M.Ed. DEGREE PROGRAMME

SEMESTER I

CORE COURSE

Course Code: 904.2   ADVANCED METHODOLOGY OF MALAYALAM EDUCATION

COURSE OUTLINE

Contact Hours : 108   Maximum Weight : 32

Duration of Exam : 3 hrs   No. of Credits : 4

Course Objectives

To enable pupils

- ❖ to develop an understanding of the nature, function and implications for planning and teaching language.
- ❖ to develop an understanding about the significance of teaching Malayalam language and literature at various levels of education.
- ❖ to develop an understanding about the psychology of teaching language learning.
- ❖ identify the theories of language acquisition.
- ❖ gains understanding the different approaches, methods and strategies in language learning.
- ❖ internalize various skills involved in teaching Malayalam.
- ❖ apply the acquired skills in the actual classroom situations.

COURSE CONTENTS

Unit I: The Functions of a Language

Nature of language- origin and growth-characteristics – levels of structure-language learning. Relevant theories

(any four) The aims of teaching the mother tongue. The mother tongue as medium of thought and communication of ideas, emotions and experiences- means of developing imagination and aesthetic taste- creativity and language, language as cultural heritage and means to cultural development.

Unit II: Foundation of Language Learning

a) The Indian Tradition: Contribution of Panini, Patanjali and Bhartbruhari, A.R. Rajaraja Varma, Kuttikrishna Marar, Sheshagiri Prabhu, Chattampi Swamikal, Ezhuthachan

   Songs, stories, Folklore – influence of media,

b) The Western Tradition: The behaviouristic approach, the cognitive approach, the communicative approach. Contributions of Dr. Hermen Gundert, Chomsky. Vygotsky, Generative Grammer.

c) Psycholinguistic approach; Principles   and Psychology of language learning.

d) Physiological, Sociological and Philosophical bases of language learning

e) State Institute of Languages- Role and significance in developing Malayalam as medium of instruction.

Unit III : Curriculum Development in Malayalam

Curriculum development – approaches and patterns – criteria for selection and organization of contents

New trends in the development and transaction of Malayalam language.

Unit IV: Instructional Dynamics of Language Education

Approaches and Methods : Direct method – communicative approach. Constructivism – Issue based learning.

Strategies: play way, dramatization, role play – role drama, street play, Dalton plan – Creative work mastery learning, reflective learning, computer assisted instruction, modules

Unit V: Models of Teaching

Introduction – families – elements – Synectics, jurisprudential inquiry, advance organizer models

Unit VI: Language Learning:

Bloom's Taxonomy and its advanced version **-** Cognitive, Affective and Psychomotor Domains.   Literature-Music-Dance forms - Folklore-Drama.   Techniques of self learning   - distance learning, directed learning, teleconferencing, E-learning.

Unit VII: Problems of Language Education in India

Multilingual context of India - Constitutional provisions regarding language and education and their impact - Three-language formula-Original as well as modified and its present status.- Medium of instruction-controversy, recommendations in NPE 1968,1986,1992 and National School Curriculum-2000.- Policy formulation and language education-national level, state level, district and local level.

Unit VIII : Malayalam and other Languages

Use of Malayalam as a mother tongue in learning other languages, especially Hindi and English. The importance Malayalam as a mother tongue in learning non-language subjects, teaching of Malayalam as mother tongue. A brief history of the teaching of Malayalam-Gurukula system- vernacular, as first language in secondary schools as Part II in under graduate classes-Specialization in Malayalam at various stages-linguistic structure of Malayalam.

Advanced Practicum (Any two items)

1. Critically analyse a course book in Malayalam at secondary /Higher Secondary level

2. Prepare a lesson design based on any one modern instructional strategy.

3. Conduct an action research on the problems faced by Malayalam learners at secondary level.

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 Schols

Dr. Goda Varma, Kerala bhasha vinjaneeyam

Kainikkara Kumara Pillai, Malayala bhasha vinjaneeyam

Krishna Pillai, Kairaliyute Katha

Kuttikrishna Marar, Malalyala Saili, Virthasilpam

Rajaraja Varma, A R, Sabdasodini, Keral 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

Chattambi Swamikal, Origin of Malayalam.

