

(MED40115)

M.Ed. (Education) DEGREE EXAMINATION,
APRIL 2018.

Fourth Semester

Paper I -- PERSPECTIVES, RESEARCH AND ISSUES
IN TEACHER EDUCATION

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A -- (8 × 5 = 40 marks)

Answer ALL of the following questions observing
internal choice.

Each question carries 5 marks.

1. (a) What are the aims of Teacher Education?

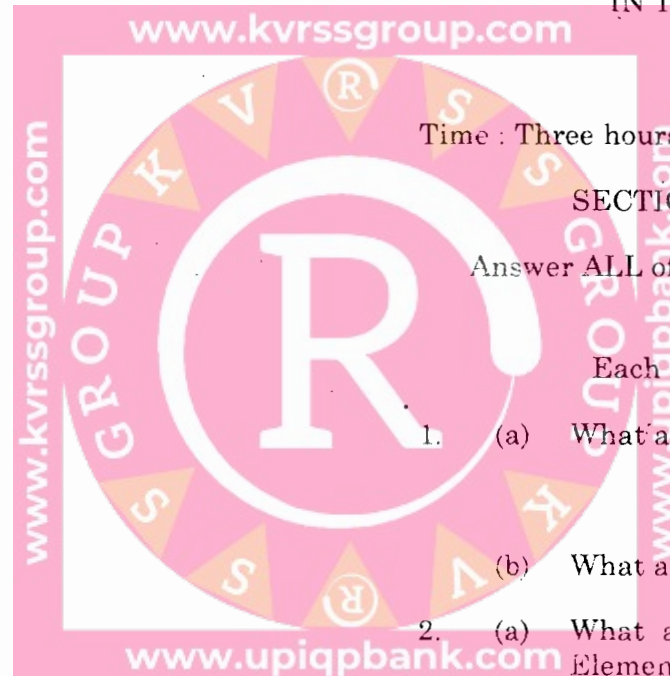
Or

(b) What are the aims of NCTE?

2. (a) What are the competencies required for a
Elementary Teacher?

Or

(b) List the aims of pre-primary education.



3. (a) Outline any five benchmarks in secondary education.

Or

- (b) State the difference between higher secondary and senior secondary education.

4. (a) What is the aim of NCERT?

Or

- (b) What are the principles of curriculum?

5. (a) Differentiate between evaluation and assessment.

Or

- (b) Explain the role of teacher in evaluation.

6. (a) What is research in education?

Or

- (b) Outline the characteristics of a teacher.

7. (a) Define Teacher accountability.

Or

- (b) What are the indicators of teacher performance?

8. (a) What is professionalism?

Or

- (b) What is professional ethics?

SECTION B — (2 × 15 = 30 marks)

Answer the following questions observing internal choice.

Each question carries 15 marks.

9. (a) Define the concepts of 'Perspectives, Pedagogy and Performance'. What are the qualities of a good teacher for implementation of CCE Model curriculum at elementary level?

Or

- (b) Critically analyze the perspectives, research and issues of elementary teacher education in A.P.

10. (a) Delineate the salient features of NCTE-2014 Regulations and comment on it.

Or

- (b) What are the salient features of Right of Children to Free and Compulsory Education Act-2009 with special reference to qualifications of teachers at elementary level.

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ELEMENTARY LEVEL

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A -- (8 × 5 = 40 marks)

Answer ALL of the following questions observing
internal choice.

Each question carries 5 marks.

1. (a) Explain the scope of environmental
education.

