UNIVERSITY OF KERALA

Faculty of Education

**M.Ed. Degree Course for Affiliated Colleges
Revised Syllabus (2014)
(final)**

I.   Contents

II. INTRODUCTION

There has been profound change in the context of education as a result of acceleration of the process of globalization and progress brought by the field of Information and Communication Technologies (ICTs) and knowledge management modes. The new technologies and knowledge management systems introduced by them has substantially reduced the burden of human brain which possess the unique ability to think. The capacity of the human brain can profitably be directed to perform the tasks that cannot be done by the machines or the web based knowledge management- like decision making, problem solving and creative thinking. The paradigm shift to 'self education' happened as a result of the introduction of 'students constructing knowledge' in school instruction demands a transformation in the instructional strategies. All these changes the society witnessed in the past decade of 21st Century including technological, socio-cultural, economic, concept of learning and education, have profound implication in the content and process of teacher education. Moreover, our higher education system has failed to provide for training of a cadre of people who can reflect on phenomena related to education at all levels particularly the macro-level. Such personnel are increasingly required for policy formulation, criticism monitoring and evaluation of the education system, perceiving and reporting, the changing pattern of perspectives that transcends day to day concern of classroom teaching. Thus the role, functions and responsibility of teacher education have assumed new directions and naturally face potential challenges. The new / revised syllabus of teacher education should have the capacity to withstand the general criticism occurring after every revision that it is rather flippant and the challenges happened due to the implication of globalization viz:

(1) The emergence of learning societies

(2) The transformation of the nature of work

(3) The progression of social exclusion

The teacher education in this context needs social and professional integration. The aim of the teacher education course offered by the University of Kerala (M.Ed) is based on the conception of "Education as professional preparation for service" or more clearly "Education as preparation of teachers and other professionals for service in the field".

III.   VISION HIGHLIGHTS

The purpose of the course as envisaged by the UGC is *'to develop an educational leader with vision'*. For this the teacher education should have:

1. *Resource-based Learning*

Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community. Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning.

For a teacher education course the resources may be collected from

- o Library- and Online-based Learning
- o Educational institutions or school-based (School-as- laboratory) Learning

2. *Reflective Learning*

The students recall the experiences after the teacher educator has presented a problematic situation. Then there occurs a processing phase. This processing phase is the area of reflection. During this phase the students think about the experience already recalled. They mull it over and evaluate it. This working with experience is called reflective practice that is most important in learning. The reflection helps them formulate hypotheses or assumptions to solve the problem.

Reflective practicums based on each course: Case analysis/case study presented as 'problems' for the student teacher at the initial stage of the course which they need to analyse in the light of theoretical frames associated with it as the course progresses and collecting data if needed from educational institutions (labs) and submit by the end of the semester in the form of a brief report not exceeding 10 pages (hand written). This will help

to bridge theory-practice gap existing in the present teacher preparation programmes. Theory for practice should be the modus operandi for helping student teachers to become teachers of students.

3. *Pragmatic mindset and learning culture*

A pragmatic mindset will help the teachers cope up with the flux of changes happening in the field and to upgrade the standard of teacher education, enhance the professional social status of teachers and develop amongst them a sense of commitment. With a pragmatic mind set the teacher educators' role can be shifted from a teacher to a knowledge worker, consultant and counselor. Teacher educators should internalize their changing roles and be ready to take up a safe position according to their interest and ability by opting a suitable specialization. They have to be lifelong learners to adapt to the new trends, strategies and practices and at the same focus on the indigenous heritage and thoughts which could fit in the local and national situations.

IV.   GENERAL OBJECTIVES OF THE M.Ed PROGRAMME

After successfully undergoing this course, trainee-teacher-educators will be able to:

(i)   understand the Socio-economic-cultural background and academic of entrants to B.Ed course

(ii)   master the methods and techniques of developing competencies, commitments and performance skills of a secondary school teachers explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.

(iii)   appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.

(iv)   understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual emotional and performance skills among secondary pupils, the "Global citizens of tomorrow".

(v)   imbibe the attitudes and skills required of 'life-long learners " on the 'ICT influenced world' of today and tomorrow.

(vi)   acquire the skills required of a 'consumer' and a 'practitioner' of educational research and innovations.

(vii) develop Cyber awareness and know various cyber security measures

V. REGULATIONS FOR THE M. Ed DEGREE PROGRAMME FOR AFFILIATED COLLEGES

1. **Short title**
1.1   These Regulations shall be called University of Kerala Regulations (2014) governing Post Graduate Programme in Education (M Ed) under the Credit Semester System for affiliated Colleges.
1.2   These Regulations shall come into force from the Academic Year 2014-2015 admissions onwards

2. **Scope**
2.1   The regulations for the M.Ed Programme: The regulation provided herein shall apply to the regular post-graduate programme in Education (M.Ed) conductedby the affiliated colleges/Institutions Government/Aided/unaided/ Self-financing, and Constituent colleges of the University of Kerala with effect from the academic year 2014-2015 admission onwards.
2.2   The provisions herein supersede all the existing regulations for the regular post-graduate programme in Education (M Ed) conducted by the affiliated colleges and centres of the University of Kerala, unless otherwise specified.

3. **Definitions**
3.1 '**University**' means University of Kerala, Thiruvananthapuram, Kerala
3.2 '**Academic Committee'** means the Committee constituted by the Vice-Chancellor under this regulation to monitor the running of the Post-Graduate programme in Education under the Credit and Semester System (M.Ed-CSS) for Affiliated Colleges. The ex-officio Chairperson of the Committee will be the Dean, Faculty of Education.
3.3 '**Programme'** means the entire course of study and Examinations spread over the stipulated semesters, according to the regulations of the respective course of study, the successful completion of which would lead to the award of a degree
3.4 **'Duration of Programme'** means the period of time required for the conduct of the programme. The duration of M.Ed programme shall be of 2 semesters.
3.5 '**Semester'** means a term consisting of a minimum of **400** contact hours distributed over 100 working days, inclusive of examination, distributed over a minimum of 20 academic weeks.
3.6 **Academic Week'** is a unit of five working days in which distribution of work is organized   from day-one to day-five, with five contact hours of one hour duration on each day. A sequence of at least 20 such academic weeks constitutes a semester
3.7 **'Core Subject'** means a subject from among the subjects which are compulsory as specified for all students undergoing the M.Ed. programme.
3.8   **Elective subject:** An elective subject means a subject listed in the subjects of specialization in the M.Ed. programme.
3.9 **'Subject'** means a complete unit of learning which will be taught and evaluated within a semester.
3.10   '**Credit'** is the numerical value assigned to a subject according to the relative importance of the content of the syllabus of the programme**.**
3.11   **Academic Advisor'** means a teacher nominated by the Department/College Council, who will advise the student in the choice of his/her courses and other academic matters.

4. Eligibility for admission, and reservation of seats

4.1   Eligibility of admission, Norms for admission, reservation of seats for the M.Ed Degree Programme shall be in accordance with the University/Govt./NCTE norms from time to time.

4.2 Candidates seeking admission to M.Ed programme must possess a B.Ed Degree of the University of Kerala or of any other B.Ed Degree recognized as equivalent thereto by the University of Kerala, with a minimum of 50% marks in aggregate.

4.3 Candidates shall satisfy all the academic eligibility requirements at the time of notification for admission.

4.4 The number of seats reserved under community, merit and open merit at various colleges shall be made on the basis of the criteria stipulated by the University of Kerala. 3% of the total seats shall be reserved for the physically challenged candidates.

5. Mode of selection and weightage of marks

5.1 The total marks obtained for the B.Ed Degree Examination (out of 1000) shall be the basis for selection.

5.2 An additional weightage shall be given to the candidates with Post Graduate Degree (MA/MSc/M.Com) in the respective area of specialization at B.Ed while preparing rank list. The weightage shall be of 15 marks for those having first class with distinction/ 10 marks for those having first class/ 5 marks for those having second class and 3 marks for those having a pass in the respective Post Graduate Examination.

5.3 Relaxation of 5% marks for the SC / ST candidates and 2% marks for SEBC candidates/relaxation as per the norms of Govt. shall be allowed.

5.4 Weightage of 2 marks for every year of approved Teaching experience in Govt. / aided / recognized institutions subject to a maximum of 10 marks. No weightage shall be given to teaching experience of duration less than 6 months. The weightage shall be given on the basis of an Experience Certificate produced which is countersigned by an authorized Official Signatory such as the AEO/DEO/DDCE/DHSE/DVHSE. Experience shall to be counted in completed months. [$(2/12)$ x (X), where X is the number of months of service]. Days will not to be counted.

6. Registration

6.1   The strength of students for the M.Ed programme shall remain as per existing regulations.

6.2   Each student shall register for the courses in the prescribed registration form in consultation with the Academic Advisor within two weeks from the commencement of each semester. Academic Adviser shall permit registration on the basis of the preferences of the student and availability of seats.

6.3   The number of courses/credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.

6.4   A student can opt out of a course/courses registered subject to the minimum credits requirement, within seven days from the commencement of the semester.

6.5   The college shall send a list of students registered for each programme in each semester giving the details of courses registered including repeat courses   to the University in the prescribed form within 20 days from the commencement of the Semester.

6.6   Those students who possess the required minimum attendance and progress during the first semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

7. Attendance

7.1 Each semester shall be taken as a unit for the purposes of calculating attendance. A student shall be considered to have put in the required attendance for the Semester, if he/she has attended at least 75% of the number of working periods (lectures, seminars, practical & field work taken together) during each semester.

7.2 The shortage of attendance may be condoned as per the rules of the University by the Vice-Chancellor on the recommendations of the Principal of the college and on payment of fee prescribed by the University from time to time.

7.3 Students who secure the minimum attendance of 75% in the first semester and register for the University Examination alone can continue in the second semester.

7.4 There shall be a uniform academic and examination calendar prepared by the University for the conduct of the programmes. The University shall ensure that the calendar is strictly followed.

8. Medium of instruction and Examination

8.1 The medium of instruction and examination of the course shall be in English except for the elective subjects offered in Malayalam, Hindi, Sanskrit, Tamil and Arabic. However, those candidates who desire to prepare the research tools for Data collection are permitted to prepare it in Malayalam or in any other language but the English version of the same must be appended in the dissertation.

8.2 A student has to earn 36 credits for successful completion of the course**.** For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate with a minimum of 40% in each Theory Paper in the External Examination of the University There is no minimum for CE and other practical courses in both the semesters. Marks for CE and Practical courses have to be given to various categories on the basis of proper guidelines and criteria. Detailed records have to be maintained by institutions in each case.

8.3 In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to re-appear for all papers to secure a pass in that semester.

8.4 A candidate cannot appear for two semesters in two different schemes. In case such a situation arises, the candidate has to cancel the First semester already appeared or studied and has to take re-admission to the First semester in the revised scheme.

8.5 **Dissertation/Thesis:** Each student shall submit a thesis at least 15 days before the commencement of the second semester Examinations. The thesis should be on some

educational theme ordinarily related to the candidate's field of specialization approved by a committee consisting of Dean, faculty of Education, Principal and teachers of the M.Ed. Faculty. The report should be approximately between 10,000 to 20,000 words depending on the nature of the topic. The Thesis shall be written in English. Four copies of the thesis will have to be submitted with four copies of Summary and a soft copy

8.6 **Results:** The results should be published within one month after the completion of each semester Examination or as per the norms of the University. No classification of result will be done during the first semester. The classification of the result will be done after combining the marks of first and second semester . The classification of results will be as follows.

First class with Distinction	Marks 80% and above
First class	Marks 60% and above, but below 80%
Second class	Marks 50% and above, but below 60%
Failed	Marks below 50%

8.7 Candidates who passed the M.Ed. Degree in subsequent appearance will also be given the benefit of classification.

8.8 The marks secured in subsequent appearance(s) may be considered for classification alone, and not for ranking.

9. Readmission:

9.1   Those candidates who discontinue the course for valid reasons can be given the provision of readmission as long the scheme exists, with prior order of the University of Kerala*.*

10. Transitory Regulations

10.1   Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall redo the course and take the examinations subsequently according to the changed syllabus / regulations*.*

VI.   SCHEME OF THE PROGRAMME

The M.Ed. programme shall include

(a) **Core Subjects** are compulsory for all students
The core subjects in Semester I:
  i.   (CS1) Research Methodology and Statistics for Education
  ii.   (CS2)Advanced Educational Psychology
The Core Subject in Semester II:
  iii.   (CS3)Philosophical and Sociological Foundations of Education

(b) **Elective Subjects** are allotted as per the optional subject studied for B.Ed or as general supplement for Specialization as per the

choice of the student. The Elective subjects for the First Semester are given in two categories, of which the students can select one from each category. For the Second Semester, the electives will be allotted as per the optional of the candidate for the B.Ed and also there is a choice of general subjects for others. The Elective Subjects shall be allotted as per the availability of facility at the institution on recommendation of the academic advisor of the College/institution. The Elective Subjects offered for the M.Ed Programme of affiliated colleges are given below:

For Semester I, the electives are given in two categories:
Category I →

1. (ES1)Techniques of Evaluation and Test Construction
2. (ES2)Educational and Vocational Guidance and Counseling

Category II→

3. (ES3)Teacher Education
4. (ES4)Educational Technology

For Semester II, the Electives are:

5. (ES5)Mathematics Education
6. (ES6)Science Education
7. (ES7)English Language Education
8. (ES8)Hindi Language Education
9. (ES9)Malayalam Language Education
10. (ES10) Social Science Education
11. (ES11)Commerce Education
12. (ES12)Early Childhood Education
13. (ES13)Sanskrit language Education
14. (ES14)Tamil language Education
15. (ES15)Arabic language Education
16. (ES16)Geography Education

(c) **Dissertation and Viva-Voce**
Each student has to submit a Thesis on an Educational theme ordinarily based on the candidate's field of specialization. The candidate has to do the dissertation work under the guidance and supervision of a faculty member of the College. Report should be approximately in between 10000 to 20000 words depending upon the nature of the topic. For evaluating the Thesis, there will be external and internal evaluation by two experts followed by a viva-voce. The Viva-voce will be based on Research methodology and the Thesis

Detailed Semester wise Scheme of the M.Ed   Programme

Semester I							
Nature of the Paper	Name of the paper	Total credits	Assignments/ Seminars	Reflective Practicum	CA Max marks	EE Max marks	Total Max marks
Core Subject -1	Research Methodology and Statistics for Education	4	Min. 2	2	30	70	100
Core Subject -2	Advanced Educational Psychology	4	Min. 2	2	30	70	100
Elective Subject-1	(ES1)Techniques of Evaluation and Test Construction / (ES2)Educational and Vocational Guidance and Counseling	4	Min. 2	2	30	70	100
Elective Subject-2	(ES3)Teacher Education / (ES4)Educational Technology	4	Min. 2	2	30	70	100
Total		16			120	280	400
Semester II							
Core Subject -3	Philosophical and Sociological Foundations of Education	4	Min. 2	2	30	70	100
Elective Subject-3	Mathematics Education /Science Education/English Language Education /Hindi Language Education/Malayalam Language Education/ Social Science Education/Commerce Education/Early Childhood	4	Min. 2	2	30	70	100

	Education/Sanskrit language Education/Tamil language Education/Arabic language Education/Geography Education							
Dissertation		12					250	250
Viva voce							50	50
Total			20			60	440	500
Total of Sem I &II			36					900

VII.   STRUCTURE OF THE PROGRAMME:

The M.Ed Programme is designed as a One year programme in two semesters

Semester I→ 4   Subjects :
2 Core Subjects   - 4×2 = 8 credits
2 Elective Subjects   - 4×2 = 8 credits
Total   = 16 credits

Semester II→ 2   Subjects +1 Dissertation
1 Core Subject: - 4X 1= 4 credits
1 Elective Subject   - 4X1 =4credits
1 Dissertation :   = 12 credits
Total   = 20 credits
Total : 16+20 = **36 credits**

Practicals/ Practicum
• Two Reflective practicums per Subject shall be done through field experiences and case studies
• For data collection of the dissertation project work: 20 working days (4 weeks)

1.   Course Framework:

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              ┌─────────────────┐
              │      MEd        │
              │ Course Framework │
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MEd Course Framework

Semester I → ← **Semester II**

CS(1) &CS(2)
ES(1)&ES(2)

CS (3)
ES(3)& PRJ
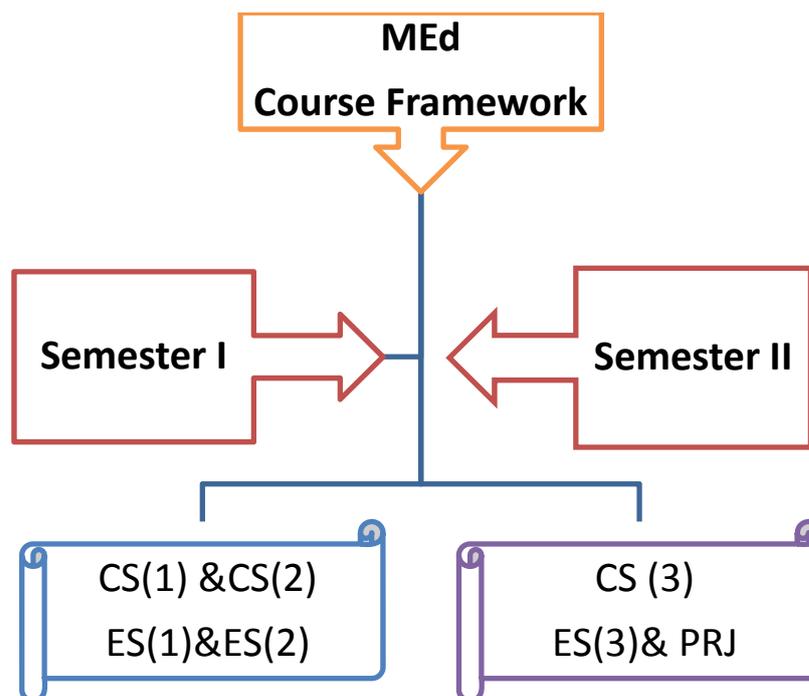
2. **Abbreviations** *Used*

Course Category	
CS	Core Subject
ES	Elective Subject
PRJ	Project Work/Dissertation
CA	Continuous Assessment
EE	End semester Examination

Contact Hours	
L	Lecture
T	Tutorial
P	Practical or Other
Lib	Library
ST	Self Study

3. **Assessment**

Components for Each Paper			Relative Weight	
IA	Internal Assessment			30%
	A&CP	Attendance &Classroom Participation	5%	
	RP	Reflective Practicum	10%	
	A/SEM	Assignment/Seminars	5%	
	MST	Mid Semester Test	10%	
ESE	End Semester Exam			70%

Components for Project			Marks	
PRJ	Dissertation evaluation & Viva voce			300
		Dissertation	250	
		Viva voce	50	

4. Subject Weightage and Marks

Semester	Working days	Details of subjects	Working Hours/week			Total Marks
			L	T	P	
I	100	CS(1)	3	2	-	100
		CS(2)	2	2	2	100
		ES (1)	2	4		100
		ES(2)	2	4	-	100
Sub total-SemesterI			10	8	2	400
II	100	CS(3)	3	2	-	100
		ES(3)	3	2	-	100
		PRJ	R. guidance			300
Sub total-SemesterII			6	8	-	500
Total						900

5. Details of Contact teaching hours

Semester	Paper	Contact teaching hours	
Semester I	CS-1(Core Subject)	(60L+40T/P)	100
	CS-2 (Core Subject)	(60L+40T/P)	100
	ES-1(Elective Subject)	(40L+60T/P)	100
	ES-2 (Elective Subject)	(40L+34T/P)	100
Semester II	CS(Core Subject)	(60L+40T)	100
	ES-3(Elective Subject-optional/general)	(60L+40T)	100
	Dissertation: Research guidance is to be given by the supervising teacher in individual tutorial sessions.(Minimum 120 hours) and 180 hours (one month) is to be set apart for field study/data collection	120-180	

In each semester, a maximum of 60 hours may be utilized for Seminar presentations and for conducting internal tests and semester end exams. In the first semester, a few hours (Maximum 30 hours) as is decided by the academic advisory committee of the Institution may be set apart for field work related to practicum.

VIII. TRANSACTION MODE

Group Discussion, Demonstration, Lecture cum Discussion, hands on practice in language laboratory, self- study, peer tutorial, visits to central government institutions and Malayalam language institutes, ICT assisted learning, presentations in seminar, and workshop, Assignments, and Practicum

IX. PATTERN OF QUESTION PAPER

A question paper may contain short essay type questions/problems and long essay type questions, short answer type, Very short answer type and MCQ. Different types of questions shall have different weightage to quantify their range. Weightage can vary for Core Subject and elective subject depending on their comparative importance, but a general pattern may be followed by the Board of Studies.

Model Question Pattern

Part	Type of questions	Weight	No of questions to be answered
A	Long answer (problem solving)	**10**	2 out of 4
B	Short answer (analytical)	**5**	6 out of 8/9
C	Very short answer	**2**	6
D	MCQ	**1**	8
	TOTAL Marks	**70**	**Time: 3 Hours**

DETAILED   SYLLABUS FOR CORE PAPERS
SEMESTER -I

COURSE TITLE:	**1. *METHODS OF EDUCATIONAL RESEARCH AND STATISTICS***	
Credits 4	**Duration in Hours: 100**	**Marks :100**

PART A. METHODS OF EDUCATIONAL RESEARCH

(a) COURSE OBJECTIVES

➢ To understand the meaning and process of research in education.

➢ To select a suitable research problem after consulting various sources

➢ To understand different strategies of educational research.

➢ To understand meaning and techniques of sampling

➢ To understand the characteristics and use of different tools and techniques for data collection.

