write
  - To identify
  - To measure
  - To describe
  - To distinguish

Example → At the end this class, the students will be able to describe the vertebrate animal.

### ii. Comprehension

- It means the ability of the learners to comprehend the taught contents.
- It consists the components like : Translation, interpretation, selection, organization & speculation.
- Action verbs :
  - To identify
  - To translate
  - To construct
  - To classify
  - To explain
  - To justify

Example → At the end of the class students will be able to explain the features of computer.

### iii. Application

- Practical of a learned things in the practical day to day life is called application.
- Action verbs :
  - To use
  - To solve
  - To judge
  - To compute
  - To show
  - To transfer

Example: At the end of the classes, students will be able to solve.

#### iv. Analysis

To study the content by classifying the organization of content into different part is considered as analysis.

It is higher level intellectual level of study.

Action verbs:

- To debate
- To select
- To compare
- To separate
- To relate
- To identify

Example: At the end of the class, the students will be able to separate.

#### v. Synthesis

To accumulate or synthesis various learned knowledge, skill and experience is regarded as synthesis.

Action verbs:

- To combine
- To summarize
- To plan
- To formulate
- To argue
- To produce

Example: At the end of the class students will be able to plan the curriculum in B.ed DCP.

## vi. Evaluation

To evaluate, whether the teaching of content is on the basis of objectives or not is called evaluation.

It is higher level of knowledge.

Action verbs :

- To judge
- To select
- To compare
- To choose
- To define
- To identify

Example, - At the end of the class the students will be able to judge the lesson in his/her book.

## 2. Affective domain (Krathwohl, 1964)

The effect of learning to the learners emotional aspects is called learning of affective domain.

The affective domain can be classified as following

- i. Receiving
- ii. Responding
- iii. Valuing
- iv. Organization
- v. Characteristics

The affective behavioral variable are defined as the interest, attitude, values, appreciation & adjustment of the individuals.

### i. Receiving

The action of learners in interest of receiving or attending any stimulus, activity and events is regarding as receiving or attending.

It consists of components like: interest, awareness, willingness to receive and controlled attention.

The action verbs:

- To receive
- To agree
- To accept

Example: At the end of the class, the students will be able to agree the lesson of class 5 in math.

### ii. Responding

The active participation of learners in teaching learning activities is called responding.

In teaching learning activities only the positive respond is always expected.

The action verbs:

- To present
- To respond
- To recognize
- To play
- To discuss
- To enjoy

Example: At the end of the class, the students will be able to discuss the lesson in his/her friends.

### iii. Valuing

To respond towards some stimulus, events and activities is called valuing.

Action verbs:

- To value
- To change
- To explain
- To judge
- To prepare
- To help

Example: At the end of the class, the students will be able to prepare the lesson plan correctly.

#### **v. Organization**

To accumulate different values into one is called organization.

Action verbs:

- To relate
- To explain
- To organize
- To define
- To compare
- To order

Example: At the end of the class, the students will be able to define the text book and curriculum.

#### **v. Characterization**

To decide about the various knowledge, skills, behaviours and activities of learning is called characterization.

This level includes individuals views, perception & thought.

Action verbs:

- To change
- To complete
- To review
- To accept
- To face
- To purpose

### 3. Psychomotor domain (Simoan, 1972) [2077-87]

Psychomotor domain includes knowledge, skills and capacity which are learned by psychological procedures.

These activities or behaviour are carried out through the involvements of mental senses and physical adjustments.

The psychomotor domain can be classified as following-

- i. Perception
- ii. Set
- iii. Guided response
- iv. Mechanism
- v. Complex overt response
- vi. Adaptation
- vii. Origination

#### i. Perception

Perception is the first step of psychomotor skill learning.

To ~~perceive~~ perceive is necessary to learn anything.

Action verbs:

- To distinguish
- To confirm
- To describe
- To explain
- To differentiate

#### ii. Set or Preparation

To prepare for certain stimulus is called set. It includes mental, physical and emotional preparation.

Action verbs :

- To start
- To act
- To response
- To show

### iii. Guided response

To adapt or accept the direction or to perform the activities on the basis of rule and regulation; for learning any matter will be considered as guided response.

Action verbs:

- To determine
- To orient
- To construct
- To add
- To measure
- To combine

### iv. Mechanism

Mechanism in learning means to perform the action as machine.

