FIRST SEMESTER M.Ed DEGREE EXAMINATION ,DECEMBER 2016

M.Ed 03-TRENDS AND ISSUES IN EDUCATION

Answers

(2 marks)

1. Blended learning, also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods.

2. A mind map is a diagram used to visually organize information into a hierarchy, showing relationships among pieces of the whole. It is often created around a single concept. Which associated representations of ideas such as images, words and parts of words are added.

3. A corporal punishment or a physical punishment is a punishment which is intended to cause physical pain to a person. When it is inflicted on minors, especially in home and school settings, its methods may include spanking or paddling.

4. A Creative Commons license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted "work". A CC license is used when an author wants to give other people the right to share, use, and build upon a work that the author has created.

5. A meta evaluation is an instrument used to aggregate findings from a series of evaluation. It also involves an evaluation of the quality of this series of evaluation and its adherence to established good practice in evaluation.

(5 marks)

6. The government of Kerala has been enacted the Kerala Rights of Children to free and Compulsory Education Rules-2011 by the power informed by the section 38 of the Right of children to Free Compulsory Education Act-2009.The Kerala State Commission for the protection of child rights empowered to protect to provisions envisaged in both RTE Act-2009. The RTE Act, 2009 guarantees the right to free and compulsory elementary education for children between the ages of six and 14 years in a neighbourhood school. The CAG audit examined the extent to which central and state governments have complied with the provisions of the Act and utilised the allocated funds. The audit was conducted in 28 states and 7 Union Territories (UTs) for the period between April 2010 and March 2016. The key observations and recommendations of the audit Report are as follows:

- Financial management: Retention of huge balances by the state governments was observed which indicates poor internal financial control. It was observed that in 35 states/UTs, the unutilised amounts ranged between Rs 12,259 crore to Rs 17,282 crore over the six year period. Other observations include: (i) huge outstanding advances, (ii) diversion/irregular release of funds, (iii) misappropriation of funds, (iv) irregular utilisation of fund grants, and (v) delays in release of funds at various levels. The CAG recommended reviewing the timelines of the RTE budgeting exercise to be in line with the budget formulation exercise at the centre and the state levels.

- Compliance with the RTE Act, 2009: Certain areas of deviance from the provisions of the RTE Act, 2009 were observed. These include: (i) non-maintenance of a record of the number of children eligible for elementary education, (ii) children above the age of 14 years being retained in elementary classes in violation of the Act, (iii) schools being run without recognition, and (iv) inadequate pupil teacher ratio due to poor mobilisation of teachers and deployment of existing teachers for non-educational purposes. The CAG recommended that state governments must correctly identify the eligible children and enrol them. Further, the state governments must re-evaluate the requirement of teachers and other infrastructural requirements to bring them in line with the Act.

- Monitoring and evaluation: The CAG observed that the progress of schools was not monitored using comprehensive and continuous assessment. The CAG makes some observations regarding the key bodies and measures

- responsible for monitoring the implementation of the RTE Act, 2009 across all the schools. These include:

- (i) School Management Committees (SMCs): SMCs act as a bridge between the local community and the school, by including elected representatives of the local authority, parents or guardians of children admitted in such schools and the teachers. They also provide oversight in schools to ensure that the basic requirements of the schools are being met. The CAG observed delays in formation of SMCs ranging from one month to three years preventing the continuous assessments and inspections conducted by them. The CAG also noted that during 2015-16, nine states did not have any School Development Plans (SDPs) prepared. SDP is a strategic plan prepared by the SMCs for improvement in school functioning;

7. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-centered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in groups. The constructivist method is composed of at least five stages: inviting ideas, exploration, proposition, explanation and solution, and taking action.[5] The constructivist classroom also focuses on daily activities when it comes to student work. Teaching methods also emphasize communication and social skills, as well as intellectual collaboration.[3] This is different from a traditional classroom where students primarily work alone, learning through repetition and lecture. Activities encouraged in constructivist classrooms include: Constructivist approaches can also be used in online learning. Tools such as discussion forums, wikis and blogs can enable learners to actively construct knowledge. Because existing knowledge schemata are explicitly acknowledged as a starting point for new learning, constructivist approaches tend to validate individual and cultural differences and diversity.

