

OPTIONAL PAPER
Course Code: 907.2
APPLICATIONAL PEDAGOGY OF MALAYALAM EDUCATION

Contact Hours: 108
Duration of Exam: 3 hrs.

Max. Weight: 32
Max. Credit:4

Course Objectives

To enable pupils

1. to acquaint with the Pedagogy of Malayalam language and appropriate strategies of teaching and evaluation.
2. to understand the need for a scientific approach to the teaching of Malayalam language and literature.
3. to acquaint with various areas of research in Malayalam language education.
4. to examine the various aspects related to assessment and evaluation.
5. to survey the various aspects in relation to teacher empowerment.
6. to understand the modern trends in the evaluation of learning outcomes.
7. to get an idea of the various traditional and technological learning resources.

Unit I: General principles of language learning (10 hrs)

Spontaneous capacities of the individual, importance of practice and the formation of habits. The rational order of learning; concrete before abstract, sound before symbol, impression before expression, conversation before reading, reading before writing group work to precede individual work particularly in the lower class.

Unit II: Planning for objective based teaching (10 hrs)

Relating instructional objectives to Aims-Criteria-Year Plan, Unit Plan, Planning to teach formulation of objectives. Selecting content-evaluation-lesson designs for classroom teaching.

Unit III: Language Skills: include higher skills (18hrs)

Listening –various listening activities of varying degree of complexity.

Problems of pronunciation, organization and expression of ideas.

Reading skills- different types of reading. Handwriting skills- Different forms of writing-Narrative, Descriptive, Expository, Creative Teaching , Prose, Poetry and Grammar.

Aims of teaching them and techniques of teaching.

Compositions and Translations, principles, ways and means of making students do composition and translation assignments.

Unit IV: Resources – Multi media approach

An aids improvised tapes, slides, computer programmes hardware and software, Significance of Edusat, T.V., VCR, Tape Recorder, Video Lab Community Resources.

Unit V : Curriculum Development

Principles of curriculum development-Analysis of the curriculum in Malayalam of the Elementary, Secondary and Higher Secondary Schools of Kerala, Syllabus and Text book- Criteria for the preparation of text book in Malayalam . Selection of supplementary reading materials-Use of School Library.

Unit VI: Evaluation

Objectives and specifications relevant to the teaching, learning process of Malayalam- Tests and the techniques evaluate-Testing vocabulary comprehension and skills-use of grammar-criteria for a good test-Reliability, Validity and Usability- Blueprint. Teacher made and Standardized Tests. Forms of questions easy, short answer, true or false items,

completion items, matching type, Multiple choice items-improved items.

Diagnosis and Remedial Teaching, Diagnostic Test. Tools for evaluating development of effective & psychomotor domain.

Unit VII: Teacher Empowerment

Pre-service Training, in-service training, professional organizations, on line teacher networks. Reflective teaching, teacher portfolio, strategies for coping with the pro-personal stress. Self study, doing research for self development.

Unit – VIII

Malayalam language for scientific and technological communication-use of Malayalam as an official language-bilingualism - contribution of other language to the development of Malayalam. Reading, research and writing research directions and emerging priorities.

Unit IX : The teacher of Malayalam

Teacher Training Programmes-In service education-self study-doing research for self-development.

Practicum (Any Two)

1. Prepare a critical appraisal of any course book in Malayalam, Kerala state syllabus of secondary or higher secondary level.
2. A review of changing trends in Malayalam phonetics in recent times.
3. A survey of research in Malayalam Education. Prepare a lesson design based on any model of teaching.
4. Develop an observation schedule to assess a Malayalam class at under graduate level and prepare a report on the observed classes.

References:

Gurry P., Teaching of mother-tongue in Secondary Schools.

Haddow., On the teaching of Poetry

Morhis I., The art of teaching as living language

Robert Lado, Language Teaching : A Scientific Approach

Ruburn W.M., The Teaching of mother tongue

Watter T. Potty, The Language-Arts in Elementary Schools

Dr. Goda Varma, Kerala bhasha vinjaneeyam

Kainikkara Kumara Pillai, Malayala bhasha vinjaneeyam

Krishna Pillai, Kairaliyute Katha

Kuttikrishna Marar, Malayala Sali, Virthasilpam

Rajaraja Varma, A R, Sabdasodini, Kerala Panineeyam,
Bhashabooshanam, Vrutjamanjari

K. Vadhiyar, Vruthavicharam

Chomsky's Generative Grammar

Publications of Regional Institute of Indian Languages,
Manasagongothri, Mysore.