➢ To prepare a research proposal, dissertation abstract and research article

➢ To prepare a dissertation and understand how to evaluate a research report

(b) COURSE CONTENT

UNIT 1: Introduction to Research in Education   (3 Hours)

- Meaning and definitions of research- Need and significance of research in Education

- Areas/levels of Educational Research-Characteristics of educational research- Steps in conducting research in Education-

- Qualities of good research and researcher- Constraints and limitations

- Ethical issues and its consideration

UNIT 2: Scientific Approach in Educational Research   (9 Hours)

- Purpose and features

- Applications of Scientific methods in education

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- Types of Research –Classification based on: (a) Purpose/nature-Basic/Fundamental/Pure and Applied/Functional research- (b) Method: Experimental, Descriptive and Historical-(c) Type of data: Qualitative and Quantitative- (d) Others: Evaluation, Research and development (R & D), Action research-(e) Eclectic research-mixed method, mixed model and multi-method-
- Interrelations among various types of research.
- Research design-meaning, characteristics and elements

UNIT 3: Research Problem   (6 hours)

- Identification & Selection
- Sources and Criteria
- Statement and its justification
- Delimiting the Research problem
- Characteristics of a good Research Problem

UNIT 4: Review of Related Research and Literature   (6 Hours)

- Purpose and need of literature review
- Selection and Preparation - theoretical and conceptual overview, related literature and studies
- Sources and types: journals, literature, data bases, international abstracts, online-computer assisted searches
- Abstracting and organization of the literature
- Reporting

UNIT 5: Research hypotheses/ Questions   (4 Hours)

- Definition and purpose
- Characteristics
- Types
- Stating the hypotheses/questions

UNIT 6: Sampling   (6 Hours)

- Definition and purpose: population and sample
- Techniques of sampling

- Probability sampling techniques-simple random-stratified-cluster-systematic
- Non-probabilitysamplingtechniques-convenience, purposive/judgmental, snowball, quota sampling
- Errors in sampling and its control
- Rationale for fixing sample size

UNIT7: Tools and Techniques for Data Collection **(8 Hours)**

- Purpose of research instruments
- Characteristics, types, construction and uses of instruments for (a) Observation (b) Interview (c) Survey :Questionnaire, Opinionnaire etc.(d) Self reporting: Inventories, Sociometry etc. (e) Personality measures (f) Intelligence measures (g) Rating Scales (h) Demographic measures (i) Tests (and their types) (j) Focus Group Discussion
- Devising your own instrument and establishing its Reliability, validity and usability
- Digging data from Survey Archives, Written Records
- Recording Content Analysis of Documents/text books and Case studies

UNIT 8: Analysis of Data and Interpretation results **(3 Hours)**

- Analysis and interpretation of data in terms of objectives, hypothesis, limitations of tools and data, earlier findings, unstudied factors, intervening variables
- Interpreting significant and non significant results-generalizing findings
- Methods of collating results obtained: Triangulation, Meta analysis.

UNIT 9: Writing Research Report and its Evaluation **(5 Hours)**

- Writing Style- Organisation of the report- The Use of Headings - Citing and Referencing Sources-Essential Grammatical Considerations-Reporting Numbers and Statistics

- Major Style Manuals/Guides -Chicago manual, Publication/ dissertation Manual of American Psychological Association(APA), MLA (Modern Language Association) Handbook for Writers of research papers, , American Anthropological Association (AAA), American Sociological Association(ASA), Council of Science Editors (CSE) Style etc –

- General manuscript Format followed by the University/ institution- Consult APA 6th Edition(2009) or a latest version for Manuscript Structure and Content- Writing clearly and Concisely-the Mechanics of style- Displaying results-Crediting Sources- Reference Examples

- Reference Management softwares: Mendeley and Zoreto (open source)

- Evaluation of a research report-criteria and norms

- Check for plagiarism

- Anatomy of a Research Article: Abstract- Introduction -Method – Results-Discussion

- Bibliometric and *Scientometric* evaluation-Quality and visibility of publications-citation count.

PART. B. STATISTICS FOR EDUCATIONAL RESEARCH

(a) COURSE OBJECTIVES

➢ To understand and use descriptive statistical techniques in educational research

➢ To understand and apply infer entail statistics (Parametric and non-parametric) in educational research

➢ To interpret results obtained through different techniques of analysis of data

➢ To draw generalizations on the basis of results of a research study

(b) Course Content

UNIT 1: Understanding Research Results   **(20 Hours)**

- Analyzing the Results of Research Investigations -Comparing Group Percentages -Correlating Individual Scores- Comparing Group Means –
- Frequency Distributions -Frequency Polygons -Histograms
- Descriptive Statistics Versus Inferential Statistics
- Descriptive Statistics -Central Tendency-Variability
- Graphing Relationships
- Inferential Statistics -Hypothesis Testing- Probability - Sampling Distributions
- Issues in Decision Making -Correct Decisions -Type I and Type II Errors - Examples of Type I and Type II Errors
- Choosing a Significance Level
- Interpreting Non-significant Results
- Quantitative Versus Qualitative Results

UNIT 2: Statistics   **(25 Hours)**

- The *t-* Test
- Statistical Phrases
- Analysis of Variance: The *F* Statistic
- Correlation Coefficient -Indexing the Strength of a Relationship -Graphing Correlations With Scatter plots -Interpreting Correlations -Restriction of the Range -Curvilinear Relationships -Significance of a Correlation Coefficient -Spurious Correlations and the Third Variable Problem -Partial Correlation and the Third Variable Problem-Correlation Coefficients and the Correlational Method -Effect Size -Advanced Correlational Techniques - Regression Equations -Multiple Correlation
- Structural Equation Models
- Selecting Statistical Tests

UNIT 3: Computer Analysis of Data   **(5 Hours)**

- Computer data management- Possibilities of utilizing Softwares available for analysis of Social science data –SPSS, STATA and R.

- Cyber security-Cyber ethics

Reflective Practicum (any two selecting one each from SectionA and B)

<u>Section A</u>

- Developing a research tool following standard procedure

- Development of a research proposal for M.Ed Dissertation and its seminar presentation

<u>Section B</u>

- Review of two published papers one quantitative and the other qualitative

- Review of M.Ed or an M.Phil or a Ph.D dissertation

- Selection of a problem and developing a research design

- Prepare a paper interpreting graphical representation of data given in an official research document like NSSO database, Census report, Economic Surveys, Sarvekshana etc.

- A critical presentation of the use of statistical techniques in testing hypothesis in a research report

- Preparation of research abstract (at least five)

- Preparation of a sample research article

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First Semester M.Ed Degree Examination for Affiliated Colleges

MODEL QUESTION PAPER

CS-1: METHODS OF EDUCATIONAL RESEARCH AND STATISTICS

Time : 3 hours   **MM: 70**

PART A

(Answer *any two selecting one* question from each group ,10 mark each)

1 a.   What are the different types of research methods used in Educational

Research? Briefly explain any one with an example

OR

b. What do you mean by 'Research Design'? Develop a research design for a
study :'School determinants of Educational Outcomes'.

2   a. What   are the characteristics of normal probability ? Illustrate any one
application of the normal probability curve.

OR

b. What are the possible explanations for correlation among variables?

How can you investigate this relationship using a statistical procedures?

Part B

Answer any six questions selecting three from each group (*five* marks each)

Group I

1. What do you understand by historical research? How the authenticity of
data is established in historical research?

2. What are the different types of research methods used in Educational
research? Briefly explain any one

3. What are different quantifying methods used in research? Why is it
necessary to quantify the data?

4. How is census survey different from sample survey? Give two examples where sample surveys are used.

5. What is a hypothesis? Where does a researcher get ideas for a hypothesis?

Group II

6. What is meant by validity of a measure? Distinguish between face validity and construct validity.

7. What factor determines whether a *t* test or an *F test* is the appropriate statistical test?

8. What does a standard error of mean? How is it calculated?

9. What is a regression equation? How would an employer or a school psychologist use a regression equation?

10. What is the difference between the correlation method and a correlation coefficient?

(5X 6=30 marks)

Part C

Answer a*ll* questions (*two* marks each)

11. Describe the four phases of evaluation research.

12. Provide two examples for developmental research

13. What is trend analysis?

14. The results of a statistical test are listed below. Arrange the information in a statistical phrase.

Value of *t* calculated from the raw data: 3.10, Degrees of freedom: 18
Probability level: .01

15. Define systematic variance and error variance

16. What does it mean if results are significant at the .001 level?

(2X6=12 Marks)

Part D

Choose the correct answer (one mark each)

17. The quality of research is judged by the

       a. the relevance of research

       b. methodology adopted in conducting the research

       c. depth of research

       d. experience of researcher

18. Which of the following is a form of research typically conducted by teachers, counselors, and other professionals to answer questions they have and to specifically help them solve local problems?

       a. Action research

       b. Basic research

       c. Predictive research

       d. Orientation research

19. The idea that knowledge comes from experience is

       a. rationalism

       b. deductive reasoning

       c. logic

       d. Empiricism

20. Which section of the research plan gives a detailed description of the research participants?

       a) Introduction

       b) Methodology

       c) Data analysis

       d) Discussion

21. A variable that is presumed to cause a change in another variable is called

       a) a categorical variable

       b) a dependent variable

       c) an independent variable

       d) an intervening variable

22. A positive correlation is present when

    a. two variables move in opposite directions.

    b. two variables move in the same direction.

    c. one variable goes up and one goes down.

    d. several variables never change.

23. The per capita income of India from 1950 to 1990 is four times. This study is

    a) Social

    b) Horizontal

    c) Longitudinal

    d) Factorial

24. To study the relationship of family size with income a researcher classifies his population into different income slabs and then takes a random sample from each slab. Which technique of sampling does he adopt?

    a) A Random Sampling

    b) Stratified Random Sampling

    c) Cluster Sampling

    d) systematic Sampling

(1X8=8Marks)

COURSE TITLE:	2. *ADVANCED EDUCATIONAL PSYCHOLOGY*	
Credits-4	**Duration in Hours: 100**	**Marks :100**

(a) **COURSE OBJECTIVES**

- To understand and evaluate the contributions of various theories related to different aspects of development
- To understand the concept of personality and different theories of personality
- To familiarize the different techniques and methods of personality assessment
- To develop an understanding of the concept of individual difference
- To understand the concept and process of creativity
- To understand, appreciate and synthesis the concepts and principles of major theories in explaining intelligence and their implications
- To understand the applications of the theory of Multiple Intelligences in classroom
- To practice the use of various intelligence tests (at least two practicals)
- To understand and apply various aspects of cognition- Thinking, Reasoning, problem solving and meta cognition
- To develop an understanding of the learning process, theories of learning and their implications for teaching
- To understand the nature, type and causes of learning disabilities and remedial strategies
- To develop the concept that motivation is the basic to all teaching- learning process
- To understand various instructional strategies and their implications for educational practice

- To understand the nature and process of adjustment, the mechanism of effective adjustment; maladjustment, types, causes and means to promote mental health
- To understand ethical responsibilities for better educational practice
- To have an awareness of the cyber security and cyber crimes

(b) COURSE CONTENT

UNIT 1: Perspectives in Advanced educational Psychology (2 Hours)

- Educational Psychology with respect to the learners, teachers, teaching-learning process and effectiveness-Approaches with special reference to Humanistic approach and Cognitive Psychology

UNIT 2: Development of the Learner   (12 Hours)

- Different of stages of development
- Language development (Piaget, Vygotsky, Chomsky)
- Cognitive development (Piaget and Burner)- Sternberg's information processing approach
- Emotional development (Bridges)
- Moral development (Piaget and Kohlberg)
- Psycho-socio development (Erickson)
- Socio-cultural perspective (Vygotsky)

UNIT 3: Personality and Self-Concept of the Learner   (12 Hours)

- Personality-concept and meaning
- Theories and approaches to personality- Allport, Cattell, Eysenck, Freud, Jung, Adler, Maslow and Rogers
- Assessment of personality- objective and solo methods
- Concept of self-development (Roger's Theory)

- Integrated personality and Deviant Personality

UNIT 4: Individual difference (6 Hours)

- Concept of Exceptional children- gifted and differently abled- Different categories of exceptionality

UNIT 5: Intelligence and Cognition (12 Hours)

- Changing concepts of intelligence
- Compare the theories of intelligence by Spearman, Thorndike, Thurstone, Burt, Vernon, Guilford, Cattell, Sternberg and Gardner
- Influence of Multiple intelligences on learning- Classroom possibilities
- Concept of Emotional Intelligence (EI) and Emotional Quotient(EQ)

UNIT 6: Cognitive Skills Development (12 Hours)

- Cognition and Metacognition, Brain based Learning
- Thinking- Concept and types-Scientific thinking
- Reasoning- meaning-types
- Problem solving-strategies
- Creativity- Instructional Strategies for promoting creativity
- Analytical/ Synthetic thinking

UNIT 7: Theories of Learning (16 Hours)

- Behaviouristic, Cognitive and Constructivist theories of learning
- Transfer of Learning/ Training- theories of transfer
- Learning Disabilities- Strategies for the learning disabled

UNIT 8: Motivation (12 Hours)

- Intrinsic and extrinsic
- Theories of motivation: Maslow, McClelland, Attribution Theories (Bernard Weiner, Fritz Heider and Rotter)
- Techniques for enhancing Motivation

UNIT 9: Adjustment, Maladjustment and Mental Health (12 Hours)

- Concept of Adjustment and Maladjustment

- Concept of mental disorder causes, symptoms and prevention
- Concept of mental hygiene and mental health
- Factors influencing mental health
- Measures to maintain mental health/ Conflict Management/ Stress Management
- Emotional Education, Life skills

UNIT 10: Ethical Responsibilities

(4Hours)

- Professional ethics of teachers
- Code of conduct for teachers and learners
- Prevention of cyber crime-cyber security measures-Social responsibility

Reflective Practicum (any two selecting one each from Qn I & II)

I.   To develop and administer any two of the following:
   a. Verbal test of Intelligence
   b. Non verbal test of Intelligence
   c. Personality test
   d. Adjustment Inventory
   e. Attitude scale
   f. Aptitude test
   g. Interest inventory

II.   Review of any 2 recent researches/Articles in Educational Psychology
III. Conduct one case study

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MODEL QUESTION PAPER

CS-2: ADVANCED EDUCATIONAL PSYCHOLOGY

Time : 3 hours   **MM: 70**

PART A

(Answer any **two questions 10 marks each**)

1. Compare Thorndike's and Hulls theory and state how Hull has brought precisions to Thorndike's concepts

2. How do you understand the personality of an individual through type and trait Theory?

3. Explain the role of motivation in learning. How can you apply Maslow's theory in Classroom teaching?

4. Individual is a product of nature and nurture. Substantiate.   **(2 x 10=20 Marks)**

PART B

(Answer any **six questions 5 marks each**)

5. .Explain Gagne's hierarchy of learning.

6. What is integrated personality? What are its characteristics?

7. Define thinking reasoning and judgment. Explain each with an example.

8. What is Guilford structure of intellect?

9. Write a note on behaviourism.

10. What are the principles of development?

11. Explain projection and identification with examples.

12. Evaluate the importance of clinical method in Psychology.

13. What do you mean by Group Dynamics? Bring out its educational
implications.

(6 x 5=30 Marks)

PART C

(Answer any all questions 2 marks each)

14. Name the four pillars of education.

15. Write a short note on scope of educational psychology.

16. Mention the types of learning curve.

17. Mention the main types of observation.

18. Describe the characteristics of Creative personality.

19. Which are the operations involved in operant conditioning.   (6 x 2=12 Marks)

PART D

(Choose the best Answer from the options given 1 mark each)

20. The main proponent of the Cognitive Theory of teaching is
    a) N. L. Gage.
    b) Shiv Kumar Mitra.
    c) B. F. Skinner
    d) McDonald

21. The memory that refers to our memories of meaningful facts, rules, definitions, concepts and principles is termed as
    a) semantic memory
    b) episodic memory
    c) procedural memory
    d) None of the above

22. The students or individuals may develop beliefs (positive or negative) about their own ability to cope effectively in a variety of situations. This can be termed as
    a) self-efficacy
    b) self regulation
    c) ego
    d) confidence

23. The most appropriate meaning of learning is
    a) Inculcation of knowledge
    b) Modification of behavior
    c) Personal adjustment
    d) Acquisition of skills

24. Which of the following description/s apply in context of constructivist approach and Cognitive Theory of learning?
    a) learners as active participants in learning process
    b) learners are always seeking to interpret
    c) learners are to use multiple sources of information
    d) All of the above

25. Which of the following explains the mental growth most suitably?
    a) A growth patterns runs parallel to the physical growth.
    b) It is an erratic pattern
    c) It is not an erratic pattern
    d) Uniform rise to the middle teens and gradual leveling of during middle twenties

26. Who among the following is described as "Father of Psychoanalysis" is
    a) Erik H. Erikson
    b)]ean Piaget

c) Jerorne S. Bruner

d) Sigmund Freud

27. According to Francis Gallon, heredity does not go to immediate parents but to remote ancestors. Only 50% of the heredity is due to

a) Parents

b) Great-grand parents

c) Grand parents

d) None of the above

(8X1=8 Marks)

X. Detailed Syllabus for Elective Subject:1, Semester- I

COURSE	1. *Techniques of Evaluation and Test Construction*

TITLE:		
Credits 4	**Duration in Hours: 100**	**Marks :100**

(A) **Course Objectives**

To enable the student with the ability to:

1. understand the basic concepts and practices adopted in educational measurement and evaluation

2. understand relationship between measurement and evaluation in education and the existing models of evaluation

3. use various tools and techniques of measurement and evaluation

4. develop skill and competencies in constructing and standardizing a test

5. develop the skill of analysis interpretation of test results.

6. acquaint the students with the recent development in the theory and research bearing on modern evolution

7. understand how various requirements of education and measured evaluation and their results are recorded to help learners.

(b) **COURSE CONTENT**

UNIT 1 : Nature of Evaluation: **(10 Hours)**

a.   Measurement and evaluation, historical development of measurement and evaluation, measuring instruments, classification of tests,

b   Criteria in the evaluation of education, defining educational objectives in terms of behavioral outcomes, Bloom's Taxonomy of educational objectives. (Revised and Pre revised)

c   Measuring the intellectual outcomes of education, measurement of knowledge, understanding, of thinking skills, of communication skills, and practical skills.

d. The characteristics of a good evaluation tool – validity, reliability, usability, comprehensiveness, objectivity, interpretability.

e. Types of Evaluation – Formative and Summative Evaluation , Continuous and Comprehensive Evaluation, Criterion reference and norm reference evaluation.

UNIT 2 :Models in Educational Evaluation (5 Hours)

3D Model, Total Reflection model and Individual judgment model.

UNIT 3 :Tools of measurement and evaluation (10 Hours)

Teacher made and standardized evaluation tools ,Limitation of standardized tests for classroom use.

Essay test, objective test, questionnaires, attitude scales, rating scales, schedules, inventories, performance tests, Sociometry.

UNIT 4: Test Construction and Standardization (15 Hours)

a. Construction and standardized of evaluation tools like tests, questionnaires, scales, inventories etc.

b. Construction and standardization of Achievement tests.

c. Types (Forms) of items in an Achievement test. Advantages and limitations of different type of items.

d. Diagnostic tests: Difference between Achievement test and Disagnostic test -construction of diagnostic test - analysis and interpretation of diagnostic test results - remedial instruction.

e .Interpreting Test Scores and Norms

(i) Norms – types and uses

(ii) Methods of interpreting test scores, percentile rank, standard score, profiles,cautions in interpreting test scores

(iii) Reporting test results to parents

Types of Evaluation

Formative and Summative Evaluation, Continuous and Competence Evaluation, Criterion reference and Norm reference evaluation

(i)   Measures of Behaviour- situational tests of character- systematic observation - steps to improve observational procedures -Advantages and Limitations - Informal observation - the anecdotal record.

(ii)   Self appraisal techniques: Questionnaires - Biographical data Blank - interest inventories — The Strong and Kuder inventories, construction of interest inventories - The Minnesota Multiphsic personality inventory - attitude scale -Likert's method- Thurston's technique of construction of attitude scales.

(iii)   Projective techniques : The Rorschach Inkblot Test - The Thematic Apperception Test- Word association test - sentence completion test.

UNIT **6 : Measuring Intelligence**   **(15 Hours)**

<u>Individual Tests</u> :Binet tests audits revisions - WAIS - WISE group Tests : Army Alpha - Army Beta

Non-Language and Performance type: Raven's progressive Matrices Test - Bhatia's Battery.

Culture free and Culture fair tests - Cattel I Culture Free Intelligence Test.

UNIT **7: Measurement of Aptitudes**

(15 Hours)

Aptitude: definition _ Aptitude test — types - mechanical aptitude, clerical aptitude, teacher aptitude tests—construction of aptitude tests:

Aptitude test batteries - The differential Aptitude Test Battery and its subtests.

UNIT **8: New trends in Evaluation :**   **(10 Hours)**

Internal assessment and Continuous Comprehensive Evaluation,

Pass-fail system

Multiple marking and Reporting System

Grading - different forms

Semester system and (CBCSS)

Peer evaluation

Self evaluation

Open-book examination

Use of computers in evaluation

Current Measurement Trends and issues.

UNIT **9 :** **Research in Evaluation-areas** **(5 Hours)**

Fixing priorities - Review of research done in the area of educational evaluation in the University.

Practicum (any two)

1. Construct an achievement test and standardize it on a small sample.

2. Construct a diagnostic test for any selected unit of study.

3. Construct an interest inventory and standardizing it on a small sample.

4. Construct an attitude scale and standardizing it's on a small sample.

5. Administer any one intelligence test and interpret the scores

6. Review of any 5 recent researches in educational evaluation.

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First Semester M.Ed Degree Examination for Affiliated Colleges

MODEL QUESTION PAPER

ES-1: TECHNIQUES OF EVALUATION AND TEST CONSTRUCTION

Time : 3 hours   **MM: 70**

PART A

(Answer any **two questions 10 marks each**)

1. Explain the characteristics of a good evaluation tool.

2. Explain the steps in the preparation of Likert type attitude scale.

3. Describe the Differential Aptitude Test Battery and its subtests.

4. Explain the steps in the construction and standardization of an achievement test.

(2X10=20 marks)

PART B

(**Answer any six questions 6 marks each**)

5. Describe revised Bloom's Taxonomy of educational objectives.

6. Differentiate between criterion referenced and non referenced evaluation.

7. Explain the steps in the construction of a diagnostic test.

8. Describe the Rorschach Inkblot Test.

9. Briefly describe research done in the area of educational evaluation in 2013.

10. What are the uses of computers in evaluation?

11. Explain total reflection model in evaluation.

12. What do you mean by systematic observation technique?

(6X5=30 marks)

(Answer all questions 2 marks each)

13. What do you mean by a culture free intelligence test?

14. What are the advantages of objective type test items?

15. Differentiate formative and summative evaluation.

16. What is the procedure to measure practical skill?

17. What are the limitations of SA type items?

18. What do you mean by norms? Which are the different types of norms.

(6X2=12 marks)

PART D

(Choose the correct answer from the given options. Each question carries 1 mark)

19. When a student takes the same test twice it is referred to as?
    A. Post-test
    B. Pre-test
    C. Test-retest
    D. After-test

20. Which type of evaluation is carried out at the end of a course of study?
    A. Summative
    B. Assessment
    C. Formative
    D. A and B

21. Which test is carried out to determine the ability of a learner?
    A. Aptitude   B. Attitude   C. Achievement
    D. Scholastic

22. The verbs write, list, label, and name when used in an examination, test the
    A. Comprehension level   B. Application level
    C. Knowledge level   D. Synthesis level

23. A majority of classroom tasks initiated by teachers in traditional classrooms are usually
    a) low level cognitive processes   b) high order cognitive processes
    c) affective processes   d) both a & b

24. Which aspect of evaluation is used when a teacher ensures that students complete an exercise in mathematics and also makes sure hat instructions are clear and specific?