8. To provide common advanced centralized facilities for universities which are not able to invest healthy infrastructure and other inputs.

To play a vital role in offering the best expertise in each field to teachers and researchers across the country.

The vision of these centres will be to provide a separate yet integrated focus on elementary and secondary education and coordinate the schools of education established under the national mission of teachers and teaching. To bring about convergence among the various activities camed out by the different centres located within the schools of education in central universities department of education in state and demand universities.

To promote national and international cooperation in teacher's education.To redesign of teacher education curricula for secondary and elementary teacher education developing curriculum materials, both offline and online including commissioning of materials in regional languages through the specific state based institutions such as SCERT. To provide common advanced centralized facilities for universities which may not be available within individuals stand alone institutions. To publish advanced research studies relating to teachers education for purposes of advancement of capacities to teacher and learn among professional teachers.

9. Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process and improves the learning experience for all. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. UDL is similar to universal instructional design and universal design for instruction. All three advocate for accessible and inclusive instructional approaches that meet the needs and abilities of all learners. Incorporating universal design principles enhances an inclusive learning environment. Providing students with multiple means of perceiving, comprehending, and expressing their learning allows students to engage with the material in a way that most benefits them, and also encourages students to engage with material to improve in areas in which their skills are not as strong.

10.CCE stands for Continuous and Comprehensive Evaluation. As the name suggests, this latest method of performance evaluation by CBSE, is meant to measure the students' abilities at every single thing. The CCE pattern has a lot of advantages, which is why it is thoroughly implemented in almost all the CBSE affiliated schools. Let us have a look at these points:

- Encourages the learning of students by including new teaching techniques and methods Explores the learning needs as well as potential of the students

- Identifies the continuous learning progress of students on smaller content portions on a regular basis

  - CCE exam scheme allows students to make better and well-informed choice of subjects in 11th class, depending upon their academic performance, liking, aptitude and interests

  - Includes long-text reading, which means that the students are asked to inculcate the habit of novel reading

11. A portfolio is a systematic collection of student work that represents student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum. There are two main types of portfolios: Showcase Portfolios: Students select and submit their best work. The showcase portfolio emphasizes the products of learning. Developmental Portfolios: Students select and submit pieces of work that can show evidence of growth or change over time. The growth portfolio emphasizes the process of learning. Portfolios can be created for

course assessment as well as program assessment. Although the content may be similar, the assessment process is different. Keep everything digital by creating a folder for each of your students on your computer and storing everything there. I have really been including more digital documentation of my students which I'm really loving. Instead of holding on to a project or writing piece that includes artwork I will photograph the work or take a quick video of them sharing their project. I've really enjoyed sharing these on my Smartboard during conferences and the parent feedback has been amazing. You can usually get one or more local restaurants to donate them to the classroom. They are a good choice because they are free, stackable and oversized which is great for those larger art projects. The downside is they aren't easy to get into, a large and not always easy to store and can be a bit of an eyesore.

12. We are living in the Era of Globalization. Globalisation is not a synonym of Global business, but it is more than that. Globalization poses variety of complex trends in the economic, social and cultural fabrics of all societies. We live in an intensely interdependent world in which all immense differences of culture and historical experience are compressed together in instant communication. The international transactions in services are defined as the economic output of intangible commodities that may be produced, transferred and consumed at the same time. Traditionally services are viewed as domestic activities due to direct contact between producer and consumer and government monopoly in infrastructure sector. The emerging digitization concept has altered this perception. The ascent of information and communication technology has given rise to e-commerce, e-banking, e-learning, e-

medicine and e-governance. So, it is argued that government finds it increasingly difficult to cope up with technology-driven activities. Because of that Nowadays Education has turned out to be a commodity of international trade. It is no more a public good on domestic scale, but a private good on global scale. Globalization brings education to the front lines. In the prevailing discourse, education is expected to be the major tool for incorporation into the knowledge society and the technological economy. In this paper we are going to see the impact of globalization on knowledge, education systems, and equity policies. Education is important not only for the full development of ones personality, but also for the sustained growth of the nation. Education is an important investment in building human capital that is a driver for technological innovation and economic growth. It is only through improving the educational status of a society that the multi- faceted development of its people can be ensured Basically Indian Education system is composed of three components and they are Primary education, Secondary education and Higher education. Today, in the age of privatization, globalization and liberalization, India is exposed to the world in all spheres. In the present competitive world, expansion, excellence and inclusion are the three challenges of Indian education system. The age old system of education has to be reformed. Practical knowledge should be given more priority than theoretical knowledge.