Action verbs:

- To apply
- To change
- To prepare
- To say
- To make
- To organize

Example: At the end of the class, students will be able to change....

### v. Complex overt Response

To perform and apply the learned things as necessary is called complex overt response.

It is regarded as an ordinary response of complex tasks.

Action verbs:

- To respond
- To practice
- To try
- To move
- To change
- To activate

Example: At the end of the class, students will be able to change the learning into the exam papers.

### vi. Adaptation :

Application of learned things into the behavioural activities in terms of situation or condition is called adaptation.

Action verbs

- To reconstruct
- To adapt
- To adjust
- To change

Example: At the end of the class the students will be able to adapt.....

### vii. Origination

In this process of teaching activities, learners may perform their own creativity is called origination.

### 3.2 Content : Selection and organization

Content is another important component of curriculum.

After the selection of objectives appropriate determination of content provide the necessary learning experience.

Content contains full responsibility of the development of intellectual capacity, knowledge, skills, ability etc. of an individual.

Content is selected to improve behaviour in desired way which also evaluates the learner gains those behaviour or not.

### A. Criterion for selection of content:

i. **Criterion of validity:**

Content is valid when it is authentic or true and objectives to be measured through its use.

ii. **Criterion of significance:**

Subject matter of the content must be important, meaningful and factual.

iii. **Criterion of interest:**

Content need to be interesting if the content is not interesting, a lesson will not be ready to learn.

iv. **Criterion of learnability:**

Content must be learnable. Only the intellectual and practical subject matter and learner practical life.

v. **Criterion of relevancy:**

Content must be related with present socio-economic condition of the society, political condition, present socio-cultural phenomena, need and expectation of society and nation and so on.

vi. **Criterion of utility:**

Content must be made on the basis of need and interest of individuals, expectation of the society and nation.

### vii. Criterion of authenticity :

The subject matter must not be selected on the basis of speculation or hypothesis rather it must be authentic.

### B. Criterion of organization of content : [2079 A.3,

#### i. Continuity :

After effective selection of content, it has to be organized hierarchically from simple to complex. It must be in a systematic order in terms of level, grade, learners' age variation, interest, skill and their learning experiences.

#### ii. Relevancy :

The content must organize the subject matters which are relevant to the need and expectation of an individual, society, nation and the world.

#### iii. Scope and adequacy :

Scope is determined on the basis of objectives. Scope includes all of those elements which are related to curriculum like level, grade, age, interest, ability, etc. of a learner.

#### iv. Sequence :

Sequence means presentation of learning experiences or learning subject matter in systematic and organized way. Learning experiences must be placed from:

a. Simple to complex

b. Part to whole

c. Concrete to abstract hierarchical orders

#### V. Integration:

Subject matter must be integrated or accumulated to each other in terms of their nature, characteristics etc. Integration is also necessary for the continuity of curriculum. Integration can be divided into two parts as follows:

##### a) Vertical Integration:

Vertical integration means a systematic continuation of subject matter from the lower level to higher level. In it, on the basis of subject matter of lower class, the subject matter of upper class are determined.

##### b) Horizontal Integration:

In horizontal integration, the subject matters, which are included in curriculum of one level help other subject matter of the same level.

For example: Integration between mathematics and science or English and Nepali of the same grade.

### 3.3 Teaching - learning experiences [2077 & 3]

The methods, procedures, process, techniques and designed plans through which the selected subject matters are accomplished or reached to the learners are called teaching learning process.

There is close relationship between subject matter and teaching methods.

#### A. Criterion for selecting learning Experience [2075, Q.4]

- i> Validity
- ii> Comprehensiveness
- iii> Variety
- iv> Suitable
- v> Relevancy of life
- vi> Pupil / students participation planning
- vii> Pattern :- balance, accumulation, continuity

#### B. Criterion for organizing learning experience

- i> Continuity
- ii> Sequence
- iii> Scope
- iv> Cumulative learning
- v> Integration
  - a) horizontal integration
  - b) vertical integration

## # Factors affecting in teaching learning experiences :

- i) Nature of content
- ii) Instructional goals or objectives
- iii) Psychology of the learners
- iv) Time
- v) Motivation
- vi) Available teaching materials
- vii) Appropriate learning situation
- viii) Feedback
- ix) Ability of a teacher
- x) Condition of learners

### 3.4 Evaluation / Assessment of student learning

Generally to appraise whatever the learners achieve intended objectives or not is called evaluation.