A. Validity   B. Practicality C. Reliability D. Consistency

25. What does the cognitive domain of Bloom's taxonomy of educational objectives affect in learners?

A. Thoughts   B. Emotions   C. Skills   D. All the above

26. The best remedy of the student's problems related with learning is

(A) Suggestion for hard work   (B) Supervised study in Library

(C) Suggestion for private tuition   (D) Diagnostic teaching

(1x 8=8marks)

COURSE TITLE:	2. *EDUCATIONA L AND VOC ATIONAL GUIDANCE AND COUNSELLING*	
Credits 4	**Duration in Hours: 100**	**Marks :100**

 (a) **Course Objectives**

1 . To understand the basic concepts of Guidance and Counselling.

2 . To understand different types of Guidance and Counselling.

3. To learn about various types of tools and techniques of Guidance and Counselling.

4. To develop the ability to know how to use these tools.

5. To become aware of the different types of problems of adolescents.

6. To understand the different approaches of Counselling.

7. Develop understanding for organizing Counselling services at schools.

8. To understand   about Educational and Occupational Information Service.

9. To become aware of Job Analysis and Job satisfaction.

10. To become aware of Guidance for children with Special needs.

11. To understand the importance of Guidance and Counselling in daily life.

12. To understand the role and responsibilities of the guidance personnel

Course content

UNIT:1 Guidance and Types of Guidance   (20 Hours)

Fundamental concepts of Guidance- meaning, objectives, need and significance –personal, social, psychological, educational, national and universal need.   Characteristics, scope, basic assumptions, basic principles.

Different types of guidance- educational, vocational , guidance in social activities, guidance in use of leisure time, guidance in physical and health activities- Individual and Group guidance- Guidance at primary, secondary and higher level

History of Guidance Movement-Present situations and problems.

UNIT: 2   --Counselling: Tools and techniques   (20 Hours)

Meaning, purpose, elements of counselling, steps in counseling, Approaches to counseling-Psychotherapy and psychodrama

Non testing techniques- counselling interview, observation, anecdotal record, auto biography, case study, sociometry, cumulative record

Testing techniques- intelligent test, aptitude test, interest inventory, achievement test, personality assessment test

UNIT: 3 School Counselling and Counsellor   (15Hours)

School Counselling as a Preventive , Curative & Developmental approach-the school counsellor-qualification, characteristics, duties and functions- Hurdles in organizing School Counselling

Utilizing School resources(Principal, Teachers, Pupil, Personnel Staff), Out of school resources (Parents,community resources). Staff level guidance agencies- National employment services

Designing a comprehensive school counselling programme- delivery of counselling, consultation, coordination, career guidance and advocacy services

Preparation of a Sample Calendar for documenting a time frame for curriculum developers

UNIT: 4   Various Guidance Services   (15Hours)

Essential Guidance Services‑Areas of education process- Curricula (importing subject matter knowledge)-Administrative (Staffing plating, budgeting and building, supervision, etc.)- Pupil personnel (i) Child accounting and regulatory services: registration and admission, attendance, fee, fine, etc., (ii)Clinical services: General health, hygiene, first aid etc., (iii) Guidance services: Orientation service, inventory service, information service, counselling, placement, follow-up, research and evolution).

Individual inventory services, occupational and educational information services, counselling services, placement services, follow-up services, research services.

Setting up guidance services in schools-Guidance and Counselling as a coordinated team process-School- Community - interaction in guidance

Use of media in guidance service-ICT tools and its application in guidance

UNIT: 6 Guidance and Counselling for Children with Special needs

(15 Hours)

Concept of children with special needs, types of children with special needs-learning- disabilities, mental retardation, under-achievers, discrepant achievers, gifted children, backward, vulnerable and at risk children, PH children, juvenile delinquents, children of in-migrant labourers etc.

UNIT: 7 Job analysis   (10 Hours)

Meaning, purpose, job study schedule, job analysis-how to use it, job satisfaction, factors responsible for dissatisfaction in job

Career orientation in schools-organizing capacity building /bridge courses

Guidance -Services in India.

Reflective practicum(any two)

1. Prepare course materials for Child right education in Secondary/higher secondary schools
2. Evaluate the function of Career guidance programme in a school/college
3. Design the plan to set up a capacity building programme/ awareness programme
4. Give counseling to one needy student and prepare a report
5. Critically analyze the recent researches and studies in the area of guidance and counselling

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MODEL QUESTION PAPER

ES:-2: GUIDANCE AND COUNSELLING

Time : 3 hours   **MM: 70**

PART A

(Answer any two questions 10 marks each)

Answer any two questions

1. Describe the structure of guidance services in colleges and universities and enumerate its essential guidance activities.
2. Various philosophical and sociological factors to be considered while giving psychological guidance to disabled children.
3. Briefly explain the various tools and techniques of guidance and counseling.
4. Describe the outline of job analysis. Enumerate the uses of job analysis.

(2 x 10=20 marks)

PART B

Answer any six questions 6 marks each.

5. Define group guidance. How is it used in guidance programme?
6. Describe the procedure of the educational guidance. Indicate the problems of educational guidance.
7. Distinguish between counseling and psychotherapy? Point out the various characteristics of counselling?
8. Explain different types of counselling. Enumerate the difference between individual counselling and group counselling.
9. Explain the current status of guidance in India. What steps can be taken to improve the position?

10. What considerations would you bear in mind in connection with selection of personnel to be guidance workers?

11. Briefly explain the application of ICT in guidance service.

12. What are the essential characteristics expected for a good counsellor?

13. What is cumulative record? How is it useful?

(5x 6=30 marks)

PART C

Answer all questions

14. What is psychodrama?

15. 'Guidance is a team work'. How far do you agree with this statement?

16. What are the hurdles in organizing school counselling?

17. Write any four current strategies of guidance?

18. Differentiate between career conference and career talk .

19. Define 'self-guidance'.

(2x 6=12 marks)

PART D

Answer all questions

20. The founding father of guidance movement is
    (Jimmy Johnson, Frank Parson, Gilbert Wrenn, Carl Roger)

21. The first University Employment Information and Guidance Bureau was set up in India in the year
    (1952, 1971, 1976, 1957)

22. In ratings, some raters have a tendency to rate all individuals low. Such error in rating is
    (Generosity error, Halo error, Stringency error, Logical error)

23. Who coined the term 'Sociometry'?
    (Bradfield, Martin, Moredock, Moreno)

24. The method which is used to place the gifted children in one group and providing enrichment activities all through the school hours is

(Ability grouping method, Cross-sectional grouping method, Acceleration method, Enrichment method)

25. WAIS and WISC are tests of

(Personality, Interest, Intelligence, Aptitude)

26. A person's position and status within his group is measured by

(Situational test, Sociometric methods, Psychometric methods, Clinical interviews)

27. The "cradle of vocational guidance" is

(America, Russia, India, Britain)

(1x 8=8marks)

COURSE TITLE:	1. *EDUCATIONAL TECHNOLOGY*		
Duration in Hours: 100	**Credits :4**		**Marks :100**

Course Objectives

After completing this course the students will be able to

* develop awareness of the importance of technology in Education.

* understand the modern technological developments in Higher education.

* know the instruction design and models of development of self-instructional materials.

* develop skills in production, selection and evaluation of educational materials.

* develop skill in production of different types of instructional materials.

∗ develop favorable attitude towards using new educational media.

∗ know the recent innovations, trends and future perspectives of Educational Technology.

∗ understand the concept of e-education and design patterns of courseware.

∗ to explore the technological advancements for improving the teaching-learning process.

∗ Use e-sources for carrying out educational research.

∗ Understand the need for cyber security and information security.

Course Content

UNIT 1: Concept, Scope and Theoretical Bases

- Different approaches
- Development of the main concerns of ET-The Elton Model.
- Physical science approach, behavioral science approach and systems approach;
- Hardware software approach.
- Theoretical Bases
- A fresh look at learning –Skinner's response centered approach, Gagne's hierarchical approach, Ausubel's learning categories, Bruner's structure of knowledge, Cognitive learning, Piaget's learning stages
- Transactional usage of educational technology
- Integrated, complementary, supplementary and standalone

UNIT 2: Media in Education

Dale's cone of experience , Finn's categorization : low technology medium and high technology medium

- A-V media – historical perspective
- Audio Media – Podcast-script writing ; Audio production stage- pre production, post-production and practices ; Audio conferencing/Teleconferencing and Interactive Radio conferencing
- Video – Educational television; Video conferencing, Video script writing
- Simulations, games, animated films- uses and advantages
- Media selection criteria- factors in selecting media, schematic aid for media selection developed by Briggs.
- Internet, internet enabled e-content – using internet as an exploration tool – virtual lab, virtual field trip. Use of internet and web accessibility – computer supported co-operative work,collaborative internet tools/technologies – e mail, knowledge blocks, blog, video conferencing, world wide web. Mobile learning, , eduwiki.

UNIT 3: Communication Technology

- Classroom Communication

- Factors affecting classroom communication; forms of teacher-pupil interaction; observation schedules of interaction-OSCAR, Bales, FIACS and VICS interaction matrix analysis; modification of teacher behavior.
- Group Instruction
- Characteristics and patterns; small-group and large -group instruction; Group Learning techniques - general features and main GL techniques

UNIT4: Information and Communication Technology in Education

- Changes and challenges, role of ICT in humanizing education
- Role of ICT in education of disadvantaged and disabled-Incorporating technologies for pupils with diverse needs, special technologies for students with diverse needs – Assistive technology, special technology – visually impaired, hearing impaired.
- ICT in educational management
- Diffusion theory and instructional technology
- Academic and research content on the web- online journals and abstract services
- Blended learning- meaning and concept
- Scope of computers and communication technology
- Computer based examination.-concept - preparation

UNIT 5: e-learning and instructional design

- Introduction to e-learning-concept and nature, definitions, meaning, modes, characteristics and benefits
- e-learning tools, preparation
- Multimedia approach- Designing multimedia package-Overview of Models of instructional design- ADDIE Model, Dick and Carey Model
  - Instructional Design for competency based teaching
  - Webinars-concept, uses
  - Concept of Learning Management System (LMS). MOODLE- its application in classroom.

UNIT 6: Cyber security and Information security

Concept, need and significance, Internet safety in the classroom, Legal and ethical issues- Copyright, Hacking, Netiquette, Pirated materials

Cyber security measures in the context of Teacher Education and Educational Research

Practicum

1. e-learning materials

2. Preparation of Audio Podcasts

3. Preparation of radio and T. V Lessons

4. Observation of classroom interaction using FIACS, V1CS etc,

5. Seminar in new trends in ET

6. Discussion on application of ET in different disciplines

7. Developing instructional strategies and materials for rural school

8. Undertaking research in ET

9. Script writing and production of an educational audio / video programme (a group)

10. Enrolling for online courses

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MODEL QUESTION PAPER

ES-4: EDUCATIONAL TECHNOLOGY

Time : 3 hours   **MM: 70**

PART A
(Answer any **two questions 10 marks each**)

1. Discuss the role of ICT in education of pupils with diverse needs with special reference to visually and hearing impaired.
2. Explain Bale's Interaction Process Analysis.
3. What is e-learning? Explain Dick and Carey Model of Instructional Design.
4. Bb

(10X2 = 20 Marks)

Part B

Answer any six questions

Each question carries 5 Marks

5. Briefly explain collaborative internet tools with suitable illustrations.
6. Differentiate low technology medium with high technology medium with suitable illustrations.
7. What are the problems encountered by the teacher in a digital era?
8. Explain system approach to Education.
9. What is blended learning? Give an example from your subject area.
10. Briefly explain Elton Model of evolution of Educational Technology.
11. Discuss the role of teacher as a "Digital Migrant".
12. What is Skinner's response centered approach? Mention the educational implications.
13. Explain the different stages of audio production.

(5X6 = 30 Marks)

Part C

Answer all questions

Each question carries 2 Marks

14. What is Hacking?
15. Suggest any two advantages of educational podcast.
16. What is buzz session?
17. Suggest any two examples for educational e-journals.
18. What do you mean by standalone transactional usage of educational technology.
19. What is webinars?

(2 X 6 = 12 Marks)

Part D

Answer all questions

Each question carries 1 Mark

20. --------------------- is online audio content that is delivered via an RSS feed

   (Video conferencing, Podcasting, Communication, Moodle)

21. Which of the following is an example for LMS?

      (ADDIE,Dick and Cary, Skype, Moodel)

22. Which is currently the most popular method of delivering distance learning courses?

   (video conferencing, broadcast video, teleconferencing, internet)

23. Which of the following is an example for assistive technology?

    (Computer, Screen reader, Chalk board, Text book)

24. Choose the correct expansion of www.

  (World Wide Web, World Width Web, Wide Win Web, Web World Wide)

25. Role play is an example for ………..

   (large group instruction. small group instruction, both small and large group instruction, mass instruction)

26. Aquarium is an example for …………… (direct purposeful experience, dramatised experience, contrived experience, verbal experience)
   ……………….. is a projected aid.   **(1X8 = 8 Marks)**

   (OHP, Black board, Charts)

COURSE TITLE:	2. *TEACHER EDUCATION*	
	Duration in Hours: 100	**Marks :100**

(a) COURSE OBJECTIVES :

➢ To develop an understanding of concept, objectives and principles of teacher education

➢ To acquaint the student with focal points in the development of teacher education in India with reference to its changing concept

➢ To acquaint with existing practices regarding structure, curriculum and assessment of teacher education at different levels

➢ To be aware of the areas of research and experimentation in teacher education

➢ To acquaint with different agencies of teacher education in India and abroad their roles and functions

➢ To understand the ways to enhance the quality of teacher empowerment programmes on novel ideas, transactional modalities and skill development of teacher educators

➢ To understand role of professional organizations in solving major issues and problems of teacher education.

➢ To understand the need for continuing education of teachers and teacher educators.

➢ To understand management of teacher education

(b)COURSE CONTENT

Unit I : Concept, objectives and development of Teacher Education

(15 hours)

Teacher education-concept, origin and development in India –evolution of teacher education-

Pre-post independence scenario of teacher education- objectives-policies and recommendations of various committees and commissions on teacher education-major reforms in teacher education in the post independence period-

Unit 2 : Structure and Curriculum of Teacher Education at different Levels

(15 Hours)

Structure of teacher education — levels and types - one year undergraduate, one year post-graduate and four year integrated.

Salient characteristics of teacher education - relevance, flexibility, integration and interdisciplinary

Nature and concepts of teacher education curriculum at primary, secondary and college level

Pedagogical theory in terms of Reflective practice, learner-activated instruction, constructivist theory and practice, convergent and divergent questioning strategies etc. Methodology of teaching school subjects Practice teaching/ internship other practical work

Socially Useful Productive Work (SUPW) and working with community, physical education, health education.

Unit 3 : Comparison of Teacher Education Curricular Frame works

(10 Hours)

NCFTE frame Work.(2005, 2007,….) comparison of vision, mission and realization- Curricula for TE in Indian Universities–comparison with Curricula for TE of other Asian Countries like Malayasia, Singapore, Seattle etc.

Curricula for different levels of teacher education in developed and developing nations-comparison of teacher education curricula in the state universities of Kerala

Unit4: Assessment in Teacher Education   (15 Hours)

Problems of Assessment, Principles & Strategies of Assessment

Internal vs external assessment (examination)

Critical Analysis of different Programmes like school experience, Demonstration, Criticism, Practice teaching, in teacher education courses: Pre-Primary, Primary & Secondary Level-Identifying theory practice gaps - Evaluation Methods-Evaluation of Practice Teaching / School Experience Programme/ Community living/etc. and their comparative weightage in the makeup of a teacher-State level and National Quality assessment tests for teachers: KTET/SET/NET/SLET/CTET etc-Analysing Multiple data sources for Teacher evaluation-Different levels of teacher Evaluation vs Quality Teaching

Unit 5 : National /State level Agencies for managing Teacher Education

(10 Hours)

Role and functions of National and State Level agencies for managing teacher education

University Grants Commission ((UGC)-National Council of Educational Research and Training (NCERT)-National Council for Teacher Education (NCTE)-Centre of advanced Studies in Education (CASE)-CABE Committee, NIE etc.—

State Councils of Educational Research and Training (SCERT)-Centre of Continuing Education for Teachers (Academic Staff College)-State Board of Teacher education-University Department of Education - Centre for Teacher Education – IASE-College of Teacher Education (CTE), LTTC, TTI, DIET etc

Role of institutional quality maintenance-IQAC-Peer assessment by National Assessment and Accreditation Council (NAAC)-

Management of staff pattern in teacher education-UGC Regulations-qualification and mode of recruitment

Unit 6 : Professional Organizations and Status of Teacher Educators

(10 Hours)

Objectives and activities of Local, State, National, international level professional organization for teacher educators- need for collective and united action by teacher educators for quality of teacher empowerment programmes on novel ideas, transactional modalities and skill development of teacher educators.

Status of Teacher Educators-professional-social and economic - Responsibilities and rights -Opportunities for professional growth -Online professional Development (OPD)-Quality Assurance; Capacity building - Code of ethics and its enforcement -Working conditions, Provision of facilities and equipments

Unit 7: Major Issues and Problems of Teacher Education

(10 Hours)

Quality concerns in teacher education -Isolation of teacher education institutions- Empowering special teachers such as crafts, art and physical education, music etc. and teachers for special education-Issues pertaining to the opportunities for professional development of teacher educators-challenges due to Liberalization, Privatization and Globalization on teachers and Teacher Education- impact of Information and communication Technologies in Teacher Education. Need for Academic Audit/ social audit-capacity building through Pre-service and in-service programmes-excess politics of service/ professional organizations-Lack of co-ordination among different agencies of teacher education

Unit 8. Updating content &Techno-pedagogical skill of Teachers / Teacher Educators

(5 Hours)

Continuing education vs lifelong education-Resource Centres for in service education: Scope and role of SRC, BRC, Cluster Meeting etc.

e-resources for empowerment of teachers- EDUSAT, Cloud Computing, virtual science labs, language labs, learning labs etc.

Unit 9 : Research and Innovation in Teacher Education

(10 Hours)

Nature and scope of research in teacher education in India

Areas, Trends and Problems of research in teacher education.

Innovative/ Best   practices at secondary and elementary level teacher education -

Strategies for Empowering teacher-microteaching, team teaching-.

Innovative teaching and Models of teaching-

Innovations in teacher education at the national and   international levels

REFLECTIVE PRACTICUM (any two)

1. Design and develop a programme frame work for capacity building of teachers of secondary and Higher Secondary Schools
2. Develop components for quality assessment and capacity building of Heads of Secondary and higher secondary school
3. Prepare a report on performance appraisal of any one teacher education institutions at elementary, secondary and University level.
4. Construct a tool for evaluating performance of student-teachers undergoing practice teaching
5. List various professional organization of secondary school teachers and assess the programmes carried out by these organization for academic/administrative enhancement of the members.
6. Critical Review of any 5 recent researches related to Teacher education.

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    NCTE, New Delhi

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MODEL QUESTION PAPER

ES-3: TEACHER EDUCATION

Time : 3 hours   **MM: 70**

Instruction: Answer any one question from part A, any six from part B and all questions from part C and D. Each question in Part A carries 10 marks, part B carries 5 marks and part C carries 2 marks and D carries1marks.

A

1. What are the aims and objectives of Teacher education in India at different levels? How they correspond to the aims and objectives of school education in India?

2. Briefly describe the need and status of Professional organizations in the field of Teacher education

3. Discuss the scope of Innovative practices in Teacher education program.

4. What measures you would adopt for improving the quality of Teacher education program?   (**10x2=20**)

B

5. State the role of internal organizations in the teacher education institutions.

6. What are the major aims of Teacher education in India?

7. Write a short note on the advantages of Seminar.

8. Discuss the scope of ICT in the instruction of Teacher education program.

9. Write a brief note on Accreditation of Teacher education.

10. Briefly describe the need of Team teaching.

11. Explain the need for pre-service education for teachers at higher secondary level.

12. Describe any one model of teaching , establishing its usefulness of in teaching.

13 How will you differentiate between activity centered and experience centered curriculum.   (**6x5=30)**

C

14. What is the difference between symposiums and seminars?

15. What are the different levels of teacher education programs prevailing in India?

16. Differentiate between marks and grades.

17. List four major teaching skills essential for school teachers.

18. List out any four outcomes of group learning.

19. What is meant by competency-based teacher education?   (**6x2=12**)

D

20.In today's society school should give

a. Ornamental base b. Vocational base c. Both a & b   d. activity base

21.The 1968 national policy teacher education adopted by the Indian Government laid stress on the following aspects of teacher's education

a. Adequate emoluments and academic freedom for teachers.

b. Travel allowance and family pensions for teachers

c. In-service training and correspondence education for teachers.

d. Promotion and retirement facilities for teachers.

22. The National Educational Policy of 1979, recommended also about the public schools

a. their uniqueness and traditions have to preserved the interests of the best talents of the country

b. they should be brought under laws and regulations of the government public education system

c. they must be allowed the autonomy that was bestowed on them by the past system of education

d. suitable ratio has to be maintained for admission of middle class and poor student also.

23. The topic method in education should be interpreted

a. a method of development of the syllabus in a subject

b. a concentric approach of teaching the classroom

c. a substitute for the project method of teaching

d. a method suited better for arts subjects as compared to science subjects.