M.Ed. Degree Programme
Semester I
Core Course
Coure Code: 904.2 – ADVANCED METHODOLOGY OF
MALAYALAM EDUCATION

Duration of Exam : 3 hrs.   Max.Weight : 32

PART - A

Xmsg sImSp-⁻n-cn-¡p-**ॖ**-h-bnÂ GsX-¦nepw c-p tNmZy-§Ä¡v D⁻cw Fgp-Xp-l. Hmtcm-**ॖ**n\pw 4

Weight *hoXw*

1. \ne-hn-epÅ A²ym-]l]cn-io-e\ ]²-Xn-l-fpsS KpW-tZm-j-§Ä NÀ¨ sN¿p-l, Hcp `mjm-[ym-]-l\v

    Xsâ A[ym-]-\-tijn hÀ²n-**,**n-¡m-\p-X-lp**ॖ** GXm\pw \nÀt±-i-§Ä apt**ॖ**m«p hbv¡p-l.

2. sk¡ândn hnZym-`ymk L«-⁻nÂ ae-bm-f-`mjm hyml-c-W-⁻nsâ]T\w F{X-t⁻mfw Bh-iy-am-sW**ॖ**p

    ]cn-tim-[n-¡p-l. AXnsâ Dt±-iy-§Ä \nÀ®bn¨v Ah-bpsS km£m-Xv¡m-c-⁻n\v A\p-tbm-Py-amb

    ]T\ t_m[\ coXn-lÄ Bhn-jvl-cn-¡p-l. B[p-\nl `mjm imkv{X-Ú-cpsS Nn´-l-fpsS ASn-Øm-\-⁻nÂ

    hne-bn-cp-⁻p-l.

3. {]mcw-`-L-«-⁻nse `mjm-[ym-]-\-⁻nsâ hnhn[Dt±-iy-e-£y-§Ä kw£n-]vX-ambn hnh-cn-¡p-l.

4. hnh-c-km-t¦-Xnl hnZy (Information Technology) {]][m-\-s,« `mjm-ss\-]p-Wn-l-fnÂ

    Hmtcm-**ॖ**n-sâbpw hnl-k-\-⁻n\v GXp coXn-bnÂ D]-tbm-Kn-¡m-sa**ॖ**v DZm-l-c-W-§-fpsS klm-

    b-t⁻msS hyà-am-¡p-l.

                              (2×4 = 8 weight)

PART - B

GsX-¦nepw Bdv tNmZy-§Ä¡v D¯-c-sa-gp-Xp]. Hmtcm-**9**n\pw 2 Weight *hoXw*

5. ae-*bmf* `mjm-]-T-\-¯n\v]pXnb e£y-§Ä Bh-iy-am-tWm. hni-Z-am-¡p-].

6. ae-*bmf* `mj-bpsS hnlm-k-]-cn-Wm-a-¯n\v Kp-À«nsâ kw`m-h-\-lÄ hne-bn-cp-¯p-].

7.]pXnb Hcp Bi-b-\nÀ½mWw km[y-am-¡p-**9**-Xn\v {]hÀ¯-\-§Ä \evlmw...?

8. sslkv¡Ä ¢mÊp-l-fnÂ 1hnX]Tn-,n-¡p-**9**-Xnsâ Dt±iy-§Ä Gh. Ah km£m-Xvl-cn-¡p-**9**-Xn-\p-th-n \n§Ä kzol-cn-¡p-**9** t_m[-\-X-{'-§Ä DZm-l-c-W-§Ä Nq-n-¡m-Wn¨v hyà-am-¡p-].

9. `mjm-]-T-\-¯nsâ s]mXp XXz-§Ä Gh? hni-Z-am-¡p-].

10. s{]mP-lvSp-lÄ, skan-\m-dp-lÄ Ch X¿m-dm-¡p-t¼mÄ {i²n-t¡- hkvXp-X-lÄ Fs'Ãmw?

11. `mjm-]-T\w IqSp-XÂ kPo-h-am-¡p-hm³ kmt¦-Xn-l-hn-Zy-lÄ F§n-s\-sbÃmw {]tbm-P-\-s,-Sp-¯m-sa**9**v NÀ¨ sN¿p-].

12. hmb-\-bpsS hyXykvX Xe-§Ä Gh.? AXnÂ]cn-io-e\w \evlp-t¼mÄ {i²n-t¡- lmcy-§Ä Fs'Ãmw?

(6×2 = 12 weight)

PART - C

GsX-¦nepw Bdv tNmZy-§Ä¡v D¯-c-sa-gp-Xp]. Hmtcm-**9**n\pw Hcp Weight *hoXw*

13. Hcp `mjm-[ym-]-l-\p--m-bn-cn-t¡- khn-ti-j-kn-²n-lÄ Fs'Ãmw?

14. lfn-co-Xn, t{]mPlvSv coXn, \mS-lo-l-cWw F**9**o A[ym-]\ coXn-lÄ `mjm-]-T-\-¯n\v F§s\ {]tbm-P-\-s,-Sp-¯m-sa**9**v hnh-cn-¡p-].