Curriculum evaluation is the process delineating, obtaining and providing information useful in making curriculum decisions and judgement.

#### Types of Evaluation :

##### i. Formative evaluation :

It is continuous process. It is not enough to evaluate the achievement of learners in one time. It is difficult to find out the achievement of goal properly by evaluating once at the end of the academic year.

Continuous evaluation is carried out through observation, method, interviews, oral examination and in same extent written examinations. It aims at reforming the behaviour to the correct way.

Example - unit test, class test, homework

## ii. Summative evaluation:

Evaluation on the basis of summative is called summative subject evaluation. It is carried out at the end of subject teaching. Generally, written examination at the end of academic year falls under this categories.

Example - final test, last test.

### 4.1 Concept of curriculum development

**Definition:** 1) Curriculum development is defined as planned, a proposal, progressive and systematic process to create positive improvements in the educational system.

2) It is defined as the process of selecting, organizing, executing and evaluating learning experiences on the basis of needs, abilities and interests of the learners and the nature of society or community.

Curriculum development means a continuous or never ending process. The curriculum developed once cannot cover the changing needs and interest of people, society, related knowledge and advanced technology. So, it should be changed time to time to cover the present need.

Curriculum development is a continuous process for the effective teaching learning activities. Its outcome is known through students achievement of learning. If its assessment is made on the basis of change of behaviour of the learners.

In curriculum development, the main focus of the curriculum is to develop the students. The curriculum is designed to realize the objectives in terms of change of behaviour.

## 4.2 Steps of Curriculum Development [2077, 8-8]

Curriculum development process should be scientific, logical, clear and sequence able order. So, the following steps are taken for curriculum development.

### (i) Need Identification

Before developing the curriculum, the need and interest of students, teacher, parents, individual, society and the nation should be identified. For such tasks, discussions, workshop presentation, suggestion should be taken from the different person, organization.

### (ii) Determination of goal/aims and objectives

After identifying various needs, the curriculum developer should formulate the aims/goals and objectives. Such objectives must represent the real need of learners, society and country. The developed objective should describe the content, should be stated specifically, should indicate the various learning behaviours, should be realistic and should be enough to give all types of outcomes.

### (iii) Selection and organization of content

The organized form of knowledge, skills, value, attitude, etc. of the learner is called content. The content should be selected and organized on the basis of desired aims/goals and objectives of curriculum. The selected content should be arranged appropriately in a sequential order to meet the need of

learners, such as from simple to complex, from whole to part, from past learning to present learning, in chronological order, etc.

The criteria of selection of content are :

- i. Criteria of validity
- ii. Criteria of significance
- iii. Criteria of interest
- iv. Criteria of Feasibility
- v. Criteria of Authenticity and comprehensiveness
- vi. Criteria of democratic values and norms
- vii. Criteria of social reality

#### Criteria for organization of content

- i. Scope
- ii. Sequence
- iii. Integration
- iv. Cumulative learning
- v. Continuity
- vi. Relevancy

#### (iv) Selection and organization of learning experience [2075 & 9]

learning experiences means those learned knowledge, skills and concept which the learners learned by different activities.

learners get learning experiences through formal, non-formal and informal education.

The curriculum developer should develop the learning experiences on the basis of following criteria :-

- (i) Providing opportunity to the learners to practice expected behaviour.

- ii. Criteria of satisfaction from the learning experience.
- iii. Criteria of learning experience that brings several outcomes.
- iv. Learning experiences within the range of the abilities of the students.
- v. Learning experience should be need oriented.
- vi. Learning experience should be appropriate with curriculum objectives.

## ⑤ Curriculum evaluation

Evaluation means the appraisal of expected outcomes of teaching. Evaluation to enable the learners to understand their strength and weakness and the teacher to access the efficiency of his teaching.

Curriculum evaluation helps to determine the following points:

- The goals and objectives of curriculum are achieved or not?
- What are the problems faced while implementing the curriculum?
- The learners are satisfied or not from the developed curriculum?
- The ~~new~~ learners are satisfied or not from the developed curriculum?
- The needs and demands of the society and nation are fulfilled or not?

So, the curriculum evaluation is the important steps of curriculum development for the further development and implementation of curriculum.