24. Who has signed an MOU for Accreditation of Teacher education Institutions in India

a. NAAC&UGC   b. NCTE&NAAC   c. UGC&NCTE d. NCTE&IGNOW

25. The primary duty of teacher is to
a) raise the intellectual standard of the students
b) improve the physical standard of the students
c) imbibe value system of the students
d) help all round development of the students

26. The primary responsibility of the teachers adjustment lies with

    a)the children
    b)the principal
    c)the teacher himself
    d)the community

27. Which of the following is the active agency of education?
   a. Family b. Social organizations c.. Church   d. Community.   **(8x1=8marks)**

XI.   Detailed Syllabus for Core Subject Semester- II

COURSE TITLE:	1. *PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION*		
Duration in Hours: 100	**Credits :4**		**Marks :100**

(a) COURSE OBJECTIVES

❖ To understand the role of philosophy in shaping education

❖ To critically examine the concepts of education in Indian and Western Philosophical thoughts and to synthesize them

❖ To understand the basic ideas in various philosophies of education

❖ To appreciate the role of philosophy in shaping the human being, implications of philosophy for education, historical trend and personalities in the development of philosophy of education, and the concept of life-long education and value education

❖ To understand the role of sociology in shaping education

❖ To understand the precautions to be taken while making sociological structures in education

❖ To understand the relationship between the school and the family and how to establish co-ordination

❖ To understand various categories of social - change, conditions and social change and the obstacles to social change

❖ To understand cultural variations and commoners in the society

❖ To develop awareness about human rights, child rights, women rights etc.

❖ To appreciate the concept of life-long education and value education, the role of education in social reconstruction, the concept of National

Integration and International understanding, the interplay of socio-political factors in education

(b) Course Content

Unit 1: Philosophy of Education : Meaning and Scope   (3 Hours)

Meaning of Philosophy - Quest of Wisdom, scope of philosophical inquiry, Meaning of education with reference to individual growth and development. Origin and purpose of human existence as the common denominator between philosophy and education, Need for philosophy of Education

Unit 2: Fundamental Philosophical Issues   (10 Hours)

Metaphysical issues

Epistemological issues

Onto- sociological issues

Unit 3: Indian Philosophy and Education   (5 Hours)

The thematic content of the Upanishads and the Bhagavad-Gita Heterodox schools of Indian Philosophy - Buddhism, Jainism and Charvaka, Quranic Monism and Monotheism Christian thought and idea of human services

Unit 4: Schools of Philosophy   (10 Hours)

A short introduction loaner philosophy of education

Naturalism - Contributions of Hegel, Spencer, Sellar. Moore and Tagore.

Pragmatism -Contributions of Peirce, William James, John Dewey, Schiller, Kilpatrick and Gandhi

Idealism-contributions of Descartes Berkeley, Kant, liegef, Sankaracharya, Vivekananda.

Realism - Contributions of Ascham, Montaighe, Bacon, Comenius etc.

Unit 5: Foundations of Curriculum   (5 Hours)

(i) Historical, Philosophical, Psychological, Social, General education, vocational versus liberal education,

(ii) Freedom and discipline

Unit 6:   Humanism and Existentialism   (10 hours)

Meaning and scope of Humanism

Its implication to aims of education

Curriculum and methods of teaching

Meaning and Scope of existentialism

Comparison with metaphysics, existential

Epistemology and educational implications   of existentialism.

Unit 7:   Education and Values   (2 Hours)

Material, Intellectual, Social, Aesthetic, Moral and Spiritual

Unit 8:   Social and Reconstruction Oriented Philosophies   (5 Hours)

Re constructionist (Brahmeld), Communistic (Marx), Concretization (Paulo Freire) Modern Indian Thought. Contributions of Tagore, Mahatma Gandhi, Krishnamurthy, Radhakrishnan

Unit 9:   Sociology of Education   (5 Hours)

Meaning of Sociology - Concept of Sociology and Education, Educational Sociology and Social Foundation of Education - Relation of Sociology of Education with other disciplines - scope and importance of sociology of Education.

Unit 10:   Agencies serving Education   (10 Hours)

(i)   The school: its social function in a modern society

(ii)   The Family: the family in relation to the school, educational attainment and aspiration

(iii)   Peer-group as a. socializing agency

(iv)   Medial/ Voluntary/ non voluntary organization etc

Unit 11:   Education and Culture   (5 Hours)

Meaning and nature of culture, role of education in cultural context, education and cultural change, cultural disadvantage and compensatory education cultural deprivation, cultural sensitivity

Unit 12:   Access, Equity and Excellence   (5 Hours)

Nature and causes of inequality in children's education - protective discrimination. Equalization of educational opportunities in the country : access, enrolment, participation and quality in achievement

A critical examination of the efforts of central and state governments

Unit 13:   Political Ideologies and Education   (5 Hours)

Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration .

Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Discussion on Indian scenario-Constitutional provision for education, Nationalism and Education to all for National integration and International understanding

Unit 14: Social Change and Education   (10 Hours)

(j) Meaning, nature and scope of social change.

Factors responsible for social change

The role of education in social reconstruction with reference to the changing condition in India

Social forces influencing education- globalization, peace &anti terrorism, Secularism, technology and social media

(ii)   Community involvement in education:

Village Education Committees, Parent Teacher Association, Mother Teacher Association (M'TA), Self help groups

De-Schooling of Education and views of Evan Tillich and others

Measures to prevent marginalization of BPL Population (Tribal fisherman etc & other deprived sections)

Unit 15:   Right based approach to Education   (5 Hours)

Human Rights Education, Child Rights, Right to Education Act, Rights for women, destitute, challenged and the vulnerable sections-Role of Flagship programme ICDS in bringing equity and protecting rights

Reflective Practicum (any two)

1. Prepare a paper on comparison of different school of philosophy taken in pairs

2. Prepare a report on the extent which democratic principles of education are maintained in institutions governed by different managements

3. Prepare a report on social composition and structure of a chosen school and social interaction amongst different groups

4. Write an ethnographic description of interaction in an elementary classroom

5. Write a paper on efforts of the central and state governments for equalization

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53. V.P. Bokil : Foundations of Education

54. Brown: Educational Sociology

55. Evan Illich De Schooling Society

MODEL QUESTION PAPER

CS-3: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time : 3 hours   **MM: 70**

PART A

(Answer any **two questions 10 marks each**)

1. Explain the influences of Sociology of education on the various aspects of education. Enumerate the role of Educational Sociology in helping the teacher to perform his/ her role better

   OR

2. Education involves the process of Social Control and Social change. Which of the above functions helps education perform better? Substantiate your answer with examples

3. Explain the important Gandhian principles of Education. Evaluate the extent of implementation of these principles in the present system of schooling in India

   OR

4. How do Idealism, Realism and Pragmatism as Schools of Philosophy, influence the aim of education?

   . **(2X10=20 Marks)**

PART B

(Answer any six selecting any three questions from each Group)

Group I

5. Briefly explain any five Sociological factors that affect education in India.
6. How does education promote modernization?
7. List out the educational functions of
   a. Family
   b. School
   c. Community

8. How does education promote the economic development of a Nation?
9. What are the impacts of changing family patterns on Education?

Group II

10. Explain five major functions of Educational Philosophy

11. How do the principles of Secularism influences the educational system in India?
12. What are the realist tendencies that you observe in the system of Education now prevalent in India?
13. Discuss the epistemology and educational implications of existentialism

(6×5=30)

PART C

(Answer all questions 2 marks each)

14. List the important educational goals of India Society
15. Briefly explain Basic Education
16. What are the adaptive qualities that Indian Society needs to possess if it has to keep pace with the globalised trend in Education?
17. Does Theodore Brameld's Educational Philosophy give any theoretical support on reconstructing Indian Society? Explain
18. Briefly describe the most serious threats to National Integration
19. Define Modernization

(6 ×2=12)

PART D

(Choose the best answer from among the options given, 1 mark each)

20. Dialogue method of discovering the truth, was discovered by
    (a) Saint Augustine (b) Plato (c) Heraclitus (d) Socrates
21. Which of the following is not the function of education?
    (a) Development of Personality (b) Preservation, transmission and advancement of culture (c) Leadership training (d) Economic prosperity
22. Filtration Theory of Education was supported by
    (a) Russell (b) Milton (c) Dewey (d) Kant
23. Modern humanism believes in
    (a) Universal brotherhood (b) Internationalism (c) Human welfare at all costs
    (d) All of these
24. In a Democratic Country, school should reflect
    (a) National aspirations (b) Community related local aspirations
    (c) Both of these (d) None of these
25. Which of the following agency regulates education?
    (a) Church (b) State (c) School (d) Library
26. Which of the following is the characteristic of Culture?
    (a) Continuity (b) Unconscious adoption (c) Growth and change (d) All of these

27. When a person adopts anything from a dominant culture, it is called
    (a) Universalization of culture (b) Acculturation   (c) Cultural Lag (d) None of
        these

(8 × 1=8)

XII. Detailed Syllabus for Electives Semester- II

COURSE TITLE:	1. *Mathematics Education*	
Credits 4	**Duration in Hours: 100**	**Marks :100**

(a) Course Objectives

> To understand the nature of the discipline of Mathematical science In the light of its historical and philosophical background

> To understand the latest theoretical and practical considerations in developing n mathematical curriculum as part of education for development.

> To understand the trends, approaches, theories and strategies in mathematics education.

> To acquaint various technological inputs in mathematics education

> To design and practice instructional strategies and techniques in mathematics education based upon modem innovative approaches and practices

> To practice formative and summative comprehensive evaluation of pupil performance using appropriate tools and techniques:'

> To develop the skill of developing curriculum modules

> To write lessons transcripts / instructional modules in the lines suggested by the various models of teaching

> To develop tools for evaluating altective and psychomotor competencies

> To identity relevant problem leading to search studies in mathematics education and designing and executing appropriate research project

> To develop diagnostic tests for various purposes (Pre-diagnostic, post-diagnostic, etc.,) administer them, interpret the results and design remedial activities.

(b)   Course Content

Unit 1 : Nature, development and objectives of Mathematics Education

(10 Hours)

(a)   Meaning - Factors influencing the direction of mathematics education; the societal need factor, the learner needs factor; and psychological aspects of mathematics Education

(b)   Historical development, of mathematics with special reference to the developments in the 20th century and 21st centaury by Bloom, Whilson and Yager – revised Blooms taxonomy.

(c)   Aims of mathematics education –NCF (2005) and KCF (2007)

(d) Taxonomy of educational objectives - cognitive, affective and psychomotor- specific objectives in the instruction of mathematics

Unit 2: Foundations of Modern Mathematics   (10 Hours)

(a)   Philosophical problems about mathematics a priori and empirical knowledge. Analytical and synthetic knowledge

   Euclidean Geometry - The theoretical frame work; Euclid's   procedure; Euclid's postulates; Euclid's axioms and definitions. Euclid's theorems - a modern view of deductive system -the motive for acclimatizing

   Non-Euclidean Geometry : Euclid's fifth postulate: saeehieri's assumptions; Geometrical system of Lobachevsky and Riemann

(b) Psychological foundations of new approaches to mathematics instruction. The theories and their educational implications of the work of Piaget, Bruner, Gauge Vygotsky, Gardner and Ausubel with special reference to teaching and learning of mathematics.

Unit 3 : Curriculum   (10 Hours)

(a)   Meaning, changing curriculum patterns, curriculum as a course of study, as courses offered planned experience, subject matter content.

(b)   Curriculum process: aims, goals and objectives; selection of learning experiences; selection of content organization and integration of experience and content evaluation

(c)   Forces directing curriculum revision need for changing mathematics curriculum; social needs, developments in the nature of the discipline of mathematical science; developments and innovations in pedagogy, need for coping up with international norms.

(d)   Evaluation of the curriculum : need, nature and aspects of curriculum evaluation; sources of obtaining evaluation information.

(f)   Critical study of the existing secondary School Mathematics syllabus of Kerala State in the light of the theories of curriculum construction'

Unit 4 : Strategies for Mathematics Learning   (20 Hours)

(a)   Approaches

Learner Centered Approach

Life centered /Environment based approach.

Mastery Learning approach

Analytic-synthetic approach

Process Oriented approach

Inductive - deductive approach

Heuristic Approach

(b)Problem solving techniques of Teaching

Concept attainment

Inductive thinking

Cognitive development

Constructivist theory and practice

Reflective practice

Unit 5 : Technology integrated strategies for Mathematics   (20 Hours)

(a)   Programmed instruction; Linear; branching; and Mathetics; mechanics of developing programmed learning materials.

(b)   Web based lessons, web quest, Cyber guides, and multimedia presentation.

(c)   Microteaching; advantage and limitations; link practice; macro teaching

(d)   Team teaching; characteristics; types; advantageous and limitations,

(e)   EDUSAT in teaching and learning tele computing projects online discussion

(f)   E-identification of e-resources; e-content development, Blogging

- Concept, format, steps for preparation of a Blog

M- learning ; Advantages with regard to Mathematics teaching and Learning.

(g)   A survey of software used in mathematics teaching and learning.

(h)   Mathematics teacher's attitudes, beliefs and concerns about the use of digital technologies.

(i)   Concept of Techno Pedagogue Content Knowledge (TPCK); TPCK based content analysis – Concept of Digital Textbooks – Construction based on curriculum Construction Principles;

(J)   Concept of ICT based Assessment ; Recording and Analysis of Using Multimedia Devises – Recording Rubrics – Softwares.

Unit 6: Evaluation in Mathematics   (20 Hours)

Evaluation of learning outcomes in mathematics

Teacher made tests and standardized tests; construction and standardization of achievement test in mathematics.

Formative and Summative evaluation, Continuous and Comprehensive evaluation, Norm referenced and criterion referenced evaluation

Grading; principles of grading

Diagnostic testing and remedial instruction

Informal assessment strategies for Mathematics classroom –application cards graphic organizers, guided reciprocal, peer questioning etc.

Unit 7 : Research Perspective   (10 Hours)

Need for research in mathematics education

Action research in Mathematics

Areas of research in mathematics education

Review research done in the University in the area of mathematics research

Areas in which more research is needed

Reflective Practicum (any two)

1. Analyze a syllabus in Mathematics for any particular course into expected competencies cognitive, affective and psychomotor.

2. Prepare a report about any selected Mathematics curriculum in the light of modem principles o curriculum development.

3. Prepare sample lesson transcripts in time with the selected models of teaching

4. Develop an achievement test in mathematics and standardize it on a small sample

5. Prepare a diagnostic test in Mathematics for any selected unit of study

6. Prepare brief report of any five recent research studies in Mathematics education.

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Second Semester M.Ed Degree Examination for Affiliated Colleges

MODEL QUESTION PAPER

ES-5: MATHEMATICS EDUCATION

Time : 3 hours   **MM: 70**

PART A

(Answer *any two questions*,10 mark each)

Time:2hours
Marks:70

I.   Answer any two questions

   1.   Explain the development of mathematics knowledge in the 20th and 21st centuries
   2.   Explain the features of Euclidean geometry
   3.   Critically examine the present mathematics curriculum of Std X in the light of the   theories of curriculum construction.
   4.   All the approaches for mathematics learning are heuristic in nature .Substantiate.

(2x10=20 marks)

II.   Answer any six questions.
   5.   Reflective practice in an effective technique in the learning of Mathematics. Comment.
   6.   Explain the role of Edusat in teaching and learning mathematics.
   7.   Briefly explain the standardization procedure of an achievement test.
   8.   How diagnosis of learning difficulties helps in effective learning of the subject?
   9.   Explain the concept of techno pedagogue content knowledge
   10. Microteaching is an essential part of teacher training. Comment.
   11. Explain the role of Inductive thinking in problem solving.
   12. Explain the educational implications of the theory of Piaget in mathematics learning.
   13. Explain the taxonomy of Yager.

(6x5marks=30 marks)

III.   Answer all questions
   14. Write the aims of mathematics education envisaged in NCF(2005).
   15. Write the geometrical system of Lobachevsky.

16. Briefly explain the theory of Vygotsky
17. Describe Mastery learning approach.
18. How will you apply constructivist theory in classroom?
19. What are the characteristics of team teaching?

(6x2marks=12 marks)

IV. Answer all questions .Choose the correct answer from options.

20. The final test a course is a -----------evaluation.
    A. Formative   B. Summative
    B. Continuous   D. Comprehensive

21. Peer questioning is
    A. Comprehensive evaluation.   B. formal assessment
    B. Informal assessment   D. Summative assessment

22. The initial development of mathematics started with
    A. Theorems   B. Problems
    B. Axions   D. Undefined terms

23. The following is not a Specification under the objective 'Understanding'.
    A.analyses   B. illustrates
    C. Compares   D. discriminates

24. The final level of Gagne's hierarchy is
    A. Critical thinking   B. Creative thinking

    C.Problem Solving   D. Proving theorems

25. The evaluation used in Mastery learning is

    A. Norm referenced   B. Grading
    C. Criterion referenced   D. Skinner

26. Programmed learning is based on the theory of

    A. Vygotsky   B. Bloom

    C. Piaget   D. Skinner

27. Non Euclidean geometry started from the disagreement with Euclid's---------Postuate.

    A. first   B. fifth

    C. tenth   D. Second

COURSE TITLE:	2. *Science Education*	
	Duration in Hours: 100	**Marks :100**

(a) COURSE OBJECTIVES:

- ➢ To understand the history and trends in curriculum u m development
- ➢ To attain necessary skills in developing various instructional models based on theories of Education
- ➢ To creatively view the science programmes in our country
- ➢ To understand the relevance of psychological theories to science learning and teaching
- ➢ To gain insight into the methods of assessing and grading the teaching of science by secondary-school teachers.
- ➢ To acquaint with the latest educational thinking about science education
- ➢ To develop the skill needed for devising science curriculum for schools
- ➢ To use research findings in science education for improving practices related to science education.

(b)   Course Content

Unit 1 :   Nature and Objectives of Science Education   (10 Hours)

Science education for the 21st century-Functions Intellectual,social,recreational,Vocational -new assumptions and practices in modern science education- Evolution of science teaching - Nature of scientific method for scientific method of generating new knowledge.

Objectives of Science Education

Taxonomy – origin – Bloom's taxonomy, 1956; Revised Taxonomy (Anderson & Krathwohl)1990; Mc Cormack & Yager's Taxonomy of Science

Education,1989 ; Process skills; Technology integrated taxonomy – Peck & Wilson(1999).

Unit 2: Curriculum (15 Hours)

(i) Changing Curriculum Patterns, different approaches- unified, interdisciplinary integrated, correlated, co-ordinate and discipline - wise,

(a) Modern trends in curriculum construction –Regional – National – International (critical pedagogy / problem Based Learning / Issue based curriculum , KCF (2007), NCF (2005), NCERT, State curriculum (SCERT)

(ii) Some significant curriculum experiments like BSCS, PSSC, CHEM study, CBA, Muffled Sciences, SAPA, NCERT, Science materials,

(iii) Curriculum process: Aims, goals and objectives; selection of learning experience selection of content; organization and integration of experience and content; evaluation, Integrating Co-curricular activities with Science Education.

(iv) Science Syllabus revision in Kerala - upgrading and modernization of Science Syllabus, Integration of Science and work -oriented Education; Critical study of the syllabus, text, books source books, work books, handbooks etc. Guidelines for preparing science curriculum materials

(v) Multiple intelligence and curriculum development

(vi) Techno Pedagogic Curriculum Transaction Materials – Digital texts, brief explanation Designing of digital texts- digital resources, brief explanation – digital resources in Science

(Vii) Curriculum Evaluation-Criteria for evaluation. Evaluation strategies adopted in India and abroad.

Unit 3: Strategies for Science Instruction

(20 Hours)

(1) Theoretical base of modern Science Education

(a) Piaget's Developmental theory of learning and its implications for instruction in Science

(b) Bruner's Theory of Cognitive growth

(c) Gagne's 'Hierarchy of learning' and 'Conditions of learning'.

(d) Cognitive learning theory of Ausbel

(e) Vygotsky's socially Mediated Learning

(f) Gardener's multiple intelligence and Teaching Strategies

Critical review of strategies for science instruction

Strategies for Science instruction needs; techniques like Environment oriented learning, individualized learning, contract learning; personalized system of learning, Auto lecture; Programmes for the disadvantaged

Modern Strategies - concept Mapping, Mind mapping, Vee maps – theoretical overview of Fink's -teaching portfolio, Mnemonics, Brain based learning, Blended strategies, using graphic organizers for science education. Task-directed discussion, role playing, simulation, inquiry - centered discussion

Co-operative learning

Inquiry - teaching,

Guided and un-guided inductive inquiry problems solving

Unit 4. Approaches to learning Science (10 Hours)

(a) Product Vs. Process approach - S APA by AAAS, Inductive-deductive approach, conceptual-factual approach, Constructivist approach

(b) Enquiry approach- Schwabs 'Stable' and "Fluid' enquiry

(c) Learning by 'Discovery'[1] pure Discovery, Guided discovery and Expository learning.

(d) Environmental approaches

(e) Issue Based approach, self directed Learning- collaborative learning, Problem Based and Project Based Learning – Experiential Learning – Critical Pedagogy of Freire

Unit 5 .Instructional models   **(10 Hours)**

  (a) Suchman's enquiry model

  (b) Gagne's model

  (c) Environmental Model

  (d) Creativity Learning Model

  (e) Advance Organizer Model

  (f) Learner Activated Instruction

  (g) Constructivist Theory and Practice

  (h) Reflective practice

  (i) Problem solving model

Unit 6: Technology woven Science Education   **(15 Hours)**

  (a) Programmed instruction: Linear; branching; mechanics of developing programmed learning materials.

  (b) Micro teaching: for development of teaching skills identified for new teaching models like constructivist model, guided, discovery and problem solving models.

  (c) ICT and science teaching

    e-learning

      Networking: What is networking? Networking in learning Physical Science and Biological Science. Purposes – means of personal and professional growth. e-twinning for institutional or professional growth Online learning – meaning, purposes – Blogs – meaning – types – educational, instructional blogs for learning Science

    Resources for teaching science-UBUNDU, Online learning – MOODLE – major features ERIC, INFLIBNET.

Virtual learning – educational value, factors promoting it, problems of virtual classrooms and their solutions, virtual libraries and virtual references.

Scope of e-journals, e-books, e-projects and e-portfolios to nourish science education. M learning, teleconferences.

Unit 7: Evaluation & Assessment in Science Education (12 Hours)

Types: Formative and Summative Evaluation; Evaluation of Students' Process skills; Teacher-made tests and Standardized tests; construction and standardization of an achievement test in science

Continuous and Comprehensive evaluation Rating scales and checklists, Portfolios, Rubrics

Grading : Principles of grading, devising a grading system, avoiding grading errors Diagnostic testing and remedial teaching

Assessment of affective measures in science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.

Planning and assessment of portfolios in science learning. Rubrics for evidence based performance evaluation

Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Unit 8: Research Perspective (8 Hours)

Acquaintance with important research findings with special reference to science education in India in the following areas:

(a) Variables related to science achievement - intelligence adjustment and motivational dimensions, cognitive skills.