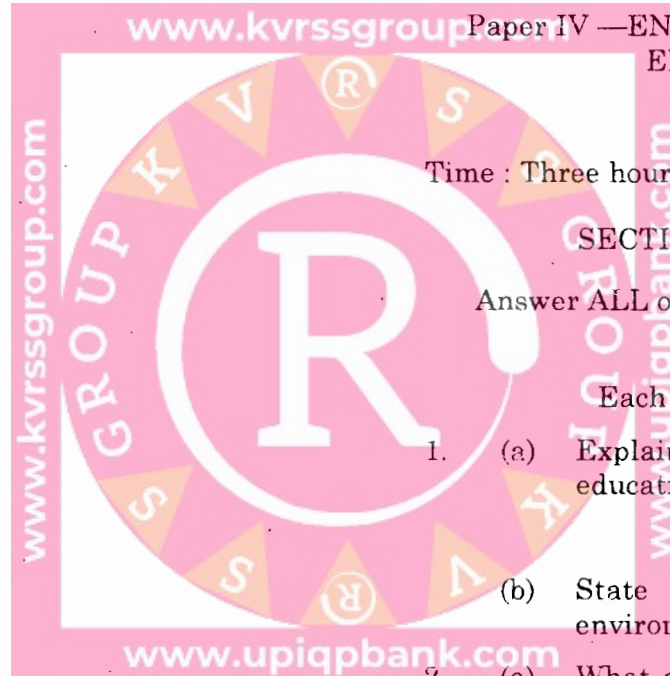
Or

(b) State the expected learning outcomes of
environmental education at primary level.

2. (a) What are the determining factors for school
effectiveness?

Or

(b) Suggest remedial measures for ecological
imbalance.



3. (a) State the demerits of deforestation.

Or

(b) What are the problems of environmental pollution?

4. (a) State the aims of environmental education.

Or

(b) Explain the relationship between man and environment.

5. (a) Differentiate between environment and ecosystem.

Or

(b) What is environmental heritage?

6. (a) State the objectives of elementary education.

Or

(b) List the problems of noise pollution in schools.

7. (a) State the measures for protecting environment.

Or

(b) Outline the process of conducting field surveys and exhibition.

8. (a) What are the problems of population growth?

Or

(b) Highlight the methods of environmental education.

SECTION B — (2 × 15 = 30 marks)

Answer the following questions observing internal choice.

Each question carries 15 marks.

9. (a) What are the effects of water pollution in schools?

Or

(b) Examine the aspects of Environmental (protection) Act, 1986.

10. (a) How does the water pollution influence the achievement of a girl child?

Or

(b) What are the effects of soil erosion on environment?

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Paper VII — ENVIRONMENTAL EDUCATION AT
SECONDARY LEVEL

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A — (8 × 5 = 40 marks)

Answer ALL of the following questions following
internal choice.

Each question carries 5 marks.

1. (a) Explain in brief the scope of Environmental
Education.

Or

(b) Outline the relation between man and
environment.

2. (a) Elicit the sources of psychological
perspectives.

Or

(b) Enlist the disadvantages of deforestation.

10. (a) Delineate the provisions for environmental
protection in WTO and explain the impact of
global warming on the environment.

Or

(b) Describe the implications of economic
globalisation on environmental change and
explain the role of global environmental
summits on towards protection of
environment.

3. (a) Elicit the importance of flora and fauna.

Or

(b) Explain the concept of conservation and preservation of environment.

4. (a) What kinds of diseases are caused by noise pollution?

Or

(b) Enlist the tools for building of environmental heritage.

5. (a) Identify the levels of water pollution in hotels.

Or

(b) Explain the components of biotic and abiotic systems.

6. (a) Distinguish between environment and ecosystem.

Or

(b) Define the concepts of environment and human adaptations.

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7. (a) What do you mean by disaster management?

Or

(b) Outline the problems of ozone depletion.

8. (a) What are the aims and objective of Environmental Education?

Or

(b) Identify the aims of Swatch Bharat.

SECTION B — (2 × 15 = 30 marks)

Answer ALL the questions observing internal choice.

Each question carries 15 marks.

Each answer should not exceed 5 pages.

9. (a) What do you understand by manmade disasters? Describe their consequences and list some preventive measures.

Or

(b) Discuss the characteristics of environmentally sound technologies and explain its impact on the secondary school level.

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10. (a) Describe various steps in standardization of a test. Distinguish between teacher made tests and standardized tests.

Or

- (b) Distinguish between norms-referenced and criterion referenced tests. Differentiate between scores and standard scores.

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Paper III — MEASUREMENT AND EVALUATION

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A — (8 × 5 = 40 marks)

Answer ALL of the following questions observing internal choice.

Each Question carries 5 marks.

1. (a) What are the features measurement and assessment?

Or

- (b) State the difference between measurement and evolution.

2. (a) What is criterion referenced evaluation?

Or

- (b) What is standardisation of a test? Give examples.

3. (a) How reliability is assessed through split-half method?

Or

(b) Explain the process of content validation.