[2079, 8-8] [2079, 8-8] [2075, 8-7]

### 4.3 School Level Curriculum Development Process in Nepal :

For the systematic development of curriculum, NESP was formed in 2028 B.S. From this period, the systematic development and implementation of school level curriculum was applied all over the nation with the help of curriculum development centers (CDC). CDC was formed under the provision of NESP, 2028.

The CDC has prescribed the following school level curriculum development process under the provision of National Education Commission (NEC), 2019 and National Curriculum Framework - 2063.

#### (i) Collection of Opinions and suggestions

In this step, the members of committee formed by CDC visit the different places of the country to take the opinion from the people who directly or indirectly involved in curriculum.

#### (ii) Formulation of specific objectives

The specific objective of curriculum is formulated on the basis of the opinion collected on step one.

#### (iii) Organization of Draft Committee

Here, different-different draft committee (Subject Committee) are formed for each and every classes and subjects. The role of Subject expert is important in this step.

#### (iv) Discussion in Subject Committee

The curriculum design in step 3 is discussed on subject committees formed under the CDC. After huge discussion, the weakness and points to be improved are suggested.

### (v) Revision Based on Suggestion

In this step, curriculum improved on the bases of the suggestion given by subject committee than the improved curriculum is again sent to subject committee for the final approval.

### (vi) Approval of curriculum

The curriculum approved by subject committee is sent to the National Curriculum Development and Assessment Council which gives the final approval of developed curriculum.

### (vii) Curriculum Implementation

The curriculum approved by National Curriculum Development and Assessment Council is implemented by Curriculum development center. On the basis of this, teacher guidance, text book and other teacher material are developed by different subject experts.

## # Write the meaning of curriculum development.

Curriculum development is defined as the process of selecting, organizing, executing and evaluating learning experiences on the basis of needs, abilities and interests of the learners and the nature of society or community.

Curriculum development is a continuous or never ending process. The curriculum developed once cannot cover the changing needs and interests of people, society and related knowledge and advanced technology. So, it should be changed time to time to cover the present need.

Curriculum development is continuous process for the effective teaching learning activities. It is outcome comes through students achievement of learning. Its assessment is made on the basis of change of behaviour of the learners.

In curriculum development, the main focus of the curriculum is to develop the students. The curriculum is designed to realize the objectives in terms of change of behaviour.

It is a planned, a purposeful, progressive and systematic process to create positive improvements in the educational system. Everytime there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address the society's needs.

# Existing School Level Curriculum of Nepal

Date: .....

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## S1 Levelwise goals : Pre-Primary, Basic & Secondary

### 1: Pre-primary level goals (3-5 years) [2075/8-5]

- To provide opportunity to develop physical, mental, lingual and social aspects of an individual.
- To encourage students to remain healthy and secure.
- To help in maintaining general disciplines.
- To develop positive behaviour & attitude towards school.
- To prepare for the primary/basic level education.

### 2: Basic Level goals [2077/8-5]

- To develop positive feelings towards democratic values as well as towards the nationality.
- To develop basic knowledge of Nepalese history, society and cultural diversity of our country.
- To help in developing constructive and creative skills.
- To make children aware on importance of child rights as well as human rights.
- To develop positive view towards the work and respect for labor and salary.
- To develop personal and social values like cooperation, discipline, morality, honesty, etc.
- To develop civil awareness.
- To contribute for all round development of children by developing their physical, intellectual, emotional and social factors.

### 3. Secondary Level goals : [2079 Q.S]

- To develop positive attitude towards the norms and values of democracy and diverse culture of the nation.
- To prepare capable, self dependent, skillful and trained human resources for the development of nation.
- To develop language ability like listening, speaking, reading and writing for lively participation in day-day social life.
- To acquire appropriate skills required to solve day to day problems.
- To develop technical and vocational skills and cultivate habit to respect labor.
- To build capacity to compete at national and international levels.
- To develop occupational skills and the capacity to earn a livelihood to be a self dependent.

### 5.2 Structure of curriculum of each level

According to NCF 2003 curriculum is divided into following levels:

#### A. Basic Level : Grade 1-8

It includes education from Grade 1-8. This level is further divided into three types (phases)

- (i) Phase I : Grade 1 to 3 → Primary
- (ii) Phase II : Grade 4 to 5 → Upper Primary
- (iii) Phase III : Grade 6 to 8 → Lower Secondary

## (i) Primary Level : Grade 1 to 3

It follows the curriculum framework developed in 2059 B.S. English has become compulsory subject from academic session of 2060 B.S and revised textbooks are being implemented from 2063 B.S.