(c) Efficacy of instructional models used for science teaching

<blockquote>

(d)   Areas in which more researchers are needed – Fundamental Sciences- Physics, Chemistry, Biology, Cognitive and Behavioral sciences

(e)   Researches in Science- review of pedagogic researches related to education
</blockquote>

REFLECTIVE PRACTICUM (any two)

1. Preparation of lessons based on modern strategies of teaching Science

2. Pedagogical analysis of some select topics

3. Preparation of improvised apparatus

4. Review of researches done in India and abroad.

5. Identification of Problems faced by Science teachers in Schools

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Second Semester M.Ed Degree Examination for Affiliated Colleges

MODEL QUESTION PAPER

ES-6: SCIENCE EDUCATION

Time : 3 hours   MM: 70

PART A

(Answer *any two* questions, 10 mark each)

1. Critically analyse discovery approach and assess its relative merits and demerits
2. If science is poorly taught and badly learned, it is little more than burdening the mind with dead information, and it could degenerate even into a new misconception" Critically evaluate the statement on the basis of (a) nature of science and (b) method of instruction.
3. Crtically evaluate the text book in Physical Science   or Natural Science prescribed for any high school class with respect to the realization of any four objectives.
4. How does information and communication teachnology help a Science teacher in effective teaching? Illustrate

(10x2=20 marks)

PART B
(Answer any six questions, 5 marks each)

5. Describe how psychological theory of Piaget could be applied in teaching English at secondary level.
6. Explain the role of a Science teacher in the present scenario.
7. Do you think that advance organizer Model is suitable for secondary school students? Give reasons.
8. Trace the history of Science from ancient period to the modern period.
9. Critically analyze Revised Bloom's Taxonomy of educational objectives. How is it helpful for a Science teacher?
10. Explain the need of remedial Instruction in Science learning.
11. Discuss the pedagogic researches in science in the present scenario.
12. Highlight the objectives of KCF (2007) . .
13. What are the principles of good curriculum construction? What are the defects of the   existing secondary school Science curriculum?

PART C
(Answer all questions, 2 marks each)

14. Community resources have a great significance in science learning. Justify your answer with suitable examples.
15. Explain any one modern instructional approach that can be used for science instruction.
16. Suggest any two measures that you can provide for students with special education needs.
17. Enumerate the steps for e-content development.
18. Suggest any two journals and two reference books for prospective secondary school teachers.
19. Draw four frames to introduce the topic on process skills through programmed instruction.

(6×2=12 marks)

PART D
(Choose the best answer from the options given, 1 Mark each)

Answer all the questions by selecting the most appropriate one from the options given.

20. Constructivist approach in science refers to
    a. providing additional academic help to weak students
    b. applying different rules in solving problems
    c. providing experiential learning to students
    d. providing more and more reading materials to students

21 Which of the following does not reflect the level of comprehension?
    a. Learner explains a phenomenon in his own words
    b. Learner provides examples to illustrate how a law works
    c. Learner identifies similarities and differences and generates analogies
    d. Learner memorizes isolated facts and procedures

22. Critically judge the following

    Assertion (A): Science instruction should involve variety of approaches
    Reason (R): There are individual differences in learning styles among students
    a. Both A and R are correct and R is the correct explanation for A
    b. Both A and R are correct, but R is not the correct explanation for A

c. Only R is correct

d. Only A is correct

23. A teacher provides opportunity to identify a certain phenomena in the light of previous experiences. This will help to develop

a. skill of observing

b. skill of inferring

c. skill of predicting

d. skill of communicating

24. The correct sequence of the following items of Gagne's hierarchy of learning

A. Signal learning

B. Problem Solving

C. Rule learning

D. Multiple discrimination

a. D, A, B, C

b. D, A, C, B

c. A, D, C, B

d. A, D, B, C

25. One of the major limitations of the project method of teaching science is that

a. Students have to perform excessive mental and physical work

b. Habit of extra study cannot be developed

c. Knowledge is not acquired in a sequential manner

d. It is not suitable for developing logical thinking

26. Critically examine the following statements and find out the appropriate ones in connection with multiple intelligence theory

A. Varied diet of activities that help to arouse and maintain interest

B. More importance is given to outcomes than instruction

C. Range of approaches that can tap into students different learning strengths

D. Opportunity for learners to explore all aspects of how they are smart rather than limiting their beliefs of how smart they are.

a. A, B, and C are appropriate

b. B, C and D are appropriate

c. A, B and D are appropriate

d. A, C and D are appropriate

27. Which of the following that cannot be attributed to learning?

   a. Learning is a comprehensive process

   b. Any change in behaviour can be attributed to learning

   c. Learning is a motivated behaviour

   d. Learning is a goal-directed behaviour

   (1x8=8)

COURSE TITLE:	**3. *English Language Education***	
	Duration in Hours: 100	**Marks :100**

COURSE OBJECTIVES:

The course will enable the students to:

- familiarize themselves with the basic principles, concepts and methods of the scientific study of language.
- gain a clear knowledge of the link between culture, language and language learning and teaching.
- build up their understanding of language as a complex system in which phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse coexist.
- analyze the major linguistic, psycholinguistic, and sociolinguistic issues in second language learning.
- examine the connection between language and society at both micro and macro levels.
- inspect ways in which the principles of linguistic analysis can be methodically utilized to explore the use of language in literary and non-literary texts.
- acquaint themselves with the theories of language teaching that underlie the teaching and learning of a second language.
- become aware of current approaches, methods and techniques of ELT and be familiar with the different practices in tehno-pedogogy
- get an awareness of the different dimensions of curriculum construction and design in English.
- explore modern assessment practices that are in vogue in the field of English language teaching.
- gain firsthand knowledge of the skills of designing materials to develop language skills, design syllabi and evaluate language teaching and learning.

- grasp the techniques underlying the designing and administration of various kinds of language tests.
- design supplementary materials to be employed with specific instructional strategies.
- develop an ability to critically analyze and evaluate the structure and content of a variety of published scholarly writing in ELT.
- demonstrate an understanding of the processes involved in composing scholarly research and writing.
- take a closer look at the current trends in research in ELT.
- acquaint themselves with data collection techniques and tools for data analysis that are considered imperative in ELT research.

Course Content

Unit I: Perspectives in language learning: Language – Nature and functions - Principles and the psychology of language learning - Linguistics and its contribution to language learning – Corpus Linguistics - Contributions of Piget, Bruner, Chomsky, Krashen - Constructivism in Language learning - Critical pedagogy - Thinking Skills - Models of teaching - Literature for ELT - Inter disciplinary approach in ELT- Fostering Multiple Intelligence in the English Classroom - Task-based language (TBLT)

Unit II: Approaches, Methods and Techniques in ELT

Grammar-translation - Direct Method - Audio-lingual method - Situational language teaching - Communicative and task-based learning approaches - Natural Approach – TPR - Silent Way - Humanistic Approach – Cooperative Learning – Whole Language Approach – Neuro linguistic Programming - Innovative techniques for teaching Prose, Poetry, Vocabulary, Drama and Communication Skill

Unit III: Communication Skills

Meaning, Nature, Importance and Purpose of Communication - Types - Process - Communication Network - Strategies for Effective Communication - Verbal and Non-Verbal Communication - Barriers to Communication - Essentials of Good Communication, Communication - Language skills – Skills Approach - Sub skills – e-communication

Unit IV: Techno Pedagogy in English Language Teaching

Role of teacher and learner in Techno-pedagogy – Language laboratories - Multimedia Labs - Computer – based learning – CALL - Blended learning - e-learning - m-learning –

Web Resources for the English Language Teacher – ESL – Online Discussion Groups – Cyber security – Server Security - Electronic Mail Security – Data Encryption – Electronic Media Sanitization – Copyright Laws

Unit V: Curriculum development

Current patterns of curriculum organization and development - Need based Curriculum - ESP, EAP, ESL - Comparison of SCERT, CBSE, ICSE and NCERT curricula – Major syllabus types – lexical, formal, functional, task-based, process-based, topic-based - GCSE curriculum for English – Curriculum for Inclusive education - Principles of course design - sequencing, staging, recycling

Unit VI: Research in English Language Teaching

Current research in ELT - Trends and practices – Action Research – Project based Learning - Qualitative versus quantitative approaches - text analysis - critical discourse analysis - content analysis - conversation and interaction analysis - case studies in ELT – critical analysis of cinema, literature, visual arts - ethical issues - electronic tool for research - literature databases and search skills - Academic writing

Unit VII: Assessment in English Language Teaching

Types of tests – Diagnostic, formative, summative assessment- validity – reliability – practicality - Diagnostic testing - Progress testing - Placement tests - 'Live' monitoring - Analysis of learners' written text and spoken text - Electronic and online assessment- Grading – CCE – portfolios - Rubrics for assessment of language skills

Unit VIII: Professional Development for English Language Teachers

Changing roles of the English teacher - Ways of developing as a professional – Role of networking and collaborative practices – Reflexivity - Norms and codes of professional practice - Awareness of career paths - development of career trajectory

Suggested practicum – (Total: 2 – One each to be chosen from A and B)

A. **Study**
-Study and analyze the issues and problems in teaching and learning English an a second language.
-Comparative study of different Course Books in ELT

-Minor study on the feasibility of using techno-based resources for ELT

B. **design of material**

-Preparation of Innovative materials for teaching English

-preparation of materials for developing thinking skills in the English classroom

- preparation of Multimedia materials for developing language skills

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Cobb, P. (1995). Continuing the Conversation : A Response to Smith. Educational Researcher, 24(6), 25-27.

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Gredler, M. E. (1997). Learning and Instruction : Theory into Practice (3rd ed.). Upper Saddle River, NJ : Prentice – Hall.

Kukla, A (2000). Social Constructivism and the Philosophy of Science. New York : Routledge.

Labov, William (1972). Language in the Inner City : Studies in the Black English Vernacular. Philadelphia: University of Pennsylvania.

Tidyman, Williward, F and Butterfield, M. (1959). Teaching the Language Arts, New York: Mc Graw Hill Book Company Inc.

Teun Adrianus van Dijk (1988). News Analysis. Case studies of international and national news in the press. Hillsdale, NJ: Erlbaum.

Second semester M. Ed Degree Examination for Affiliated Colleges

Model Question Paper

ES.7: ENGLISH LANGUAGE EDUCATION

Time: 3 Hours   Max Marks: 70

Instructions: Answer **any two** questions from **Part A** and any **six** questions from **Part B** and all questions from **Part C & Part D**. Each question in **Part A** carries 10 marks, **Part B** carries **5**, **Part C** carries **2** and **Part D** carries 1 mark

PART A

1. How fat learning theories help to meet individual differences? Support your answer with language learning strategies.
2. What is an achievement test? Write down the step for standardization
3. Education is for sustainable development. Substantiate your views as a teacher of English to bring out sustainable development.
4. English lab exercises increases the skill of pronunciation in students. Explain your answer with some lab exercises

$(2 \times 10 = 20)$

5. Explain the need for in – service training for English teachers
6. How for school environment affects young children in language learning?
7. What are the common problems in translation? Suggest a few remedial steps?
8. How can you check the non cognitive development of students?
9. Write a brief note on 'Pair Work'?
10. Briefly explain the role of CLL in second language classroom
11. Differentiate 'natural approach' from 'direct method'.
12. What are the demerits of audio- lingual method?
13. What are the characteristics of a typical audio- lingual classroom?

$(6 \times 5 = 30)$

PART C

14. Write down any two advantages and disadvantages of direct method of teaching English
15. Briefly explain ' programmed instruction'
16. Extended reading improves reading comprehension of students. Justify your answer with example

17. Briefly describe Neuro- linguistic programming
18. What are the sub- skills of listening? Write down four activities which increase the skill of listening
19. Explain the role of technology in 'teaching of English as a second language'?

(6×2=12)

PART D

20. Who proposed approach, method and technique?
    (a) Edward Anthony (b) Henry Sweet (c) Otto Jesperson (d) Harold Palmer
21. Which method is evolved as a result of the 'Coleman report'?
    (a) Direct Method (b) Reading Method (c) Grammar Translation method
    (d) Audio lingual method
22. Which is an example of a method derived from a learning theory?
    (a) Terrell's Natural method (b) Gattegno's Silent way method
    (c) Asher's Total Physical Response (d) Curran's counseling learning
23. Who advocated the use of tasks that involve an "Information gap" and " Information Transfer"?
    (a) Communicative language teaching theorists (b) Methodologists
    (c) Structural linguists (d) Instructors

COURSE TITLE:	4. *Hindi Language Education*	
	Duration in Hours: 100	**Marks :100**

(a) COURSE OBJECTIVES :

- To gain a proper perspective of language learning
- To enhance language proficiency in Hindi
- To get an awareness of the different dimensions of Curriculum construction in Hindi
- To become conversant with the modern strategies, approaches, methods and techniques for Hindi Instruction
- To familiarize with the conceptual issues and contextual problems in Hindi language learning
- To develop the ability to integrate ICT in language learning
- To grasp suitable Evaluation and modern Assessment practices
- To examine various areas of Research in Hindi language Education

Unit I : Perspectives in language learning   (15 Hours)

Language: Nature, functions and implications for planning of language learning- language and dialects, Linguistic, Philosophical, Sociological and Psychological bases of language learning---nature and functions of Linguistics, Neuro-linguistics, language and culture- social contexts of use and transmission, psychological theories associated with Language learning---Contributions of Noam Chomsky, Bruner, Piaget, Vygotsky, Krashen.

 Taxonomy of educational objectives- Bloom's taxonomy – revised form (Anderson & Krathwohl) -Technology integrated taxonomy – (Peck and Wilson), Higher Order Thinking Skills (HOT).

Hindi language---Linguistic, Literary, Cultural and Integration. Place of Hindi as National, Official and Link Language- Hindi in Non-Hindi speaking areas with special reference to Kerala state- Role of Print and Visual Media in Spread of Hindi.

Unit II :   Enhancing Proficiency in Language Skills   (12 Hours)

Micro and macro skills, Receptive and Productive skills, language learning strategies, identifying the barriers, defects, causes and remedies for enhancing language skills in Hindi-Methods, activities and techniques for enhancing proficiency in four basic language skills for comprehension and expression---Listening, Reading, Speaking and Writing- Techniques of vocabulary acquisition and expression- Objectives, Principles and Maxims of Hindi language learning-Use of Language Lab and multimedia resources for enhancing language proficiency in Hindi.

Unit III   :   Dimensions of Curriculum Construction in Hindi (8 Hours)

Curriculum Reforms, Need based Curriculum, Issue based curriculum-principles, Modern trends and criteria for curriculum development-Designing of curriculum transaction materials in Hindi---Practices in the development of curriculum, syllabus, Source Books, Work Books and Teachers' Hand Books in Hindi---Comparative study of SCERT, NCERT, CBSE and ICSE Source Books in Hindi at Secondary and Higher Secondary level, Static text vs Dynamic text-Addressing Inclusion in curriculum

Unit IV   :   Current Approaches, Methods and Techniques   (15 Hours)

Humanistic approach, SOS Approach, Communicative approach, Interactive approach - Constructivism in Language learning, Critical Pedagogy, Thinking Skills, Models of teaching - Literature for Hindi language learning, Inter Disciplinary Approach, Task Based Language Teaching, Multiple Intelligence- Innovative techniques for teaching Prose, Vocabulary, Grammar, Poetry, Drama and Communication Skills- Neuro-linguistic programming, Holistic approach, Emotional Intelligence

Unit V : Conceptual Issues and Contextual problems in Hindi language learning(10 Hours)

Factors affecting language acquisition and communication in Hindi, Identifying common errors in Hindi language skills, remedial measures, suitable environment for the nourishment of Hindi language, comparative and contrastive analysis of Malayalam and Hindi, critical analysis of source books, teachers' hand books, question papers, syllabus and curriculum, Discourse analysis, Influence of mother tongue in Hindi language learning, preservation of heritage and

culture, Importance of Hindi in Kerala school curriculum, problems and difficulties faced by students and teachers in Hindi language teaching and learning.

Unit VI : ICT in Hindi language Instruction (8 Hours)

Changing role of teacher, student and classrooms, virtual learning environment, e-learning, m-learning, Blended learning, online tutorial, Computer-assisted instruction, Technology integrated learning, mass-media, Animated lessons, Digital aids, Power point presentation, creating Blogs, Web based learning, multimedia resources, video-conferencing-language editing tools in FOSS

Unit VII : Evaluation and Assessment (13Hours)

Concept and qualities of a good Test, Different types of Tests- tests for assessing language skills, designing a test, continuous and comprehensive evaluation, Teacher evaluation, Peer evaluation and Self evaluation, criteria for assessing oral and written discourses, Rubrics for assessment of Assignments and Projects, Portfolios, Rubrics for Debates, Seminars, Discussions, Rubrics for self reflection and peer evaluation-Online assessment

Unit VIII: Professionalism of Hindi Language Teachers (8 Hours)

Characteristics, qualities, duties and responsibilities of teacher, concepts of teacher as a professional, in-service, pre-service training, ways of developing professionally competent teachers, multiple roles/ challenges of teacher, job opportunities and job satisfaction of teachers

Unit IX : Research in Hindi Language Teaching (9 Hours)

Trends and practices in Research, Review of researches in Hindi language learning, Report writing, Innovations in language education, Critical, comparative and analytical study of researches in Hindi language learning, research and development in teaching and learning, Preparation of learning packages, modules, Self instructional materials, and remedial programmes in Hindi, Preparation and standardization of research tools

REFLECTIVE PRACTICUM

The students may undertake any TWO of the following activities:- ONE each to be chosen from A and B

A. Critical and Analytical Study

- Commissions, plans and policies regarding education and language
- Issues and problems in learning Hindi as second language
- Study of SCERT and NCERT source books/ teachers' handbooks/work books in Hindi at secondary and higher secondary level
- Comparison of Hindi language and literature with other languages

B. Design and Development of Modern Learning Supporting Gadgets

- Preparation of digital and multimedia materials for learning Hindi
- Preparation of innovative materials for learning Hindi—communicative Hindi/grammar/discourse materials/discourse transfer
- Preparation of self study materials for learning Hindi
- Preparation of remedial teaching packages in Hindi

References:

Acharya Sitharam Chaturvedi-   Bhasha Ki Shiksha

Acharya Chatursen -   Hindi Sahitya Ka Parichay

Bhatia, Narang -   Aadhunik Hindi Shikshan Vidhiyam

Dr.G.C.Bhattacharya-   Adhyapak Shiksha,Vinod Pustak Mandir,Agra

Dr.Bholanath Tiwari -   Bhasha Vigyan

Dr.Bholanath Tiwari-   Hindi Bhasha Shikshan

Dhirendra Varma-   Hindi Bhasha Aur Lipi

Dinesh Chandra Bharadwaj-   Basic Shiksha Manovigyan, Agrawal Publications,Agra

Durgesh Nandini-   Hindi Shikshan, Sumith Enterprises

P.G.Kamath-   Anya Bhasha Shikshan Eak Bhasha Vaigyanik Drishti

Prof.Kamatha Prasad Guru-   Hindi Vyakaran

Kesav Prasad-   Hindi Shikshan

Dr.Lakshmi Narayan Sharma -   Bhasha 1,2 Ki Shikshan Vidhiyam

Lalji Ram Shukl-   Shiksha Manovigyan

Dr.S.S.Mathur-   Shikshan Kala Eevam Naveen Padhathiyam, Agrawal Publications,Agra

Dr.S.N.Mukherji-   Rashtra Bhasha Ki Shiksha

Dr.Naresh sharma-   Shikshan Ki Avasthayem.Vigyan Bharathi,Gaziabad

Dr.K.P.Pandey -   Shiksha mem Kriyatmak Anusandhan

P.D.Patak-   Shiksha Manovigyan, Agrawal Publications,Agra

Dr.Ramshakl Pandey-   Hindi Bhasha Shikshan

Prof.Sadde -   Rashtra Bhasha Ka Adhyapan

Dr.Satyanarayan Dube-   Shikshan Vidhiyam Aadharbhhoth Thatv

Dr.Shailendra Bhooshan -   Shikshan Adhigam Ke

Dr.K.I.Sathigeri -   Nootan Hindi Shikshan,Vinod Pustak Mandir,Agra

Dr.Sreedharananda Mukherji -   Rashtra Bhasha Ki Shiksha

Dr.Sitaram Jaiswal,Mahendra Pal Sharma-   Shiksha Ke Thatwik Sidhanth

K.M.Siva Ram Sharma-   Hindi Shikshan Kala

B.L.Vats-   Hindi Shikshan, Agrawal Publications,Agra

Yogendra Nath-   Bhasha Kaise Padayem

Devanagari Lipi Tadha Hindi Varthani,Kendriya Hindi Nideshalay,Hindi

Rashtra Bhasha Bharathi (Patrika),Griha Mantralay,Bharat Sarkar

Marsha Weil, Joyce Bruce.Models of Teaching.New Delhi:Prentice Hall of India.Ltd.

Language Teaching -   Robert Lado

National Curriculum Framework,NCERT (2005),NewDelhi

Kerala Curriculum Framework,SCERT,Thiruvananthapuram

Report of Education Commission (Kothari Commission).Govt.of India

Report of the Official Language Commission

Online Resources :

www.wikipedia.com

www.google.com

http://ask.metafilter.com/149992/What-are-the-best-resources-for-learning-Hindi

http://learnelearning.com

http://www.transparent.com/learn-hindi/

http://www.uni.edu/becker/hindi.html

www.thinkvidya.com

SECOND SEMESTER M.ED DEGREE EXAMINATION FOR AFFILIATED COLLEGES MODEL QUESTION PAPER
ES-8 HINDI LANGUAGE EDUCATION

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7.   +SUôÒ {É®úÒIÉÉ Eäò MÉÖhÉ ªÉ½þ Eò®úEäòä ÉÉÉÉhÉ EòÉ®úÉ¦É-É VÉÆ±ÉSÉxÉÉä EòÒ {É®úÒIÉÉ EäòÊ±ÉB {É¶ÉÉÇ{É MÉÖhÉ ªÉ½þ EòÒ®úÉÊªÉB*

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(5 x 6 = 30 marks)

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15. =SSÉ ºiÉ®úú ËSÉiÉxÉ EòÉè¶É±É (Higher Order Thinking Skill) ºÉä CªÉÉ iÉÉÊ{ÉªÉÇ ½èþ?

16. Ê½þxnùÒ Ê¶ÉIÉhÉ EòÉ =qäù¶ªÉ º{É¹]õ EòÒÊVÉB*

17. +Ê¦É°ü{ÉiÉÉ Ê¶ÉIÉhÉ (Simulated Teaching) ºÉä CªÉÉ iÉÉÊ{ÉªÉÇ ½èþ?