Curricula of T.T.C & B.Ed of all Universities

Dr. Gundert, History of Malayalam Language and Malayalam
Dictionary

Kainikkara Kumarapillai, Mathrubhushavyjapanam,

Department of Education, Kerala Government.

Kuttikrishna Marar, Malayala Sali Sheshagiri Prabhu, Grammar
Origin of Malayalam.

Mahatma Gandhi University
M.Ed Degree (CBCSS) - Second Semester Examination
Course code : 907.2
Applicational Pedagogy of Malayalam Education

Time : 3 hrs

Max. weight : 32

PART A

Gsx-inepw c-p tNmZy-šÄjp-c-sa-gp-Xp-l.

(Hm-tcm-Œn\pw 4 shbn-täPv hoXw)

1. B[p-\nl ae-bmf`mj]ptcm-K-Xn-jmbn \S-n-bn-«pÄ Kth-j-W-ššf hnaÄi-\m-ß-l-ambn hne-
bn-cp-p-l.
2. sslkvlqÄ €mÊp-l-fn-te;v Xçm-dm-;pŒ `mjm]mT-]p-kvX-l-šÄjp-m-bn-cn-tj- KpW-šÄ Fs'-
Äm-saŒp hni-Z-am-;p-l.
3. hnZymÄ°n-l-fpsS ka-{K-hn-l-k-\-n-\mbn aqey-\nÄ®-b-{}-{}In-bsb Fš-s-\sbÄmw ^e-{}-Z-
ambn hn\n-tbm-Kn-;m-saŒp NÄ° sNçp-l.

4. `mjm]T-\-n-e-S-§n-bn-cn-ipp s]mXp-hmb X-z-§Ä Fs'-Äm-saGp Nq-n-jm«n Ah-bpsS
- {[tbm-P-\-]cX \ne-hn-en-cn-ipp s]sslkvjqÄ emÊp-l-fnse]mT-]p-kvX-l-§-fjp-ambn _Ô-s-
- Sp-n hne-bn-cp-~p-l.

(4×2 = 8)

PART B

GsX-inepw Bdp tNmZy-§Äjp-~c-sa-gp-Xp-l.

(Hm-tcm-Gn\pw 2 shbn-täPv hoXw)

5. A²ym-]l imào-l-c-W-~nÂ s{]m^j-WÂ HmÂK-ss\~tk-jsâ }|p-hn-i-Z-am-ipp-l.
6. hnZymÄ°n-lÄ t\Snb `mjm ss\]p-Wn-l-fpsS hne-bn-cp-~en\v D]-tbm-Kn-jm-hpG hyXy-
- kvX-Xcw H_vP-lvSohv hkvXp \njvT-am-Xr-l-bn-epÅ tim[-l-§-tfh?
7. hnh-c-km-tl-Xn-l-hn-Zy-bpsS km[y-X-lÄ ae-bm-f-`mjm[y-m]-l\v emÊp-ap-dn-l-fnÂ F§-s-\-
- sbÄmw {[tbm-P-\-s,-Sp-~m-saGv hni-Z-am-ipp-l.
8. {Inbm-K-th-jW (Action Research) ~nsâ hyXykvX L«-§Ä hni-Z-am-ipp-l.
9. `mjm-]m-T-§-fpsS t_m[-\~n-\-p-tbm-Py-amb hyXy-kvX-Xcw]T-\-{-hÄ-~-§Ä Fs'Ämw.

10. hmÄjn-lm-kq-{XWw (Year plan) GI-lm-kq-{XWw (Unit plan)]mTm-kq-{XWw (lesson plan) Ch hni-Z-am-ïp-l.
11. l; -Éc ss\]p-Wn-lÄ hnl-kn-,n-;m³ slmSp-;m-hp¶ {]hÄ- -\ -§-fpw, Ah-bpsS aqey-\nÄ®-b-co-Xn-lfpw hni-Z-am-ïp-l.
12. hnhÄ- \ amXr-l-lÄ hnZymÄ°n-lsf]cn-N-b-s,-Sp- p-¶Xp slm-pÄ KpW-§Ä Gh?