4. (a) State the characteristics of test validity.

Or

(b) Explain how percentile norms are developed?

5. (a) What is Self Appraisal Report (SAR)?

Or

(b) What are the uses of inkblot test?

6. (a) Mention the principles of interval and ratio scale with examples.

Or

(b) What are the uses of achievement tests?

7. (a) Distinguish between aptitude and attitude.

Or

(b) What are T scores and Z scores?

8. (a) What is choice based credit system?

Or

(b) Highlight the merits and demerits of student progress report.

SECTION B — (2 × 15 = 30 marks)

Answer the following questions observing internal choice.

Each question carries 15 marks.

9. (a) What are the advantages and disadvantages of year - end examination? Describe the use of continuous internal assessment.

Or

(b) How do you measure intelligence? Outline in detail the uses of creativity and discovery.

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Paper IV — CURRICULUM STUDIES

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A — (5 × 8 = 40 marks)

Answer ALL of the following questions observing internal choice.

Each question carries **8** marks.

1. (a) What are the bases of curriculum?

Or

(b) State the stages and process of curriculum.

2. (a) Explain the meaning of curriculum planning.

Or

(b) What are the principles of curriculum construction?

3. (a) List the trends in curriculum design.
Or
(b) Explain the process of curriculum organization.

4. (a) State the characteristics of curriculum revision.
Or
(b) Explain how curriculum is updated with examples.

5. (a) What is role of the teacher in curriculum execution?
Or
(b) What is teacher centered curriculum?

6. (a) Explain the process of curriculum transaction at primary level.
Or
(b) What are the uses of achievement tests?

7. (a) Distinguish between aptitude and attitude.
Or
(b) Outline the difference between T scores and Z scores.

8. (a) What is the use of choice based credit system?
Or
(b) Explain the merits and demerits of grading system.

SECTION B — (2 × 15 = 30 marks)

Answer the following questions observing internal choice.

Each question carries 15 marks.

9. (a) What are the steps in curriculum planning? Explain the use of continuous internal assessment of field engagement.
Or

- (b) Delineate the salient features of National Curriculum Framework. Outline in detail the uses of computer in evaluation of curriculum.
10. (a) Describe various steps in standardization of a test. What are the merits of conducting pre-test and post-test?

- Or
(b) Distinguish between Norms-referenced and criterion referenced tests. Differentiate between scores and standard scores.

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Paper V — VALUE EDUCATION

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A — (5 × 8 = 40 marks)

Answer ALL of the following questions observing internal choice.

Each question carries 5 marks.

1. (a) Explain the concept of value education.

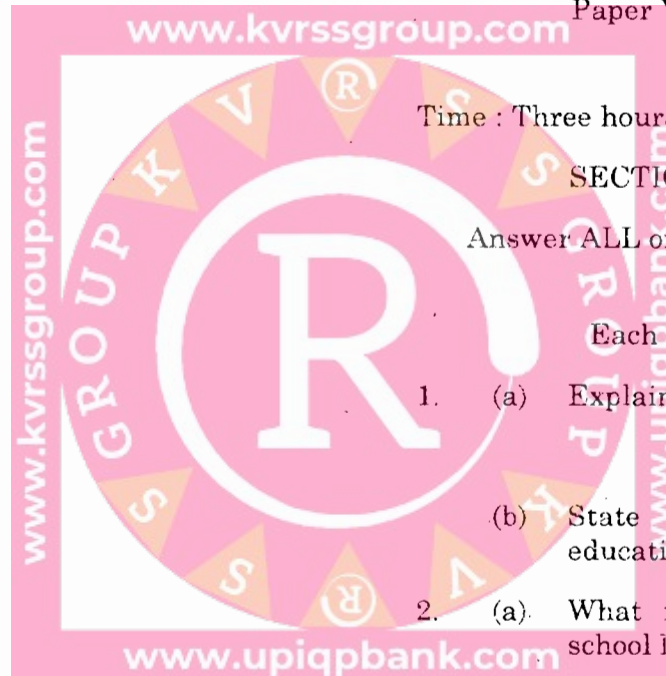
Or

(b) State the relation between value and education.

2. (a) What is the scope of value education at school level?

Or

(b) How do you classify values with its implications?



3. (a) List the models of value education.