18. ºÉ½þEòÉ®úiÉÉ Ê¶ÉIÉhÉ (Co-operative learning) +Éè®úú ªÉÉÊHòMÉiÉ Ê¶ÉIÉhÉ
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23. UôÉjÉÉå Eäò YÉÉÊxÉèÊHòÉå +Éè®úú ÊÉÆvÉÉÊ{ÉèÊ¦ÉÉå ºÉä ºÉÆvÉÊ{ÉèÊ´ÉiÉ Ê¶ÉIÉhÉ
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26. ZPD (Zone of Proximal Development) ÊEòºÉÉ ºÉÆ¤ÉÆÊvÉiÉÉ ½èþ?

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                            (1 x 8 = 8 Mark))

COURSE TITLE:	5. *Malayalam Language Education*	
	Duration in Hours: 100	**Marks :100**

A. **COURSE OBJECTIVES :**

- To gain a proper perspective of language learning
- To Enhance language proficiency in Malayalam
- To Gets an awareness of the different dimensions of Curriculum construction in Malayalam
- To Becomes conversant with the modern strategies, approaches, methods and techniques for Malayalam Instruction
- Familiarizes with the conceptual issues and contextual problems in Malayalam language learning
- Develops the ability to integrate ICT in language learning
- Grasps suitable Evaluation and modern Assessment practices
- Examines various areas of Research in Malayalam language Education

B. **Course contents**

Unit I : Perspectives in language learning   Duration: 15 hrs

Language: Nature, functions and implications for planning of language learning- language and dialects, Linguistic, Philosophical, Sociological and Psychological bases of language learning---nature and functions of linguistics, Neuro-linguistics, language and culture- social contexts of use and transmission, psychological theories associated with Language learning---Contributions of Noam Chomsky, Bruner, Piaget, Vygotsky, Krashen. - Taxonomy of educational objectives- Bloom's taxonomy – revised form (Anderson & Krathwohl) -Technology integrated taxonomy – (Peck and Wilson), Higher Order Thinking Skills (HOT).

- Malayalam language---Linguistic, Literary, Cultural and Integration. Place of Malayalam as Regional and Official Language- Malayalam its status and future in Kerala state- Role of Print and Visual Media in augmenting Malayalam.-attitude of parents and teachers towards Malayalam

Unit II :   Enhancing Proficiency in Language Skills   Duration: 12 hrs

Micro and macro skills, Receptive and Productive skills, language learning strategies, identifying the barriers, defects, causes and remedies for enhancing language skills in Malayalam - Methods, activities and techniques for enhancing proficiency in four basic language skills for comprehension and expression---Listening, Reading, Speaking and Writing- Techniques of vocabulary acquisition and expression-Objectives, Principles and Maxims of Malayalam language learning-Use of Language Lab and multimedia resources for enhancing language proficiency in Malayalam

Unit III :   Dimensions of Curriculum Construction in Malayalam   Duration: 8 hrs

Curriculum Reforms, Need based Curriculum, Issue based curriculum-principles, modern trends and criteria for curriculum development-Designing of curriculum transaction materials in Malayalam ---Practices in the development of curriculum, syllabus, Source Books, Work Books and Teachers' Hand Books in Malayalam ---comparative study of SCERT,NCERT,CBSE and ICSE Source Books in Malayalam at secondary and higher secondary level, Static text vs. Dynamic text-Ways and methods for addressing inclusion in curriculum

Unit IV :   Current Approaches, Methods and Techniques   Duration: 15 hrs

Humanistic approach, SOS Approach, Communicative approach, Interactive approach - Constructivism in Language learning, Critical Pedagogy, Thinking Skills, Models of teaching - Literature for Malayalam language learning, Inter Disciplinary Approach, Task Based Language Teaching, Multiple Intelligence- Innovative techniques for teaching Prose, Vocabulary, Grammar, Poetry, Drama and Communication Skills-Neuro-linguistic programming, Holistic approach, Emotional Intelligence

Unit V: Conceptual Issues and Contextual problems in Malayalam language learning

Duration: 12hrs

Factors affecting language acquisition and communication in Malayalam, Identifying common errors in Malayalam speaking and writing skills, remedial measures, suitable environment for the nourishment of Malayalam language, comparative and contrastive analysis of Malayalam and Hindi, critical analysis of source books, teachers' hand books, question papers, syllabus and curriculum, Discourse analysis, Influence of mother tongue in Malayalam language learning, preservation of heritage and culture, importance of Malayalam in Kerala school curriculum, problems and difficulties faced by students and teachers in Malayalam language teaching and learning

Unit VI : ICT in Malayalam language Instruction   Duration: 8 hrs

Changing role of teacher, student and classrooms, virtual learning environment, e-learning, m-learning, Blended learning, online tutorial, Computer assisted instruction, Technology integrated learning, mass-media, Animated lessons, Digital aids, Power point presentation, creating Blogs, Web based learning, multimedia resources, video-conferencing- language editing tools in FOSS

Unit VII : Evaluation and Assessment   Duration: 13 hrs

Concept and qualities of a good Test, Different types of Tests- tests for assessing language skills, designing a test, continuous and comprehensive evaluation, Teacher evaluation, Peer evaluation and Self evaluation, criteria for assessing oral and written discourses, Rubrics for assessment of Assignments and Projects, Portfolios, Rubrics for Debates, Seminars, Discussions, Rubrics for self reflection and peer evaluation-Online assessment

Unit VIII: Professionalism of Malayalam Language Teachers   Duration: 8 hrs

Characteristics, qualities, duties and responsibilities of teacher, concepts of teacher as a professional, in-service, pre-service training, ways of developing professionally competent teachers, multiple roles/ challenges of teacher, job opportunities and job satisfaction of teachers

Unit IX : Research in Malayalam Language Teaching   Duration: 9 hrs

Trends and practices in Research, Review of researches in Malayalam language learning, Report writing, Innovations in language education, Critical, comparative and analytical study of researches in Malayalam language learning, research and development in teaching and learning, Preparation of learning packages, modules, Self instructional materials, and remedial programmes in Malayalam, Preparation and standardization of research tools

REFLECTIVE PRACTICUM

The students may undertake any TWO of the following activities:- ONE each to be chosen from A and B

Critical and Analytical Study

- Commissions, plans and policies regarding language education
- Issues and problems in learning Malayalam
- Study of SCERT and NCERT source books/ teachers' handbooks/work books in Malayalam and at secondary and higher secondary level
- Comparison of Malayalam language and literature with other languages

Design and Development of Modern Learning Supporting Gadgets

- Preparation of digital and multimedia materials for learning Malayalam
- Preparation of innovative materials for learning Malayalam Communication, grammar, discourse materials, discourse transfer
- Preparation of self study materials for learning Malayalam
- Preparation of remedial teaching packages in Malayalam

References:

1. Vidyabhysa parivarthanathinu oru aamukham-Kerala sasthra sahithya parishad

2. Vidyabhysa darsanam (Vidyabhysam ennala-ennu- nale)-Dr.k.Sivadasan pillai

3. Aa lokam muthal e-lokam vare-Dr.j.v.Vilanilam.

4. Sudha Malayalam-Panmana Ramachandran Nair.

5 .Madhyamangalum malayala sahithyavum-Kerala Bhasha Institute.

6. Vidyabhyasathinte samuhika bhumika-J.joseph.

7. Kavithayude saram-Prof.P.T.Chacko

8. Vidyabhyasa informatics-Dr.Raju Mavumkal

9. Malayala bhodanam-Dr. c.k Chandrasekharan Nair

10. Malayala bhashadyapanam-Erumeli parameswaran pillai

Second Semester M.Ed Degree Examination for Affliated colleges

Model Question Paper

ES:- 9   **Malayalam Language Education**

Time: 3 hrs   Max. Marks: 70

Fþ hn`mKw

GsX-¦nepw c-v tNmZy-§Ä¡v D¯-c-sa-gp-XpI. Hmtcm-¶n\pw 10 amÀ¡v hoXw

1.   ]mT-]p-kvX-I-§Ä¡--m-bn-cn-t¡- _mlyhpw B`y-´-c-hp-amb KpW-§Ä Fs´Ãmw? sk¡âdn Xe-¯nÂ C¶v \ne-hn-epÅ GsX-¦nepw Hcp]mT-]p-kvX-Is¯ hnaÀ-i-\-ß-I-ambn A]-{K-Yn-¡pI?

2.   P\m-[n-]Xy aqey-§Ä sk¡âdnXe hnZymÀ°n-I-fnÂ cqV-aq-e-am-¡p-¶-Xn\v DX-Ip¶ GsX-¦nepw c-p Ihn-X-IÄ D²-cn¨v Ah F§\ Ah-X-cn-¸n-¡p-sa¶v hni-Zo-I-cn-¡p-I.

3.   amXr-`m-jbpw kÀ¤-kr-jvSnbpw X½n-epÅ _Ôs¯ ASn-Øm-\-am¡n amXr-`m-jm-[ym-]-I-\v sN¿m-hp¶]mTym-]-_-Ô-hpw,]mtTy-X-c-hp-amb {]hÀ¯-\-§-sf-¡p-dn¨v DZm-l-cW klnXw NÀ¨ sN¿p-I.

4.   `mjm hnI-k-\s¯ kzm[o-\n-¡p¶ a\x-Èm-kv{X-L-S-I-§sf B[p-\nI Kth-jW]T\ \nK-a-\-§-fpsS ASn-Øm-\-¯nÂ hne-bn-cp-¯p-I.

                                                      (2 x 10 = 20)

n þ hn`mKw

(GsX-¦nepw Bdp tNmZy-§Ä¡¯-c-sa-gp-Xp-I. Hmtcm-¶n\pw A©p-amÀ¡p-ho-Xw)

5.   `mjm-]-T\w t\cn-Sp¶ shÃp-hn-fn-Ifpw, _p²n-ap-«p-Ifpw NÀ¨-sNbvXv Ahbv¡p]cn-lmcw \nÀt±-in-¡p-I.

6.   `mjm]T-\-¯nÂ hnh-c-km-t¦-XnI hnZy (Information Technology)bpsS D]-tbmKw F§s\ Fs\\sbÃmw km²y-am-¡m-sa¶v DZm-l-cW klnXw hni-Z-am-¡p-I.

7.   t»mKp (Blog) \nÀ½m-W-¯nsâ hyXykvX L«-§Ä Nq-n-¡m«n `mjm-]-T\-¯nÂ Ah F§-s\-sbÃmw {]tbm-P-\-s¸-Sp¯m-sa¶v DZm-l-c-W-k-lnXw hyà-am-¡p-I.

8.   `mjm]T-\-th-f-bnÂ]Tn-Xmhv hcp-¯p¶ s]mXp-hmb sX䤫 sXäp-IÄ Nq-n-¡m«n Ah]cn-l-cn-¡m³ Bh-iy-amb {]hÀ¯-\-§Ä NÀ¨ sN¿p-I.

9. `mjm]T\ kao-]-\-§Ä hni-Z-am¡n (Language Learning Approaches) Ah-bpsS {]tbm-K-£-aX A]-{K-Yn-¡p-I.

10. ""Nn´m ss\]p-Wn-I-fpsS hnI-k\-amWv `mjm-]-T-\-¯nsâ e£yw"þ Cu {]kvXm-h-\-tbmSv \n§Ä tbmPn¡p-¶pt-m? Imcy-Im-cW klnXw hne-bn-cp-¯p-I.

11.]Tn-Xm-hnsâ sshIm-cnI _p²n (Emotional Intelligence) hfÀ¯n-sb-Sp-¡p-¶-XnÂ]T-\-m-´-co-£-¯n-\-pÅ {]kàn NÀ¨ sN¿p-I.

12. ""`mjm ]co-£-W-ime (Language Laboratory) `mjm {]tbmK]mShw hÀ²n-¸n-¡p-¶-XnÂ A\-Xc km[m-c-W-amb]¦mWv \nÀÆln-¡p-¶-Xvþ kzm`n-{]mb-{]-Im-i\w Nq-\-¡-Ø-S-Im-¡p-I. NÂ-N-s hni-Z-am-¡p-I.

13. HutZym-KnI `mj F¶ \ne-bnÂ ae-bm-f-¯n-\-pÅ {]k-àn-bpw, {]m[m-\yhpw NÀ¨ sN¿p-I.

(6x 5 = 30)

PART - C

(Xmsg sImSp-¯n-cn-¡p¶ FÃm tNmZy-§Ä¡pw D¯-c-sa-gp-X-Ww. c-p amÀ¡p-ho-Xw)

14. kq£va-t_m-[\ (Micro Teaching)sa-¶m-se´v? `mjm-]-T-\-s¯ D±o-]-\-¸-n-¡p¶ kq£va-ss\-]p-Wn-IÄ hni-Z-am-¡p-I.

15. `mjm ]T-\-¯nÂ t\mw tNmwkvIn-bpsS kw`m-h-\-IÄ hne-bn-cp-¯p-¶pI

16. t_m[\ amXr-I-IÄ (Models of Teaching) Fs´¶p hni-Z-am¡n `mjm-]-T-\-¯-n-\-\-\p-tbm-Py-amb GsX-¦n-ep-samcp amXr-Isb]cn-N-b-s¸-Sp-¯p-I.

17. hnaÀi-\m-ßI t_m[\ imkv{Xw (Critical Pedagogy) Fs´¶p hni-Z-am-¡p-I.

18. `mjm]T-\-¯nse ka{K kao-]\w F¶-Xp-sIm-v AÀ°-am-¡p-¶-sX´v?

19.]Tn-Xm-hnsâ]Z-k-¼¯v (Vocabulary) hÀ²n-¸n-¡p¶Xn\pÅ hyXykvX amÀ¤-§Ä Nq-n-¡-«p-I.

(6 x 2= 12)

PART -D

(FÃmtNmZy-§Ä¡pw D¯-c-sa-gp-Xp-I.HcpamÀ¡phoXw)

20. kn\-änIvkv (synectics) amXy-I-bpsS D]-Úm-Xm-hmcv?

({_qWÀ,]nbm-sj, kvIoh³k¬, _nÂ tKmÀU³)

21. 's{^bnwkvHm^v ssa³Up' (frames of Mind) BcpsS]pkvX-I-amWv?

(tKmÄam³, {_qkvtPmbvkv, InÂ]m-{Sn-Iv, KmÀU-\À)

22. 'GIm-´-X-bpsSAam-hm-kn-bnÂFsâ _mey-¯n\p ssIh¶ HcpXpÅnshfn-¨-amWvIhnX' BcpsShm¡p-IÄ?

(Pn. i|-c-¡p-dp-¸v, H.-F³.-hn, CS-tÈ-cn, _me-N-{µ³ NpÅn-¡m-Sv)

23. t^kv_p¡nsâ (facebook) Øm]-I-\mcv?

(Pm¡vtUmÀkn, amÀ¡v¡À _ÀKv, _pbp-t¡m-IvS³, tIm¬dm-dm-Uy-kq-kv)

24. 'Fsâ `mj' F¶ IhnXBcp-tS-XmWv?

(sNdp-tÈ-cn, hÅ-t¯ mÄ, Fgp-¯-Ñ³, Ipam-c-\m-im³)

25. t{ijvT `mjm-]-Zhne`n¨ F{Xm-as¯ `mj-bmWvae-bmfw?

(\mev, c-v, A©v, Bdv)

26. sFkv]m³ (Eye span) sF ^nIvtk-j³ (Eye fixation) F¶nhGXp `mjm-ss\-hp-Wn-bp-ambn _Ô-s¸-«-XmWv?

(hmb-\, teJ-\w, `mj-Ww, {ihWw,)

27. t{]mZy-a-coXn (Project method) bpsSASn-Øm\ k|Â¸-§Ä GXphnZym-`ymkZÀin-\-\hp-ambn _Ô-s¸-«-XmWv?

(B-i-b-hm-Zw, {]mtbm-Kn-I-hm-Zw, {]IrXnhmZw, AkvXn-Xz-hm-Zw)(1 × 8=8)

COURSE TITLE:	6. *Social Science Education*	
	Duration in Hours: 100	**Marks :100**

COURSE OBJECTIVES :

- To develop an understanding of nature and scope of the concept of Social Sciences in relation with education and curriculum.
- To understand principles and techniques of organization of Social Science curriculum
- To understand the nature and importance of inter-disciplinary approaches to teaching Social Sciences.
- To understand the processes of curriculum development (renewal, designing and dimensions)
- Uses modern instructional strategies in the teaching and learning of Social Sciences
- Knows priority areas of research and experimentation in Social Science education.
- Develops competence to construct and administer tools of evaluation and interpret results
- Develops competencies through practical experiences to become an effective teacher in Social Science.

COURSE CONTENT

Unit 1 : The nature of Social science   (5 Hours)

The scope and meaning of social science with special emphasis on the recent trends in the discipline and subject: social science. The interdisciplinary approach; evolution of the concept of Social Science

Unit 2 : Objectives of Teaching Social Sciences

Aims and objectives of teaching Social Sciences

Social Science for value systems and. Modern trends in world Society. Categorization of objectives - cognitive, affective and psychomotor; Specific objectives in the instruction of Social Sciences

Unit 3 : Curriculum

i. Nature of curriculum; changing curriculum patterns - different approaches - unified, interdisciplinary., integrated, correlated, co - originate, discipline - wise- pastoral curriculum.

ii. Components of Social Science Curriculum : Traditional and modem approaches of framing the curriculum; principles of curriculum construction; patterns of curriculum designs.

iii. Curriculum planning : Stages and strategies, role of the community agencies in India like the NCERT, DSEIIT, University bodies etc.

iv. Curriculum Organization : organization of the social studies course ; sequence in the social studies curriculum;

v. Curriculum evaluation : need, nature and aspects of curriculum evaluation; sources of obtaining evaluation information

vi. Critical study of the existing social science syllabus of Secondary schools in the state of Kerala in the light of the theories of curriculum construction

Unit 4 : Strategies for Social Science Instruction
  1.Psychological considerations of social Science *instruction*

(a) Humanistic theories (Carl Rogers and Abraham Maslow) and Learning Social science in inclusive classrooms

(b) Gagne's hierarchy of learning and conditions of learning

(c) Cognitive theory (Piaget, Bruner, Vygotsky& Ausubel) and its implications for instruction in social science

 (d) Social Learning theory-(Chomsky, Bandura, Rotter)

(e) Prosocial behavior theory and related research (Darwin, Batson) in designing social science curriculum

2. *Instructional Models*

Social Inquiry Model

Mastery Learning model

Advance Organizer model

Creative Learning model for preparing *creative* and critical thinkers (*Treffinger)*

Concept Attainment model '

Constructivist theory and practice

Jurisprudential model

Reflective practices

Unit 5 : Technology in Social Science Education

(a)   Individualized instruction; Programmed learning; developing programmed learning materials

(b)   Micro teaching ; advantage and limitations

(c)   Team teaching; characteristics; types; advantage and limitations

(d)   Modular approach; procedure and possibilities in the development of a module

(e)   Audio-video laboratory; concept of social studies laboratory, archives

(f)   Auto-type recording; Radio-Television and Satellite Communication system EDUSAT in class rooms

(g)   Integration of ICT in learning and teaching social science

(h)   Designing e-lessons for social science education

Unit 6 : <u>Evaluation</u>

Evaluation of learning out come in social studies

Teacher made test and standardized tests; construction and standardization of an achievement test in social studies

Formative arid summative evaluation

Continuous and comprehensive evaluation Grading; principles of grading

Diagnostic testing and remedial instruction

Unit 7 : Resource for learning Social Studies

     Community resources and current affairs

     Text-books and other printed materials and media

     Library, laboratory, museum and Internet archives

Unit 8 : Content and Process *(to be presented in an integrated way high – lighting teaching learning process)*

     Family, Neighborhood – Sustainable use of physical and human resources, problems of environmental pollution, small family norms, changing lifestyle, care for vulnerable sections of the society

Health and sanitation., basic amenities available, responsibility and responsiveness

social, cultural and geographic diversities, local crops, vegetation and agriculture system'

Salient features of Indian constitution, Fundamental rights, Devolution of powers 73rd &74thCAA, local self-government, Human rights, Rights of the child with special ref to RTE, Rights of other marginalized sections, RTI and right to service, Citizen charter

Unit 9: <u>Research Perspective</u>

     Areas of research in social science education Review of research in the State as well as University in the area of social science education. Areas in which more research is needed

Reflective Practicum

- ➢ Preparation of Pedagogic analysis of some selected topics from these subject areas
- ➢ Preparation and administration of a Diagnostic test and suggestion for remedial teaching
- ➢ Conducting a survey in the neighborhood and preparation of a brief report on resource available for teaching social studies.
- ➢ Analysis of a text book according to the modern criteria Preparation of an album / scrap book on a particular Unit/ topic
- ➢ Review of researches done in the teaching of social science in India and abroad.

References

1. Haroon, S. & Nasleer, A. (2012). Teaching of Social Science – Delhi; Pearson-Dorling Kindersley.

2. Sharma, S.P. (2011). Teaching of Social Studies. New Delhi; Kanishka Publishers Distribution.

3. Talla, M. (2012) – Curriculum Development Perspectives, Principles & Issues. Delhi: Pearson Pvt. Ltd.

4. Kohli, A. S. (1996). Teaching of social science. New Delhi; Anmol Publication Pvt.Ltd.

5. Leslie, W.T. & W. R. Bybee (1996). Teaching Secondary School Science. New Jersey; Prentice Hall.

6. Dobkin, S.W. et.al. (1985). A handbook for the Teaching of Social Studies. Allyn and Baconine, Massachusetts.

7. Phillips, Jan. (2010). Teaching History. New Delhi.Sage Publishers.

8. Martin, David Jerne. (2006). Elementary Social Science Methods: A Constructive Approach. (Ed.W) Singapore: Wordsworth Publishing.

9. Leon & Leon (2002). Internet for everyone. Vikas Publishing House.

10. Ronis, Diane. (2007) Brain Compatible Assessments, California: Corwin Press, Sage Publications.

Second semester M.Ed. Degree Examination for affiliated colleges

Model Question Paper

ES.10 : Social Science education

Time : 3 hours   Max. Marks:100.

Part A

(Answer any two questions)

1. Explain briefly the nature and scope of Social Science and indicate its need in the University curriculum.
2. Describe the major strategies in curriculum planning. What are the principles to be borne in mind while organizing curriculum.
3. Bring out the major implications of cognitive theory for institution in Social Science
4. Discuss the features of Blended Learning Models as instructional strategies for Social Science.