(6×2 = 12)**PART C**

GsX-i nepw Bdp tNmZy-§Ä;p- c-sa-gp-Xp-l.

(Hm-tcm-¶n\pw ı shbn-täPv hoXw)

13. {]iv\m-[n-jvTnX]mTy-]-²Xn F¶m-se'v?
14. hyXy-kvX-Xcw `mjm-tl-fn-lÄ hyà-am-ïp-l.
15. kn\-änlvkv (synectics) amXr-l-bpsS {]tXy-l-X-lÄ Gh?
16. `mjm-]-T\w lmcy-É-am-;m³ sN; m-hp¶ hyXykvX Xcw {]hÄ- -\ -§Ä Gh?
17. A²ym-]-l-\nÄ\½nXn tim[-l-sa-¶m-se'v?

18. $hnhn-[-Xcw\ t\{KUnwKv\ coXn-l\ddot{A}\ Gh?$
19. $KZy-t_m-[-\tilde{v}\ n\ v\ Ah-ew-n-jm-hp\mathfrak{G}\ hyXykvX\ coXn-l\ddot{A}\ Gh?$
20. $\`mj m\ em_p-l-fpsS\ km[yX\ (\text{language lab})\ \{\}t\{bm-P-\tilde{v}\-s,-Sp-\tilde{v}\-m-hp\mathfrak{G}\ k\mu\ddot{A}\-\mathfrak{S}\-t\{h?$

(6×1 = 6)

PART D

$F\ddot{A}m\ tNmZy-\mathfrak{S}\ddot{A}jpw\ D-c-sa-gp-X-Ww.$

$(Hm-tcm-\mathfrak{G}n\pw\ \frac{1}{2}\ shbn-t\ddot{a}Pv\ hoXw)$

21. $lp\ll n-l-fpsS\ Nn'm-ss\{-\}p-Wn-l\ddot{A}\ hnl-kn-,n-jp-\mathfrak{G}\-Xn-\pw\ddot{A}\]T\ X\{-\mathfrak{S}\ddot{A}\ Gh?$
22. $t_m[-\am-Xr-l-l-fpsS\ (\text{models of teaching})\ khn-ti-j-X-l\ddot{A}\ Gh?$
23. $kz\bw\{-T-\co-Xn-bpsS\ (\text{self learning})\ KpW-h-i-\mathfrak{S}\ddot{A}\ Gh?$
24. $A^2ym\{-\}\ im\ddot{a}o-l-c-W-\tilde{v}\ ns\hat{a}\ (\text{teacher empowerment})\ km[y-X-l\ddot{A}\ Fs'\ddot{A}mw?$
25. $kv\l q\ddot{A}\ hmb-\im-e-bpsS\ KpW-\mathfrak{S}\ddot{A}\ N\ddot{A}\tilde{v}\ sN_jp-l.$
26. $hnZym\ddot{A}^\circ n-l-fn\hat{A}\ hmb-\im-ss\{-\}pWn\ (\text{reading skill})\ l\ddot{A}\ hnl-kn-,n-jp-\mathfrak{G}\-Xn-\pw\ddot{A}\$
 $hyXy-kvX-am\ddot{A}\alpha-\mathfrak{S}\ddot{A}\ Gh?$

27. 'Edusat' F'msWg p \n\AE-Nn-ijp-l.
28. {Inbm-K-th-jW (action research) \nsâ D]-Úm-Xm-hmcv?
29. Ub-tám-ínlv sSln-\p-th-n Ah-ew-n-ijp\ /S-pg sSlnsâ t]sc'v?
30.]mTy-]-2Xn (curriculum) Fs'g p \n\AE-Nn-ijp-l.
31. Hcp \Ã tim[-l-ñ-\p--m-bn-cn-tj- ap]y-Kp-W-§-tfh?
32. Reflective teaching FgXpslm-v A\°-am-ijp-g-sX'v? ({}Xn-^e-\m-βl t_m[-\w)

(12 × ½ = 6)