15. A[ym-]\ amXrl (Models of Teaching) FGm-se'v? GsX-¦nepw \mev A[ym-]\ amXr-l-lÄ-¡p- DZm-l-c-Wsa-gp-Xpl.

16. Hcp hnZymÀ°n-bpsS `mjm-]-c-amb t\«-§Ä¡v \nZm\w KZy-]m-T-§-fpsS A`y-k-\-am-Wv. F'p-slm-v? ae-bmf `mjm ]T-\-¯nÂ am[y-a-§-fnse `mj kzm[o\w sNep-¯p-Gp. F§s\?

17.]mT-]p-kvXl \nÀ½n-Xn-bn-Â {i²n-t¡- apJy kwK-Xn-lÄ Fs'Ãmw?

18. {lao-lr-X-]-T-\-¯nÂ (programmed learning) k¦oÀ®-amb Hcp]mT-`m-Ks¯ efn-X-amb bqWn-äp-l-fm¡n Ah-X-cn-¸n-¡p-GXv slm-v efn-X-am-b-XnÂ \nGv k¦oÀW-am-b-Xn-te¡v (simple to complex) FG XXzw lqSn CXn-e-'À`-hn-¨n-cn-¡p-Gp. Cu hkvXpX GsX-¦nepw DZm-l-c-W-¯nsâ klm-b-t¯msS hyà-am-¡p-l.

19. ae-bmf `mjm-[ym-]\w sa¨-s,-Sp-¯m-\p-X-lpG 4 \nÀ±-i--§Ä Fgp-Xpl.

20. {ihWw `mj-Ww, hmb-\, teJ\w FGn-§s\ {lao-lr-X-am-bmWv `mjm-]-T\w \S-¡p-GXv FG hmZ-t¯mSv {]Xn-l-cn-¡p-l.

(6×1 = 6 weight)

PART - D

FÃm tNmZy-§Ä¡pw D¯-c-sa-gp-Xpl. Hmtcm-Gn\pw 1/2 Weight hoXw

21. \Ã sslb-£-c-¯n-\p-th- khn-ti-j-X-lÄ Gh...?

22. `mjm-`y-k-\s¯ kw_Ôn-¨n-S-¯-mfw {]mY-anl L«-¯nsâ {]m[m\yw F'v?

23. kmwkvlm-cn-l-ambn]ntￇmᵢw \nÂᵢpￇ hnZymÀ°n-lsf ap³\n-c-bn-teᵢp slm-p-h-cm³ `mjm-[ym-]-l³ Fￇ \ne-bnÂ -\n-§Ä-ᵢp- Fs′Ãmw sN¿m³ lgnbpw?

24. lp«n-l-ƒpsS imco-cn-lhpw am\-kn-l-hp-amb sshl-ey-§Ä adn-l-S-ᵢm-\mbn `mjm-[ym-]-l\v sN¿m-hpￇ c-p lmcy-§Ä \nÀt±-in-ᵢp-l.

25. lp«n-l-ƒpsS hN-\m-`ym-k-\-\Â `mjm-[ym-]-l³ {i²n-tᵢ- \mev lmcy-§Ä {]kvXm-hn-ᵢp-l.

26. `mjm-]-T-\-\Â i_yZm-hen t]mj-W-\-\p-X-lp-ￇ c-p {]hÀ-\-§Ä kqNn-,nᵢp-l.

27. Úm\-\nÀ½nXn kao-]-\ (Constructivist approach) sâ GsX-¦nepw c-v ASn-Øm\ XXz-§Ä {]kvXm-hn-ᵢp-l.

28. Hcp \Ã aqey-\nÀWb kqNn-l-bpsS (evaluation tool) khn-ti-j-X-lÄ Fgp-Xpl

29. ss_enw-Kz-enkw sâ apJy-t\\-«-§Ä Gh?

30. `mjm {]tbm-K-\Â ]ntￇmᵢw \nÂᵢpￇ lp«n-lÄᵢv `mjm ss\]pWnÄ t\Sm-\mbn GsXÃmw {]hÀ-\-§Ä kzol-cn-ᵢmw?

31. `mjm-[ym-]\ Kth-j-W-\Â Duￇ vÂtl- c-v taJelÄ Gh?

32. amXr-`mjm]T-\-\nsâ {]m[m\yw F′v?

(12×.5 = 6 weight)