(2 x 10 = 20 marks)

Part B

(Answer any six questions)

5. Explain briefly the various instructional objectives of teaching Social Science, as per revised taxonomy.
6. Differentiate between teaching methods and teaching strategies. How will you utilize them for effective instruction in Social Science?
7. Establish the need and characteristics of organization of curriculum.
8. Explain Gagne's hierarchy of Learning
9. Bring out the significance of Pro-Social behavior theory in designing Social Science curriculum.
10. Describe the major instructional strategies based on reflective practices.
11. Define the term 'Micro Teaching' and differentiate it from normal class room teaching
12. How will you design e-Lessons for teaching Social Science?
13. Distinguish between criterion referenced and norm referenced tests.

(6 x 5 = 30 marks)

Part C

(Answer all questions)

14. Write any four characteristics of a good text book in Social Science
15. Write two ways of utilizing 'Internet' for enhancing the effectiveness of social science education.
16. Point out the salient features of Indian Constitution
17. What are the major consequences of global warming and climatic change
18. Write the syntax of social inquiry model in teaching
19. What are the advantages of 'team teaching'

(6 x 2 = 12 marks)

Part D

(Choose the best answer from among the options given)

20. Which among the following is a teacher centred strategy?
    (Reception Learning, Co-operative Learning, Group Discussion, Inquiry Learning)
21. Advance Organizer Model of teaching was developed by ………..
    (Flanders, Ausubel, Piaget, Skinner)
22. Taxonomy of Educational objectives is developed by ……………….
    (John Dewey, B.O Smith, B.S Bloom, I.K Devries)
23. 'Role Playing' is developed by using …………….
    (Micro Teaching, Simulation Technique, Interaction Analysis, All the above)
24. The 'Unit Approach' of organizing curriculum is …………………….
    (Child centred, objective centred, Teacher centred, content centred)
25. Which of the following learning aids is most appropriate, while using chronological Method?
    (Globe, Relief Map, Time Line, Model)
26. Inquiry Training Model is developed by ………………….
    (Bruce Joyce, David Ausubel, Hilda Taba, Richard Suchman)
27. 'Action Hypotheses' are based on ……..
    (Theory, Causes of the problem, Experience of the investigator, None)

(8 x 1 = 8 Marks)

COURSE TITLE:	7. *Commerce Education*	
	Duration in Hours: 100	**Marks :100**

(a.) COURSE OBJECTIVES

1. To equip the learner to analyze the significance, scope and goals of commerce education.
2. To acquaint the learner with the psychological theories and their bearing on commerce curriculum.
3. To enrich on the prevailing modes of learning and instructional practices in the Higher Secondary system of Kerala.
4. To compete the students with various approaches, strategies, methods, techniques and models in the teaching of commerce.
5. To be proficient in opting and implementing most appropriate teaching approaches/methods/ techniques/model of teaching in varied context and content.
6. To enable the learner to evaluate the significance of IT in commerce education and use of instructional supports in commerce teaching.
7. To develop a broad outlook into modern practices of student evaluation and assessment.
8. To acquaint the learner with a research perspective through commerce education.

(b) COURSE CONTENT

Unit I: Commerce Education: Significance and Scope (12 Hours)

1.1. Meaning, Definitions, Significance, Nature and Scope of Commerce Education
1.2. Historical development of Commerce Education – Recommendations of various committees on Commerce Education
1.3. Goals, Aims and Objectives
1.4. Revised Blooms Taxonomy
1.5. Values - Strategies adopted for inculcating values
1.6. Objective Based V/S Competency Based Instruction- Meaning, features
1.7. Knowledge management and commerce education – Meaning and importance
1.8. Relationship of Commerce education with Entrepreneurship education, Consumer education
1.9. Financial literacy: Concept and elements

Unit 2: Curriculum Development (20 Hours)

2.1. Concept of Curriculum

2.2 Curriculum transaction-Meaning and Definition

2.3. Curriculum development-Principles and Approaches of curriculum organization, Modern trends in curriculum development

2.4. Curriculum Evaluation-techniques of curriculum evaluation

2.5. Psychological theories of Piaget, Bruner and Vygotsky and their implication on Commerce Curriculum in constructivist paradigm

2.6. Curricular reforms by NCF(2005) and KCF (2007) – A brief outline

2.7. Catering Individual differences in commerce curriculum - Children with diverse needs, Strategies to deal with differently able, slow learners and gifted students

2.8. Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce curriculum

Unit 3: Instructional Approaches and practices of Commerce Education (23 Hours)

3.1. Approaches to Instruction – Direct V/S Indirect instruction, Interactive instruction, Independent study

3.2. Learner centered approaches - Self study approach, Experiential learning, Reflective learning, Modular approach, Mastery learning, Inquiry based learning, Problem Based Learning, Co-operative learning, Computer assisted instruction, Peer tutoring

3.3. Approaches in Teaching accountancy – Journal approach, Ledger approach, Balance sheet approach, Single entry approach, Spiral development approach, Complete cycle approach, Equation approach

3.4. Methods of Teaching Commerce-Lecture, Demonstration, Socialized methods, Project method, Problem solving method, Inductive and Deductive, Analytic and Synthetic, Case study, Team teaching

3.5. Techniques of Teaching Commerce – Drill, Review, Narration, Exposition, Role play, Simulation, Quiz session, Buzz session

3.6. Non-Formal Techniques of Teaching Commerce-Field trips, Internet resources, Reading, Open learning from resource centers, Placement etc.

3.7. Models of Teaching Commerce-Inquiry Training Model, Apprenticeship Model, Jurisprudential Inquiry Model, Constructivist Model, 5E model

Unit 4: ICT in Commerce Education   (10 Hours)

4.1. Communication, Classroom communication, Integration of ICT in classroom interaction, ICT through Individual, Small group and large group instruction

4.2. Techno-Pedagogy: Concept, nature and scope; Teacher as a Techno-Pedagogue: Meaning and qualities

4.3.   IT enabled instructional resources: Short films and videos, YouTube resources, animations, Educational blogs, e-journals, pod casting, e-learning, web based learning, Online learning, Video conferencing and Tele conferencing.

4.4.   e-content development – concept and steps in the preparation of e-content

4.5.   Multimodal Design in commerce classroom

Unit 5: Assessment in Commerce Education   (10 Hours)

5.1.   Assessment of process, product and performance abilities

5.2.   Tools for Assessment: Quantitative and Qualitative

5.3.   Recent trends in Assessment: Grading, - Internal and External assessment.

Unit 6: Research Perspective in Commerce Education   (5 Hours)

6.1.   Research in Commerce Education- Need, importance, opportunities and constraints

6.2   Methods for developing research aptitude

6.3.   Action Research in commerce education

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Suggested Practicum

1. Critical analysis of the existing Higher Secondary Commerce Curriculum based on curriculum reforms.
2. Analysis of curricular materials with reference to development of values.
3. Identification of difficulties in the transaction of Accounting/Computerized accounting for higher secondary school students and suggestions for improvement.
4. Preparation and use of animation films/video clippings for teaching Commerce.
5. Prepare a rubrics/portfolio for evaluating seminar/ project/ practice teaching/specific behavioral traits.
6. Review of recent researches in Commerce Education
7. Conduct an Action Research on any specific area related to teaching of commerce
8. Survey of Recent Researches in Commerce Education with special reference to:
   - a) Curriculum transaction in commerce education.
   - b) Instructional practices/approaches
   - c) ICT in commerce education
   - e) Evaluation in commerce education
   - f) Teacher competencies and skills

References

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2. **Anderson,W,L and Krathwohl,D,R,** *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Allyn & Bacon: Boston.
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Second Semester   M.Ed Degree Model Question Paper (for affiliated colleges)

ES 11: COMMERCE EDUCATION

Time: 3 Hours   **Maximum: 70 Marks**

Part A

Answer any 2 questions. The question carries 10 marks

1. 'Models of teaching are instructional design'. Justify this statement and explain Apprenticeship model with the help of an example

2. 'Learning become enquiry based, problem based and reflective based'. Explain this statement in the light of modern approach for instruction at higher secondary stage.

3. Explain the modern trends in assessment. Describe the quantitative and qualitative tools used for assessing learning process

4. What is meant by Pedagogical content knowledge analysis (PCK)? Explain the significance of PCK analysis in commerce curriculum

(1x20=20 marks)

Part B

Answer any 6 questions. Each question carries 5 marks

5. Explain the application of Vygotsky's constructivist theories in knowledge building of commerce.

6. What are the various methods used for developing research aptitude among commerce students?

7. Explain the key elements associated with financial literacy.

8. Give an explanatory note on 'knowledge management'.

9. Explain the significance of interactive instruction in commerce education

10. Describe certain classroom management tactics for effective instruction at higher secondary level

11. What is meant by curriculum transaction? Explain the key components associated with effective transaction of curriculum.

12. Explain Multimodal Design in commerce teaching

13. What ate the various IT enabled instructional resources suitable for teaching commerce?

Part C

Answer *all* questions. Each question carries 2 marks

14. Write down the significance of teaching single entry approach in accountancy

15. Point out the features of brain storming techniques

16. What are the major Non-Formal Techniques used for teaching commerce?

17. Mention the salient features of entrepreneurship education

18. Write down the constraints experienced by commerce teachers while implementing peer tutoring strategy.

19. List out the merits of student initiated study than teacher initiated study

(**6x2=12 marks**)

Part D

Answer *all* questions. Each question carries 1 marks

20. The chief exponent of emotional quotient is
    (**Daniel Golman**, Jean Piaget, Howard Gardner, Thurston)

21. The component of intelligent helps the learner to construct models is
    (visual intelligence, logical intelligence, **bodily kinesthetic intelligence**, inter personal intelligence)

22. The teacher stimulate 'thinking to think' among students, his role is termed as
    (facilitator, **reflective practitioner**, facilitator, mentor)

23. 'Structural and hierarchical arrangement of concepts' describes in
    (concept attainment model, **advance organizer model**, cognitive apprenticeship model, group investigation model)

24. The chief exponent of experiential learning is
    (Piaget, **Kolb**, Kolberg, Golman)

25. 'Acceleration' is an approach used to cater the need for
    (slow learners, differently able, average learners, **gifted**)

26. The unique aspects derived through commerce education is
    (academic strength, **vocational nature**, social obligations, economic consciousness)

27. Problem based learning is based on the philosophy of
    (idealism, naturalism, **pragmatism**, existentialism)

(**8X1=8 marks**)

COURSE TITLE:	8: Earlychildhood Education	
	Duration in Hours: 100	**Marks :100**

(a) Course Objective

To enable the students with the ability to:

- develop and understand the basic concepts in early childhood education.

- acquaint with the principles of growth and development and their importance in early childhood education

- outline the various strategies for promoting school readiness among the pre-school children.

- get an awareness of the child rearing practices in the context of Elementary education understand the pre- school evaluation models and methodology of different pre-academic areas.

- Imbibe values, social attitudes and manners important in his/her socio cultural context and to become sensitive to rights and privileges of others.
- Develop independence, aesthetic appreciation and creativity by providing child with sufficient opportunities for self-expression and active exploration, investigation and experimentation.

- Make a smooth transition from preschool to primary through development of emergent literacy and school readiness.

(b) COURSE CONTENT

Unit 1: Introduction

Concept, objectives and significance of early childhood education. Early childhood Education framework
Historical development of early childhood education, issues of early Childhood education in India and abroad.
Present status of early childhood education in India and recommendations of various committees and commissions

Unit 2 : Early Child hood – Growth and Development

Principles governing child development, variations caused by heredity and environment. Critical periods of development.

Aspects of early development: Pre-natal and post-natal. Aspects of development-physical and motor, language, cognitive, socio-personal and emotional, creativity, morality, etc.

Role of teacher educators in creating awareness among teachers for better growth and development.

Factors affecting development: Influence of material malnutrition, disease, spacing of birth, age factor, smocking and drug usage of parents and radiation effects on child's personality and later behavior.

Early childhood education as foundation for development. The Pre-School child

Unit 3 : Learning Readiness

Types of Pre - schooling facilities available in India,

Pre-school as a linkage for primary stage.

Importance of pre-school for accelerating school readiness; Personal and social readiness;

Psychomotor readiness and Academic readiness.

Development of language, mathematical and scientific concepts in children individual differences in mental ability- giftedness and mental deficiency.

Unit 4 : Child Rearing Practices:

Types of child rearing practices; authoritarian versus democratic practices; need to conserve good practices.

Need for designing stimulation at home and school, delays and differences. Factors leading to Maladjustment and behavior problems

Unit 5. Pre-School Instruction

Organization and administration of pre-school institutions.

Agencies conducting pre -schools, Educational activities and programmes

Unit 6: Curriculum and Teaching Methods for Early childhood Education.

Development of pre-academic skills (pre-reading, pre-writing and number) communication skills and socialization process; Educational implications,

Various approaches followed in pre-schools:

-Montessori Model, Piagetian Approach, Vygotsky Model, Balavadi and Anganvadi Significance of play way method and multiple intelligence based methods and materials in preschools.

Importance of research in designing and incorporating new inventions in theory and practice.

Reflective Practicum:

1. Designing and using of materials based on recent theories such as those of Bruner and Piaget.

2. Development of Logic Blocks and Manipulative toys for constructive approaches at the pre-school stage

3. Survey of child rearing practices *of the* community.

4. Preparing educative materials suited to local conditions.

5. Administering the school readiness test.

6. Analytical study of a pre-school-curriculum model

7. Case study of behavioral problems of Pre-school children.

8. Designing a curriculum for pre-service training of teachers for early childhood.

9. Analysis of common toys that can be used in developing multiple intelligence

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Model Question Paper

M.Ed. Degree (for affiliated colleges) Examination

Elective

Early Childhood Care and Education

Time: 2 hours   **Max. Marks. 70**

[Answer 2 questions from Part A, 6 questions from Part B and all questions from Part C and Part D. Each question in Part A carries 10 Marks, Part B carries 5 marks, Part C carries 2 marks and Part D carries 1 mark.]

Part A

(Answer any two questions)

1. Discuss the objectives of Early Childhood Education. Briefly describe how far these objectives are achieved in our state.
2. Describe factors causing maladjustment in children during early childhood. What measures can be adopted to deal with the problem.
3. Discuss about the role of teacher educators in creating awareness among teachers for better growth and development.
4. What is developmental task? How can this information can be exploited for organizing effective educational programmes during early childhood.

(2 x 10 =20 Marks)

Part B
(Answer any six questions)

5. Describe briefly types of pre-schooling facilities available in India
6. Describe briefly the stages of moral development proposed by Piaget.
7. How far Bridge's Chart effective in explaining Emotional development at early childhood.
8. State the opinions of Comenius and Pestalozzi regarding aims of Education.
9. Briefly describe Early Childhood Education Framework.
10. List the factors causing Maladjustment.
11. Describe the importance of play way method.
12. 'Early childhood education is the foundation for future development'. Substantiate.
13. How far psychomotor readiness leads to academic readiness?

(6 x 5 =30 marks)

Part C
(Answer all questions)

14. What is 'parallel play'?
15. What do you mean by objectified causality?
16. What is the difference between prenatal and post natal development.
17. Write any two principles of development.
18. Name any two agencies conducting preschool education.
19. Who is a gifted child?

(6 x 2 = 12 Marks)

Part D
(Choose the best answer from the options given)

20. When children grow up in an environment in which their wants and needs are consistently ignored, these children may eventually perceive that their behavior is of no consequence due to an inability to influence events in their lives. This negative impact on the child's development is called:

    A. learned helplessness.   B. depersonalization.   C. cognitive dissonance.   D. oppositional identity.

21. The psychological process during early childhood in which children try to take on the qualities of important people in their environment is called:

    A. social co-construction.   B. self-regulation.   C. identification. D. induction.

22. A child with fine-motor impairments will likely have the most difficulty performing which of the following tasks?

    A. kicking a ball B. carrying a book C. drawing a picture D. reading a story

23 . Who is not associated with Constructivism?

    A. Piaget   B Watson   C. Vygotsky   D Bruner

24. According to Abraham Maslow a child who frequently comes to school hungry, tired and dressed in dirty clothing has which of the following unmet needs?

    A Self actualisation B love and belongingness   C safety and security D physiological

25. Dysgraphia is a learning difficulty associated with

    A Space   b Language C writing D. Computation.

26. Which of the following activities best promotes mathematical understanding among preschool children?

A. naming geometric shapes that can be found around the room and drawing pictures of them

B. counting by rote to ten on a daily basis

C. learning about the calendar

D. sorting objects in a variety of ways and talking about how they are sorted

27. According to Piaget _____ is how a child handles new information that seems to conflict what he already knows.

A Adaptation   B Organisation C Conservation   D Equilibrium

(8 x 1 = 8 Marks)

COURSE TITLE:	8. *Sanskrit Language Education*	
	Duration in Hours: 100	**Marks :100**

COURSE OBJECTIVES :

On completion of the course the student will :

- o Identify the theories of language acquisition.
- o Understand the techniques of teaching language and literature.
- o Get at the linguistic, psychological and social processes underlying the learning of languages.
- o Get an awareness about the various aspects and dimensions of teaching Sanskrit in the school and college levels
- o Gain an understanding of the nature of Sanskrit Language.
- o Acquire the confidence to apply the acquired skill in an actual class room situation.
- o Get an idea about the steps involved in the construction of language curriculum.
- o Understand the different approaches, method and strategies in Sanskrit curriculum transaction.
- o Internalize various skills involved in teaching Sanskrit.
- o Get an idea of the various traditional and technological learning sources.
- o Examine the various aspect related to assessment and evaluation.
- o Understand the nature, functions and implications of planning for teaching languages.
- o Develop an appreciation and aptitude on Research in Sanskrit.
- o Develop communicative skill, creative writing skill and skill in appreciation.

(b) Course content

Unit 1: Nature, scope and development (10 Hours)

- o Sanskrit as a language ,Origin and development, Sanskrit the mother of Indian languages- Nature and importance of Sanskrit Education and its relevance in modern language Education- Aims, objectives and values of learning Sanskrit in different stages
- o   Scope of Sanskrit Education at School, College levels.

o Taxonomy of Educational objectives –Blooms Taxonomy-revised form – Technology integrated Taxonomy.

Unit 2: Enhancing proficiency in language skills.   (15 Hours)

o Four basic language skills (listening, speaking, reading and writing) Nature, scope, strategies and activities for enhancing proficiency in four basic language skills.

o Listening skill: Comprehension discriminating word forms, Stress, Accent, Pitch, Intonation, Rhythm, Listening with the help of modern equipments.

o Speaking skill: Nature, importance and various aspects of listening, Convey information, Produce sound in meaningful, chunks ,conversations, group discussion, Dialogue practice, Dramatization, role play, seminar, questioning and answering

o Reading skill: Reading process, importance and reading readiness, types of reading-loud and silent, verbal and nonverbal communication, Body language, Gestures, Eye contact, Speed, Postures, chunking, Scanning ,skimming

o Writing skill: Writing readiness, Stages of development of writing skill ,Methods of writing, Writing standardized forms of scripts, Punctuations, Characteristics of good hand writing ,Styles of writing, Common errors and their remedies, Writing defects and remedial program me, creative writing.

o Theoretical bases of Sanskrit language Development: Theories of language acquisition- Behaviourism, Cognitivism- Piaget, Bruner, Chomsky, Constructivism, Social constructivism, Bandura, Vygotsky , Critical Pedagogy.

o Models of Teaching- relevant to language learning

Unit 3.Curriculum and resources (10 Hours)

Language curriculum construction, Concept, Definition, Curriculum and Education , Need based Curriculum, Foundations of curriculum development, Principles of curriculum Development, Difference between syllabus and curriculum, Practices in the development of curriculum, syllabus, Source Book, Work book and Teachers' hand Book in Sanskrit. Comparative study of SCERT, NCERT,CBSC and ICSE Source Books in Sanskrit.

Unit 4: Methods and Approaches for Sanskrit instruction   (12 Hours)

Traditional methods :Pathasala Methods, Bhandarkar Method. Textbook method.

 Modern methods : Direct Method, play way method, Inductive and deductive method   Problem solving method, audio lingual method, Structural method, Analytical method, Activity method, Project method, Humanistic approach, Communicative approach, Interactive approach, Holistic approach, Interdisciplinary approach, Individualized

instruction, Creative approach, Co operative and collaborative learning, Micro and macro Teaching, Dramatization, , SOS Approach, Multiple Intelligence.

Strategies : Lecturing , Language games, Mind mapping, Ability grouping , Role play and Dramatization, Collaborative learning , Brain storming , grouping , Group work and pair work.

Unit 5 : Educational Technology in Sanskrit Language.

(12 Hours).

Technological resources –EDUSAT, Digitalized Language Laboratory, Computer, Internet, E learning, Smart class, Blog, T.V, L.C.D, M. learning, Virtual library, Web tools.

Use of Teaching aids and appliances, Individualization of language learning, personalized system of language learning, Programmed learning.

Unit 6: Evaluation and assessment (15 Hours)

Concept of evaluation, types of evaluation, Internal and External, Formative and Summative, Continuous and comprehensive Evaluation,(C.C.E)

Ancient Evaluation (Oral, Salakya, Anyonya etc.) , Modern Evaluation with the help of I.C.T.

Grading- Trends in alternative assessment, Performance based assessment, Portfolio assessment, Criterion Referenced and non referenced evaluation, Techniques of Evaluation, Testing language skills, Mental process, Vocabulary and grammar

Modern trends in evaluation – Projects , Seminars , Group Discussions , Symposium, Assessment using portfolio, rubrics, online assessment

Types of tests - Teacher made standardized test, Diagnostic and Achievement test, Diagnosis and remedial teaching.

Unit 7: Teacher empowerment & individualisation of language learning

(10 Hours)

Pre service training and in- service training, Professional organizations, Online teacher net work, Reflective teaching, Teacher portfolio strategies for coping with professional stress.

Techniques for individualization, Differentiate assignments , Class room task, personalized system for instruction

Characteristics ,qualities, duties and responsibilities of a teacher, concept of teacher as a professional, ways of developing professionally, Teacher competencies, Multiple roles of teachers, Job opportunities and satisfaction of Teachers

Unit 8: Research perspectives.   (**16 Hours**)

Recent research trends in Sanskrit language education, Undertaking Research Publications, Review of researches in Sanskrit Languages, Report writing, Innovations in language education, Critical, comparative and analytical study of Researches in Sanskrit.