It has provision of local curriculum of 100 marks:

S.N	Subjects	Weightage (Weekly)	Full Marks
1.	Nepali	8	100
2.	English	5	100
3.	Mathematics	6	100
4.	Social Studies & Arts	5	100
5.	Science and EPH	5	100
6.	Local subject (Elective)	4	100
		34	

## (ii) Primary Level : Grade 4 to 5

It is the second phase of basic level. It has two local subjects. First is of 100 full marks and second is part of social studies, creative art, health and physical education, in which 20% is a local curriculum.

S.N	Subjects	Weightage(weekly)	Full marks
1.	Nepali	8	100
2.	English	5	100
3.	Mathematics	6	100
4.	Social studies	5	75
5.	Arts	3	25
6.	Science & Environment	4	50
7.	EPH	4	50
8.	Local subject (Elective)	4	100
	<b>Total</b>	<b>39</b>	<b>600</b>

### (ii) Lower Secondary Level: Grade 6 to 8

It has been implemented from academic year 2070. It has included trade, occupation & technical education as local subjects.

#### 9. General Education

S.N	Subjects	Weightage(weekly)	full marks
1.	Nepali	5	100
2.	English	5	100
3.	Mathematics	5	100
4.	Social studies & Population Education	5	100
5.	Science & Environmental Education	5	100
6.	Health & Physical Education	3	50
7.	Moral Education	2	50
8.	Occupation, Trade & Technical Education	5	100
9.	Local Subject (Mother tongue)	5	100
	<b>Total</b>	<b>40</b>	<b>800</b>

### b. Sanskrit

Under course of "Trade, occupation and technical education subjects like KarmaKanda, Syatish, Ayurveda, Yoga, Natural ~~beauty~~ therapy, animal husbandry, home science, etc can be taught.

Subject weightage is 5 hrs weekly and total marks is 800.  
 Subjects → Nepali, English, Mathematics, Social and population Education, Science and Environment education, Sanskrit Grammar, Trade, occupation & Technical Education, Sanskrit language.

### c. Gurukul

Nepali, English, Mathematics, social studies & population Education, Sanskrit Grammar, Vedas or ethics, Trade occupation & Technical Education, Sanskrit Education (800 marks)

### d. Gompa and Bihars

Nepali, English Mathematics, social and population Education, Bhote language (Pali) Sanskrit and other, trade occupation & technical education, local subjects / Buddha education / sambhota .

### e. Madrasa education

Nepali, English, Mathematics, Social and population education, Science and environment education, conduct education (Diniyat), Kurān (Arabic), Urdu .

### 5.3 Components of subjectwise curriculum

#### (i) Introduction

In this part, introduction of subjectwise curriculum is included. Introduction of subjects according to class and level is included.

#### (ii) Levelwise competencies

##### a. Competencies of basic education:

- learn language, logic and mathematical skills and become able to use them.
- sharing of thought & information, research or use of communication technology.
- Help in management of population, environment and future development.
- Development of moral and good social personality to adjust in society.
- Respect vocational skill and use them.

##### b. Competencies of secondary Education:

- Attain responsibilities of conscious citizen by studying personal values, democratic values for nation & nationality.
- Identify the mathematical problem of daily life & solve them.
- Building social prospective behaviour by gaining knowledge.
- Active participation in environment protection & management of population with well aware of health.

### (iii) Gradewise learning outcomes

Learning outcomes are statements that describe the knowledge or skills student should acquire by the end of the particular class, course or programs and help students why that knowledge and those skills will be useful to them.

Example of learning outcomes:

- Identify and describe political and, religious, economic and social uses ~~of~~ of art in Nepal.
- Identify range of works of art and artist.
- Analyze the role of art and artist in Nepal.

Learning outcomes are a subject or type of learning objective.

### (iv) Skills/ scope and sequence and elaboration of contents

Scope is the total breadth of the activity in subject field. In simpler words, scope is the coverage of the curriculum & following are the considerations in determination of scope.

- Curricular coverage
- time
- diversity
- maturity of learners
- complexity of content
- level of education

A scope and sequence is an important steps in design of effective curriculum. Elements of scope and sequence curriculum include:

- title of each unit,
- Sequence of each unit for years/stages
- duration of each unit,
- syllabus outcomes included in each unit,
- Any specific subject requirements,
- Additional information based on common practice in particular subject.