Or

(b) Mention the economic value of life.

4. (a) Differentiate between explicit and implicit value education.

Or

(b) Explain how values are inculcated among children in schools.

5. (a) What is role of the teacher in curriculum execution?

Or

(b) What is value centred curriculum?

6. (a) Explain the process of evaluation of values at primary level.

Or

(b) What is essence of **Bible** in the inculcation of values?

7. (a) Explain the role of the teacher in the formation of values among children.

Or

(b) Outline the basic tenets of Christianity in the formation of values.

8. (a) What is role of media in the formation values?

Or

(b) Explain the use of religion in building the character of a child.

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SECTION B — (2 × 15 = 30 marks)

Answer the following questions observing internal choice.

Each question carries 15 marks.

9. (a) Discuss the importance of value education in the context of Indianization. List the spiritual values.

Or

(b) What is value based education? Explain the social action model of value education in the Indian context

10. (a) Describe the various approaches and strategies of teaching for the development of value based education at school education in India.

Or

(b) Establish the need and significance of value education in the curriculum of school education. Give your suggestions in the design of curriculum.

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Paper VI — HUMAN RIGHTS EDUCATION

(Regulation 2015)

Time : Three hours

Maximum : 70 marks

SECTION A — (8 × 5 = 40 marks)

Answer ALL of the following questions observing
internal choice.

Each question carries 5 marks.

1. (a) Outline in brief the concept of human rights education.

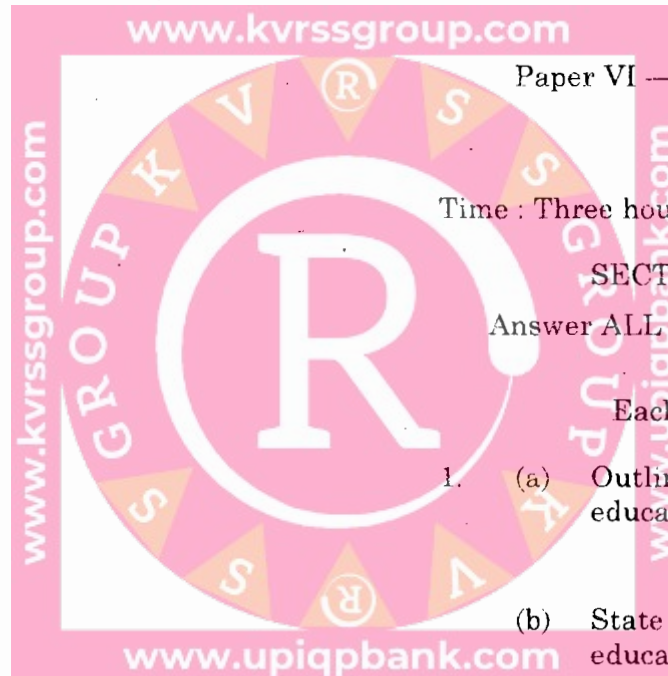
Or

- (b) State the relation between human rights and education.

2. (a) Classify the rights of girl child at school level.

Or

- (b) What are the implications of women rights?



3. (a) State the reasons for misusing human rights.

Or

(b) Differentiate between explicit and implicit human rights education.

4. (a) 'Rights and duties need to go hand in hand'. Comment.

Or

(b) Explain how awareness is created about rights among children in schools.

5. (a) What is role of the teacher in teaching human rights education?

Or

(b) What is sustainable development?

6. (a) Explain the instances of sexual harassment in schools.

Or

(b) What is essence of Gita in the inculcation of values?

7. (a) Explain the role of the teacher in the formation of values among children.

Or

(b) Outline the basic tenets of Christianity in the formation of values.

8. (a) What is role of media in the creation of awareness of human rights?

Or

(b) Explain the use religion in building the character of a child.

SECTION B — (2 × 15 = 30 marks)

Answer the following questions observing internal choice.

Each question carries 15 marks.

9. (a) Discuss the need and importance of human rights education in the context of globalisation.

Or

(b) Explain the reasons for domestic violence and suggest remedial measures.

10. (a) Describe the various approaches and strategies of teaching for the development of human rights education at school education in India.

Or

(b) Establish the rationale of human rights education in the curriculum of school education. Give your suggestions in the re design of curriculum.