SUGGESTED PRACTICUM

The students may undertake any TWO of the following activities:- ONE each to be chosen from A and B

A. **Critical and Analytical Study**
  - Commissions, plans and policies regarding language education
  - Issues and problems in learning Sanskrit
  - Study of SCERT and NCERT source books/ teachers' handbooks/work books in Sanskrit and at secondary and higher secondary level
  - Comparison of Sanskrit language and literature with other languages
  - Different Non-formal agencies for promotion of Sanskrit and their projects
  - Prepare a brief report on Sanskrit commission or Krishna warrier committee.

B. **Design and Development of Modern Learning Supporting Gadgets**
  - Preparation of digital and multimedia materials for learning Sanskrit at higher secondary level.
  - Preparation of innovative materials for learning Sanskrit—Communication, grammar, discourse materials, discourse transfer, translation
  - Preparation of self study materials for learning Sanskrit
  - Preparation of remedial teaching packages in Sanskrit

References:

Language in Education   Michel West

Samsktha Sikshanam   Dr.Udaya Sankar Jha

Smskrtha Siksha   Ramsakal Panday

SamskthaSikshanam   Venpady Sambasivamoorthy

Samskrthaadhyapanam   G. Viswanadha Sarma

The Teaching of Sanskrit   D.G.Apte

Samsrtha Sikshanavidhi   Reghunathasaphay

Samskrthaadhyapanam   M.Sahadevan

Samskrtha Sikshane Nuthanapravidhyaha   Chin Sarma &Fathe Singh

The Problems of Sanskrit Teaching   Hupanikar

History of Sanskrit Teaching   Keith

Principles of Language learning   palmer

SikshaSourabham   Dr. Remakanth Misra

Report of Sanskrit Commission (1957)

Krishna Varrier Committee Report on Sanskrit Education

M.Ed Degree Examination

ES 13 Sanskrit Language Education

Time : 3 hrs.   **Max. Marks : 70**

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COURSE TITLE:	9. *Tamil language Education*	
	Duration in Hours: 100	**Marks :100**

(a) **COURSE OBJECTIVES :**

- To gain an understanding of the nature and functions of language, linguistics and its implications for learning a language.
- To identify the theories of language acquisition
- To understand the techniques for teaching language and literature.
- To get at the linguistic, psychological and social processes underlying the learning of languages.
- To get an awareness about the various aspects and dimensions of teaching Sanskrit in the school and college levels
- To gain an understanding of the nature of Sanskrit Language.
- To acquire the confidence to apply the acquired skill in actual class room situations
- To understand the principles and preparing curriculum for Tamil language and text book.
- To develop an idea of the various traditional and technological learning sources
- To acquire the skill of using ICT and language laboratory in teaching of Tamil.
- To understand the modern trends in the evaluation of learning outcomes.
- To develop an interest to know about various areas of researches in Tamil Education.

(b) **COURSE CONTENT**

Unit : I NATURE AND SCOPE, AND DEVELOPMENT (10 HOURS)

Nature, origin, growth and characteristics of language.

Language and its element- pronunciation, vocabulary, Vocabulary expansion- class room devices and exercises

Types of Tamil language- spoken Tamil – colloquial accepted form – written Tamil

Classical language- characteristics of classical language- Tamil as a classical language.

Linguistics and language- nature and functions of linguistics.

Linguistics and phonetics – phonetics-phonetic principles in language teaching and language learning.

UNIT II: PSYCHOLOGY OF LANGUAGE LEARNING (15 Hours)

Psychological principles in Tamil learning and teaching.

Application of relevant Psychological theories in teaching Tamil.

Importance of motivation – readiness- reinforcement-Law of exercise- Learning related Concepts.

Recent development in the psychology of language development and verbal learning

Teaching Tamil as first and second language

UNIT III: ENHANCING PROFICIENCY IN LANGUAGE AND LITERATURE

(18 Hours)

Development of different language skills-(listening, speaking, reading and writing)   Nature, scope, strategies and activities for enhancing proficiency in four basic language skills.-taxonomy of objectives(Bloom et.al and the modifications)

Teaching of language as a knowledge subject- familiarizing with   different literary forms in Tamil - Difference in their nature content and emphasis, interrelationships

Innovative techniques for teaching vocabulary, grammar, literature- prose, poetry, drama, fiction- teaching, reading and writing.

Theories of language accquisition-Behaviourism,Cognitivism-Piaget,Bruner,Chomsky,Constructivism,Social constructivism, Bandura, Vygotsky , Critical Pedagogy

UNIT IV: METHODS AND STRATEGIES

(12 Hours)

Teaching of poetry- objectives-methods- descriptive methods- poet perspective- readers response- thematic reading.

Teaching of prose-objectives- methods-difference between teaching of prose and poetry

Teaching of grammar- objectives-methods-Deductive methods and Inductive methods

Teacher centered to student centered

Models of teaching suited for Tamil teaching- the use of Concept Attainment model, Advanced Organizer model, Inquiry model, Discovery model

UNIT V: CURRICULUM AND RESOURCES

(10 Hours)

Curriculum- Concept definition-Curriculum and education

Foundation of curriculum development- Principles of curriculum development, Curriculum construction in Tamil

Difference between syllabus and curriculum

Modern trends in curriculum development- The place of mother tongue in the present school curriculum

Traditional resources- Books, Periodicals, Libraries, Community resources

Technological resources- Virtual libraries, Smart classrooms, Digitalized language laboratories, e-learning- web tools-Blogs, Podcast

Selection and grading of content

UNIT VI: EDUCATIONAL TECHNOLOGY IN TAMIL TEACHING

(10 Hours)

Use of teaching aids and appliances, Individualization of language learning, Use of technological Aids like computer, television, Radio, Video tape recorder and lingua phone records, Language laboratory- Importance of language laboratory- Role of language laboratory in Tamil learning

Tamil virtual university- Curriculum of Tamil virtual university- Tamil traditional, Cultural news and manuscript museum in virtual university

UNIT VII: EVALUATION AND ASSESSMENT   (10 Hours)

Modern concept of evaluation

Types of evaluation-Internal and External, Formative and Summative, Continuous and comprehensive evaluation, grading- Trends in alternative assessment

Evaluation techniques in Tamil Language teaching- Testing language skills, Mental processes, Vocabulary and grammar

Modern trends –Evaluating projects, seminars, group discussions, symposia, online assessment

Types of tests- Teacher made, Standardized, Diagnostic and Achievement test

Diagnosis and remedial teaching in Tamil

UNIT VIII: TEACHER EMPOWERMENT   (4 Hours)

Pre service training, In service training, Professional organizations, online teacher Networks

Reflective teaching, Teacher portfolio strategies for coping with professional stress

Unit IX: RECENT RESEARCH TRENDS IN TAMIL LANGUAGE   EDUCATION
(6 Hours)

Undertaking research publications- In multilingual context of India.

Research in Tamil literature- Research in Tamil education- Action research

SUGGESTED PRACTICUM

The students may undertake any TWO of the following activities:- ONE each to be chosen from A and B

A. Critical and Analytical Study

- Intensive study and a analysis of selected issues and problems in learning of first and second language education
- Issues and problems problem faced in Tamil classrooms
- Study of SCERT and NCERT source books/ teachers' handbooks/work books in Tamil and at secondary and higher secondary level (Tamil Nadu and Kerala)
- Comparison of Tamil language and literature with other languages
- Different Non-formal agencies for promotion of Tamil and their projects
- A review of changing trends in Tamil language teaching

B. Design and Development of Modern Learning Supporting Gadgets

- Preparation of digital and multimedia materials for learning Tamil at higher secondary level.
- Preparation of innovative materials for learning Tamil—Communication, grammar, discourse materials, discourse transfer, translation
- Preparation of self study materials for learning Tamil
- Preparation of remedial teaching packages in Tamil

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21. Mangal S. K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning private limited.

M.Ed Degree Model Question (for affiliated colleges)paper
TAMIL LANGUAGE EDUCATION

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COURSE TITLE:	10. *Arabic language Education*	
	Duration in Hours: 100	**Marks :100**

(a) Course Objectives:
1. To understand the different approaches, methods and techniques of language learning.
2. To apply the content and scope of school curriculum in Arabic language.
3. To get acquainted with recent developments in the curriculum construction.
4. To analyze contemporary learning theories and concepts and acquire the basic skill in teaching and learning.
5. To understand the various aspects and dimensions of teaching Arabic as a foreign language in the secondary schools/colleges in Kerala.
6. To identify the problems and hindrances in teaching Arabic as a second language.
7. To practice the various skills involved in teaching Arabic and apply them in actual classroom situations.

(b) Course Contents:

Unit I: Language and Language Learning   (15 Hours)

1. Language Education: Scope and Nature – General Principles of language learning – Role of Psychology and Linguistics in language learning.

2. Teaching and Learning Methods: Translation method – Direct method – Communicative method – Play-way method – Project method – Programmed instruction – Activity based learning – Student centered learning.

3. Learning Activities: Basic language skills; Listening, Speaking, Reading and Writing skills – Language learning – Developmental process of environmental assistance.

4. Bilingual and multi-lingual communication problems in teaching a foreign language – factors affecting language learning and teaching.

5. Role of teacher – Facilitator – Text books and Handbook – Class Planning – Reading and Library – Co-curricular activities – Micro teaching – Curriculum construction and organization – Student evaluation and assessment – Models of teaching – Student aptitude – Mixed ability classes – Motivation – Teacher student relationship.

6. Philosophical bases of language learning: various schools of philosophy and language learning.

7. Psychological bases of language learning – learning theories and language learning – Behaviorism, Insight learning and constructivism etc..,

8. Sociological bases of language learning – language and culture – role environment and society.

9. Technological bases of language learning – Information and Communication Technology (ICT) in education – Audio visual aids – Language Laboratory – Television – Computer – Internet

Unit II: Methodology of Language Learning   (15 Hours)

Instructional objectives in teaching as a second language – objectives in cognitive, affective domains – formation of objectives – planning to teach – year plan – unit plan – lesson designing.

1. Structures

Content and organization of structural syllabus – principles of gradation of structures, methods of teaching structures – the production stage of language item in new situation and context.

2. Vocabulary

Building up of vocabulary – methods of teaching new words, phrases and idioms – teaching the use of dictionary – the importance of word list, glossary and other aids and their place in teaching vocabulary – language games

3. Prose passage

Design of the prose passage – techniques of teaching prose – classroom procedures during questioning stage of a reading lesson – types of comprehension errors – the places of charts and cutouts in teaching prose

4. Poetry

Values and aims of teaching poetry in higher standards – teaching of Comprehension and Appreciation – the place of dramatization, narration, and explanation to stimulate imagination and interest in poems – the teaching of recitation by groups and individuals

5. **Writing**

Teaching to write in Arabic – the guided and free compositions – composition exercises – paragraph production – completion of stories – letter writing – diaries – caption compositions etc.

6. **Reading skills**

Reading – the abilities of a skilled reader – importance of reading habit as a source of pleasure and information – the choice and treatment of books for extensive reading – teaching of silent reading – reference and study skills – way of stimulating extensive reading – the use of class and school libraries to foster extensive reading

Unit III: Modern concepts of Evaluation   (10 Hours)

Evaluation techniques in language teaching – criteria for a good test – types of tests – teacher made and standardized tests – Reliability, validity, and usability – diagnostic and achievement tests – testing communication skill, punctuation, and language elements – forms of questions, essays, short answer, true or false, completion, multiple choice – objective based test – improved multiple items – diagnostic tests – preparation of achievement tests – continuous evaluation

Unit IV: Contemporary Trends in Teaching Arabic in Kerala   (15 Hours)

1. Learning Arabic in India – contributing factors to the teaching and learning of Arabic language in India – the aims of teaching Arabic in schools and colleges – scope of Arabic education at the UG and PG teacher education programmes – teaching of Arabic as a second language

2. The new curriculum in Kerala: scope and challenges – social constructivism – critical pedagogy – issue based curriculum – code switching and code mixing – graphical learning – basis psychological bases of learning: behaviorism, insight learning and constructivism – multiple intelligence – National Curriculum Framework 2005 – grading and examination reforms – continuous evaluation – DPEP – SSA – RMSA – CBCSS at university education.

REFLECTIVE PRACTICUM (any two)

1. Pedagogical analysis of newly revised Arabic text books in the Kerala School Curriculum

2. Analysis of Teachers' source books KCF–

3. Preparation of modules for in-service programmes of teachers

4. Critically examine the effectiveness of innovations in language learning in the state of Kerala

5. Preparation of achievement, aptitude and diagnostic tests.

References:

1. John Lyous: Language and Linguistics- in introduction. Cambridge University Press,1981.
2. Tidymar, W.F. et. al., Teaching the Language Arts, New York: McGraw Hill, 1969.
3. Bennett, W.A. Aspects of Language and Language Teaching, London: CambridgeUniversity Press, 1969.
4. Nolliday, K.A.K. The Linguistics Science and Language Teaching, London: Longmans,1968.
5. Lado, Rober. Language Teaching: A Scientific Approach, Bombay: Tate McGraw Hill,1964.
6. Chomsky, N.A. Review of Verbal Behaviour by H.F. Skinner Language, 1959

Model Question Paper

SECOND SEMESTER M. Ed. DEGREE EXAMINATIONS (C.S.S)

ADVANCED METHODOLOGY OF TEACHING ARABIC

Time: 2 hours   Max Marks: 70

I.   أعدّ <u>مقالتين</u> من الآتية   (2 X 10 = 20 marks)

1.   الطالب هو المحور في عملية التعلم. ناقش

2.   ماهية علم النفس التربوي في تدريس اللغة

3.   المنهج المدرسي Curriculum: التنظيم والبناء والتنفيذ والتقويم

4.   المناهج المستحدثة و البرامج المعاصرة في مجال تدريس اللغة العربية في ولاية كيرلا

II.   اكتب مذكرة وجيزة <u>لستة</u> من الآتية   (6 X 5 = 30 marks)

1.   التقويم التربوي بإشارة خاصة إلى تقويم المستمر المستوعب

2.   المنهج المؤسس على القضيات Issue based Curriculum

3.   تكنولوجيا التربية Educational Technology في تدريس اللغة العربية

4.   نظرية البنائية الاجتماعية Social Constructivism

5.   برنامج التعليم للجميع Sarva Shikshan Abhiyan

6.   أهمية برنامج التعليم Teaching Models في تدريس اللغة العربية؟

7.   نظرية الذكاءات المتعددة Multiple Intelligence

8.   دور التدريس المصغر Microteaching في تدريب المعلمين

9.   طرق التدريس المشهورة

III.   أجب عن <u>ستة</u> من الآتية موجزا   (6 X 2 = 12 marks)

1.   ما هي أهمية التعليم العلاجي Remedial Teaching ؟

2.   اكتساب اللغة يعتمد على استماع اللغة. أوضح.

3.   ما الفرق بين الطريقة الاستقرائية والطريقة الاستدلالية ؟

4.   ما هي المنظمات المتقدمة Advance Organizers ؟

5.   ما هي فوائد علم النفس التربوي Educational Psychology ؟

6.   ما المراد بنظام فصل دراسي وكرديتات بالاختيار Choice based credit and semester system ؟

COURSE TITLE:	11. *Geography Education*	
Credits 4	**Duration in Hours: 100**	**Marks :100**

(a) **Course Objectives**

➢ To understand the history and modern trends in the nature, aims and curriculum trends
➢ To attain necessary skills in developing various instructional model based on theories of Education
➢ To understand the relevance of psychological theories to geography teaching and learning.
➢ To gain insight into the methods of assessing and grading the teaching of geography
➢ To acquaint with the latest educational thinking about geography education
➢ To develop skill needed for devising geography curriculum for schools
➢ To use research findings in geography education for improving practices related to geography education.

B) **Course content**

Unit I Nature and objectives of Geography Education   (10hrs)

Nature and scope of geography- functions intellectual, social, vocational-evolution of geography teaching- recent trends and developments.

Aims and objectives of teaching geography- taxonomy-origin-bloom's taxonomy 1956, revised taxonomy (1990), process skills, technology integrated taxonomy

Unit II Curriculum   (15hrs)

I) Curriculum patterns, different approaches and trends in curriculum construction- regional, National, International (critical pedagogy, PBL, issue based curriculum, KCF 2007, NCF 205, NCERT and SCERT)
II) Curriculum process-aims, goals, selection of learning experiences, selection of content, organization and integration of experience and content, evaluation, integration of curricular activities.
III) Syllabus revision in Kerala-upgrading and modernization of geography syllabus, integration of work oriented education critical study of the syllabus, textbooks, source books, workbooks, handbooks etc. guide lines for preparing geography curriculum materials.
IV) Techno pedagogic curriculum transaction .Digital texts, virtual libraries etc.
V) Curriculum evaluation- criteria, strategies adopted in India and abroad.

Unit III   Strategies for geography instruction   (20hrs)

I)   Theoretical base of geography education
- Piaget''s developmental theory of learning and its implication in geography
- Bruners theory of cognition growth
- Gagnes Hierarchy of learning
- Cognitive learning theory of Ausubel.
- Vygotsky's learning theory
- Gardeners multiple intelligence

II)   Critical review of strategies

      Strategies for geography instruction, techniques individualized learning personalized system of learning, auto lecture, programme for disadvantaged

      Modern strategies –concept mapping, mind mapping, brain based learning, blended strategies, using graphic organizers.

      Role playing, enquiry training, cooperative learning, guided and inductive thinking problem solving

Unit IV   Approaches to learning geography   (10hrs)

    Inductive- deductive thinking, conceptual -factual approach , constructivist approach- learning by discovery, guided discovery expository learning self devised learning, collaborative learning ,project based learning, experimental learning.

Unit V Instructional Models   (10hrs)

  _   Enquiry learning

- Gagnes model
- Creativity learning model
- Advance organizer
- Jurisprudential
- Reflective practice
- Problem solving model

Unit VI Technology oriented geography education

- Programmed instruction, branching mechanics of developing materials of programmed learning
- Micro teaching-development of teaching skills
- ICT and geography teaching , e-learning networking purposes- personal and professional growth, online learning, meaning purpose
- Blogs-meaning, educational, instructional blogs.
- Cyber aids-meaning ,ethics

    Resources for teaching- UBUNDU, MOODLE, ERIC,INFOBNET

Virtual learning-value-factors, problems of virtual classrooms solutions

E learning- M learning, teleconferences

Unit VII Evaluation and Assessment-   (12hrs)

Types- formative and summative evaluation-process skills, teacher made tests and standardized tests, construction and standardization of an achievement test.

CCE, rating scales and checklists portfolios, rubrics'

Grading-principles devising a grading system, avoiding grading errors diagnostic testing and remedial teaching

Assessment-affective measures, use of tools and techniques

Planning and assessment of portfolios in geography teaching- rubrics for evidence based performance evaluation.

Assessment of curricular activities-assessment of content knowledge through activities.

Unit VIII Research perspective   (8 hrs)

- Acquaintance with research findings in geography education.
- Variables related to geography achievement
- Efficacy of models
- Areas needed research concentration in geography
- Researches in geography related to education

Reflective practicum   (only two)

1. Preparation of lessons based on modern instructional strategy
2. Preparation of a resource unit in geography
3. Preparation of Innovative material in teaching learning
4. Documentation of an geographical issue
5. Preparation of a learning module
6. Pedagogic   analysis of select topics.

References

Monkhouse.F.J , Principles of Physical Geography

Arthur.N.Strahler and Allen.H.strahler – Modern Physical Geography.

Hagget.P., Geography A Modern Synthesis

R.L Singh – Elements of practical geography

Smith.D.M Human geography A welfare approach

Michael Can – New Patterns and change in Human Geography

Sarkar.A.K ., Practical Geography A systematic approach

Ackerman, E.A. (1958) – Geography as a fundamental Research Discipline, University of Chicago, Chandana.R.C., Environmental Awareness,Kalyani publishers, New Delhi,1998.

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Second Semester M.Ed Degree Examination for Affiliated Colleges

Model question paper

ES: GEOGRAPHY EDUCATION

Time : 3Hours   **Max.Marks: 70**

Part -A

(Answer any two)

1. State the modern trends in curriculum construction of geography .What are the criteri to be considered while constructing curriculum? Prepare a curriculum for higher secondary class in Kerala.
2. Differentiate evaluation from assessment. Explain the types of evaluation?
3. What is grading ? Explain the principles of grading. Mention the steps to avoid grading errors.
4. Develop a lesson plan on jurisprudential inquiry model

(10X2=20 marks)

Part-B

(Answer any six)

5. Explain the Bloom's Taxonomy of educational objectives with revised taxonomy.

6. "Geography is the study of earth as the home of man". Discuss this statement with reference to the nature and scope of teaching geography in the secondary schools of Kerala.
7. Give a brief description about 'multiple intelligence theory'.
8. Mention the steps of Gagne's hierarchy of learning,
9. Distinguish between collaborative and co-operative learning.
10. What is micro- teaching? Explain the components of any two skills.
11. Define programmed instruction. What are the mechanics of developing programmed materials?
12. Identify the problems faced by geography teachers in schools.
13. Geography is the mother of all sciences .Discuss

(6X5=30 marks)

Part-C

(Answer all the questions   2 marks each)

14. Write any two attitudes that can be attained through teaching geography.
15. Why do a teacher introduce a lesson?
16. Write any two advantages of reflective learning in geography
17. Mention the components of skill of stimulus variation.
18. What do you mean by process skills? Name the process skills
19. What do you mean by brain based learning?

(6X2=12 marks)

Part D

(Choose the best answer from the options given)

20. ------------------- is a foreseen end that gives direction to an activity and motivates behavior.
        [Aim, Objective, Behavioural objectives]
21. The ability to distinguish between a fact and opinion,sifting data to arrive at conclusions or judgements is ---------------------- skill.   [Social,Intellectual,Thinking]
22. ------------ model of teaching is based on the learning theory formulated by David Ausubel.
        [Concept attainment,Advance organizer,Jurispurdential]
23. --------- is the description of how the various phases in the developmemt of a lesson are sequenced.   [Effects,Syntax,Outcomes]
24. ----------- is the aspect that might happen as a byproduct after a lesson
        [Nuturant,Instructional,Social
25 ----------- are movements of the parts of the body, used for experiencing emotions, size shape, direction etc.   [Pausing, Focusing, Gestures]
        26.   A deliberate programe for integration of subskills is called ----------------- lessons
        [Model,Link,Teaching]

27..-------------- is the description of how the various phases in the developments of a lesson are sequenced

[effects, syntax, outcomes]

(8X1=8 marks)