Sequence is the placement of curriculum content or learning experiences from the start point of time. It is the order in which you will cover the material.

Contents and experiences are organized in hierarchical and manner. It is the particular order in which related events, movements, or things follow each other.

There are four principles for the sequence of curriculum:

- **Simple to complex** → Content and experiences are organized from simple to complex, concrete to abstract, easy to difficult.
- **Prerequisite learning** → They are fundamental things to be learned ahead.
- **Whole to part learning** → Overview before the specific content or topics, related to Gestalt principle.
- **Chronological learning** → The order of events is made as a basis of sequencing the content and experiences.

## (v) Facilitation process for learning

Facilitation is a process where a facilitator guides the group members in meeting to share ideas, opinions, experiences and expertise in order to achieve a common goal and agreeable action plan.

Facilitation learning is where the students are encouraged to make more control of their learning process.

### Advantages of facilitated learning

- The learner is actively involved.
- Learners interact with and learn from each other.
- No need for large amount of learning materials.
- A variety of learning methods are used.

### Facilitated learning include

- On demand tutorials, presentations, keynote addresses.
- Online or face-to-face group discussions & exchanges.
- File and link sharing.
- Surveys and polls.
- Brainstorming sessions.
- Project and case studies.

## (vi) Assessment of students Achievement

Purpose: → To define valued outcomes for students.

- To capture students time and attention.
- To generate appropriate student learning activities.
- To help students internalize the discipline standards.
- To identify opportunities for improvement.

# write the Jeehwise goal and explain the basic and secondary level goals.

→ The Jeehwise goals are mentioned below:

#### A. Pre-primary Level goals

- To provide opportunity to develop physical, mental, lingual and social aspects of an individual.
- To encourage the students to remain healthy and secure.
- To help in maintaining general disciplines.
- To prepare for the primary level education.

#### B. Basic Level goals [2079.9.6]

- To develop positive feelings towards democratic values as well as towards the nationality.
- To develop the basic knowledge of Nepalese history, as well as basic social and cultural aspects of our country.
- To help in developing constructive and creative skills.
- To make the children aware on importance of child rights as well as human rights.
- To develop the feeling of citizenship and help in becoming a good citizen of the country.
- To develop the feeling of positive view towards the work and respect towards the salary.

### C. Secondary level goals

- To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- To promote love and loyalty for the nation.
- To enhance understanding and respect for own and other people's cultures and their place in contemporary society.
- To enhance understanding and appreciation of interrelationships among nations.
- To promote positive environmental and health practices.
- To develop ability for enquiry, critical thinking & rational judgement.
- To develop into a responsible and socially well ~~adjustment~~ adjusted person.
- To identify individual talents and develop them.
- To enhance enjoyment in learning.

2074 Q-6, 2075, Q-6

## 6. Present the existing evaluation system of secondary education of Nepal.

→ Student final evaluation is administered in order to give students certificates. This kind of evaluation is conducted nationally in order to assess the quality of education in order to develop and improve the high school. The evaluation of curriculum implementation is conducted to assess the relevance between school curriculum and the basis, function, and objectives (of the school as well as the national education), and the student's ability, and the demand for societal changes.

Evaluation of teachers and other educational professional capability and competence. The result of this evaluation is used for the following purposes:

- Establishment and development of teachers and other educational professionals.
- Improvement of curriculum and management of teacher educational program & other educational professional program.

The evaluation of secondary school as a whole unit is conducted to assess the management of educational activities. This kind of evaluation includes institutional aspects, curriculum, students, teachers and other educational professionals, facilities and infrastructure, administration, and conditions of the school in general. Evaluation findings will be used to improve the schools & determine accreditation.

Level

The evaluators are teachers, school principals, supervisors, other educational professionals. Teachers are obliged to assess student's learning activities and progress as well as curriculum implementation under their authority and responsibility. School principals are obliged to assess and guide the curriculum implementation. Secondary education caretakers are obliged to assess and guide all educational activities under their responsibility.

OR

8. What are the differences between the idealism and Naturalism in terms of

9. Curriculum    b. nature of learner    c. teaching methods

Naturalism

child

Idealism

Pragmatism

a. child is the centre of education    child is a spiritual being    child is the centre of education

School

b. The school should be in lap of nature    The school is a place where spiritual values are gained in miniature

Aims of education

1. self expression

2. self realization

3. Social efficiency

2. Autonomous development of individuality    3. Spiritual development    More education & continuous growth

Educational principles

1. Mind is subordinate to matter

2. Nature <sup>alone</sup> is the source of knowledge.

Man is spiritual and is

supreme creation.

God is the source of all

Action is real, ideas are tools.

Man is an active learner.

Naturalism	Idealism	Pragmatism
Curriculum		
1. Curriculum is based on the nature and interests of the child.	less stress on the nature of the child.	More stress on child's interests.
2. Stress on subjects that are helpful in self-preservation.	stress on higher values of life.	Experience curriculum and stress on utility principle.
3. Stress on basic sciences.	Stress on humanities.	Problem solving activities.
Teaching Methods		
1. Learning by doing.	Learning through reading.	Learning through creative activities.
2. Learning through experience; learning through lecturing.		Learning through purposeful activities.
3. Heuristic method.	Imitation method.	Perfect method.
Role of Teacher		
1. Teacher is an observer.	Prominent place for the teacher.	Teacher is a helper and guide.
2. Teacher as the stage setter.	Teacher is a spiritual guide.	Teacher as arrangement on experiences.
Discipline		
1. Maximum freedom to the child.	Restraint in freedom.	Social discipline.
2. No external discipline or restraint.	Inner discipline and self-discipline.	Discipline through purposeful & cooperative activities.

4. Suppose you are teaching students with hearing disabilities what needs will you address while teaching them?

- Patience, respect and a willingness to find a way to communicate are our best tools.
- Speak normally, clearly and directly to the person in front of us.
- Some persons with learning disabilities may take a little longer to understand and respond, so exercise patience.
- Listen carefully and work with the person to provide information in a way that will best suit his or her needs.
- If you are not sure what to do, ask, "Can I help?"

OR

4. How explosion of knowledge influence the curriculum development.

- Explosion of knowledge influence the curriculum development in following ways:
1. Brain and knowledge: The most wonderful machine, the most miraculous faculty and the most complex aspect of human body is the brain. The fundamentals of brain are the network of neurons, the number of which is about 10. Neurons communicate with one another through the media synapses, usually by specific chemical transmission and also electrically by close opposition of membranes.

2. Information Technology: It implies the use of technology especially electronic devices in communicating information, knowledge and skills. The various terms used in information technology are discussed as follows:

- a. Cybernetics: It is a science of communication and control, especially concerned with comparing human and animal brains with machines and electronic devices.
- b. Cybernetic model of teaching: There are at least three basic elements. The input unit provides some process by which material or information is entered into the system. The output unit consists of some procedure for discharging the results of the process from the system.

3. Communication and education: Communication is a greek word 'communis' meaning 'common'. It is a process of exchange i.e. give and take of information by message. It is always made with some purpose. The four aspects of communication are:

- a. Communicator - encoder
- b. Audience - decoder
- c. Message - symbols
- d. channel - media or means.

4. Educational Technology: The educational technology is meant by mechanization of the educational process. The three phases of human knowledge are:

- a. Preservation of knowledge by tape, films etc.
- b. Transmission of knowledge by radio, TV, etc.
- c. Advancement of knowledge by collection & analysis of data through computers.

20793. OR

Suggest any five strategy while teaching eight disabilities?

- Create a literacy-rich environment, in which the child is aware that others are reading and writing.
- Provide books and literacy tools in a format that is accessible to the child.
- Read aloud using stories and books that are interesting and appropriate for the child. Use real objects and personal experiences to increase understanding. Link to story boxes.
- Support to child to interact with others in safe and comfortable environments. Playful experiences & exposure to others with reciprocal give and take helps to build the foundation for communication and social development.
- Offer many opportunities for the child to explore and interact with a wide range of materials and real objects which helps to compare size, shape, texture and other attributes; which is also helping the child to develop basic concepts and an understanding of same and different.

5. OR Suggest any five specific objectives for the students with hearing disabilities in 1 to 3 grades.

→ [2077.8.4]

2076

## 1. Explain the differences between curriculum and course of study?

→ The curriculum is a comprehensive plan for teaching and learning and the course of study is only one part of it. The curriculum integrates all the educational activities and provides a definite guideline for achieving the specified learning achievements. All aspects related to the educational program such as students, teachers, parents, society, global environment, local, national, regional, and international perspectives are taken into consideration while designing the curriculum. The curriculum has also played a role in the impact of out-of school activities on children's enrollment, including the investment in education, process and rewards. In other words, the curriculum studies important topics such as society's aspirations, children's needs, children's expenses and abilities, and the nation's needs, etc and decides which class of students should acquire knowledge, skills and perceptions.

The course of study is prepared based on the determined learning achievements to teach the curriculum. The course of study also decides on the curriculum and educational materials needed to change the students' behaviour. Similarly, the course of study develops the necessary assessment system to guide the choice of appropriate method from the use of educational materials to the prescribed curriculum and to find out how helpful the prescribed curriculum and the activities conducted after the teaching-learning activities are in the student's behavior.

2. How learning theories can influence on curricular decision making process? Explain in brief.

→ learning theories provide a framework for curriculum foundation and are concerned with the rules, which govern the construction, transfer and retention of knowledge. Learning theories offer insights into "what promotes learning effectiveness and how students learn". Learning theories and concepts provide explanations of how learners learn and how educators can facilitate the best educational outcomes. Each of these approaches to learning suggests applications in the form of teaching and learning strategies that can be emphasized in the curriculum.

learning theory helps to understand how information is used, how knowledge is created and how learning takes place. Learning designers can apply these frameworks according to different learning and learner needs and make more informed decisions about choosing the right instructional practices. Learning theories also examine what motivates people to learn; and what circumstances enables or hinders learning. The learning theories that are important for decision making process are: Behaviorism, Cognitivism, Connectivism, Constructivism and Humanism. Learning theories Behaviorism - the theory that human & animal behavior is very helpful and help learners and make more informed decisions about choosing the right instructional practices.

3. "The nature of learner" is an important base for curriculum decision making. Explain this statement with example.

→ The nature of the learner focuses on the study of child growth and development. It seeks to introduce student teachers to basic principles of growth and development from early childhood to adolescence. The course also identifies factors that influence growth and development and examines major developmental theories that seek to explain how growth and development occur. As a result, student teachers are more equipped to cater to the needs of all learners in the primary school system.

Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision making process can help us make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives. Learning decision making skills to make their own choices helps learners be more independent, responsible, and confident. It gives them a sense of control over their lives, reducing anxiety and promoting resilience. Furthermore, it encourages self-exploration and helps them to solidify their values.

Eg: It focuses on the study of child growth and development. It seeks to introduce student teachers to basic principles of growth and development from early childhood to adolescence.

5. Differentiate between aims and objectives with suitable exs.

Aims	Objectives
1. Aims form the basic elements in educational planning.	1. Objectives form the basic for curriculum construction.
2. Aims are very general in character and imprecise.	2. Objectives are particular and specific.
3. Aims are long term goal.	3. Objectives are limited and clear in their expression - short term goals.
4. Aims are broad and often abstract in their expression.	4. Objectives are limited and clear cut in their expression.
5. Aims express the general purpose of education.	5. Objectives express the specific purpose of curriculum at a given stage.
6. Eg: To investigate the relationship between tectonic-plate movement and the gravitational effect of the alignment of the major planets.	6. Eg: Data sets will be extracted from the known historical record of tectonic-plate movement.

8. List the competencies of Grade 9-10 as stated by existing school curriculum of Nepal?

→ The competencies of Grade 9-10 as stated by existing school curriculum of Nepal are:

- a. Carrying the responsibility of conscious citizen for the promotion of nation and nationality by adopting human values, beliefs and democratic culture.
- b. Fulfill the role of building a civilized, cultured and egalitarian society by embracing diversity, harmony and coexistence by getting acquainted with the national and international environment.
- c. Use of appropriate and relevant language skills with confidence in daily activities.
- d. Effective learning, creative and analytical thinking and exchange of ideas through social interaction and communication.
- e. Use of mathematical concepts, principles and logical skills in solving mathematical problems.
- f. Social relational behaviour using life skills recognizing the identity of life and behaviour.
- g. Decent participation in environment protection and promotion and population management with health awareness.
- h. Analysis of natural and social phenomena, their impact perception & demonstration of positive behavior.
- i. Preparing for a working world with respect to labor.
- j. Development and use of technical knowledge, skills, trends & professional and managerial ability.