13. Kerala continues to be a top achiever in composite ranking of primary and upper primary education in our country. In Kerala schools are mostly run by government and Govt Aided corporate management or individuals. Government run schools offer Malayalam and English as the medium of instruction. A handful of government and Aided schools provide instruction in Sanskrit supplemented by Malayalam, Arabic, English, Tamil or Kannada. There are Linguistic minority schools in the state with the medium of Tamil and Kannada. The state of Kerala has achieved impressive results in

terms of access, enrolment, retention and completion. All teachers of the state are trained as per RTE norms. The class size, school infrastructure, social support and parental involvement are appropriate for high performance. In addition to all primary school age children being in school, the State's adult literacy programme has managed to bring all adult illiterates to primary level. The primary schools of Kerala are by and large praised for their child-centered pedagogical practices. They have also performed robustly in various achievement surveys like ASER, NAS and SLAS. As per NAS, the average achievement score of Kerala students was higher than the national average (241). State's rank is 3rd in the country. However, the average performance of the students of the state in class 5 is lower than the national average (241) for Maths, EVS and Language as per NAS 2015. This sad situation mandates Kerala to think about next level of educational reforms based on equity and quality. As Kerala has impressive achievements in a number of indicators, the State's key challenges are in terms of attaining the second level of reforms in school education. It is essential that the state prepares a road map to improve the quality of education so that the students at elementary level can perform at the grade appropriate level.

14. The research involved a literature review exploring the purpose, theory and practice of peace education. This included case studies of peace education programmes delivered in formal schools within various conflict-affected contexts. Key issues and questions emerging from the review were then investigated through interviews with leading peace education academics and practitioners. The report argues that there is a strong case for advancing the understanding and practice of peace education in formal schools and that schools can play a crucial role in furthering the aims of peace. After all, formal schools not only provide knowledge and skills, but they also shape social and cultural values, norms, attitudes and dispositions. It has been proved that peace education interventions in schools result in improved attitudes and cooperation among

pupils, and decreased violence and dropout rates. However, mainstreaming peace education is not straightforward. The space for peace education needs to be found within existing systems, where complementary work can be undertaken. Advancing peace education within a formal school context requires a multifaceted approach and process. There is no one-size-fits-all solution, but there are some key principles and approaches that are necessary:

- Promoting healthy relationship and peaceful school culture

- Addressing structural and cultural violence within school

- Taking account of the way education is delivered in the classroom

- Connecting peace education within schools to wider community practices and non formal actors such as non governmental organizations and civil society

15. The highest performing education systems are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (definition of fairness) and that all individuals reach at least a basic minimum level of skills (definition of inclusion). In these education systems, the vast majority of students have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. Within the Asia-Pacific region, for example, Korea, Shanghai-China, and Japan are examples of Asian education systems that have climbed the ladder to the top in both quality and equity indicators. In North

America, Canada is among such countries as well. The United States is above the OECD mean in reading performance but below the mean with regard to equity. One of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating education policies and practices that hinder equity; and targeting low performing disadvantaged schools. But education policies need to be aligned with other government policies, such as housing or welfare, to ensure student success. Eliminate grade repetition.

1. Avoid early tracking and defer student selection to upper secondary.

2. Manage school choice to avoid segregation and increased inequities.

3. Make funding strategies responsive to students' and schools' needs.

   Design equivalent upper secondary education pathways to ensure completion.

   4. Strengthen and support school leadership.

   5. Stimulate a supportive school climate and environment for learning.

   Attract, support and retain high quality teachers.

   6. Ensure effective classroom learning strategies.

7. Prioritize linking schools with parents and communities.

16. As Kerala strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. In India, the main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Without any doubt, there is a national consensus about the challenges that the higher education sector faces under the present phase of globalization. Majority of the HE teachers use lecture method and

only a few employ newer methods like activity oriented, demonstration, ICT, and case study. Many teachers spend nearly 40% of lecture time for informal discussion on subjects other than the topic. Teachers are not aware about the extent of learners with special needs in their classroom. Only very few teachers render special care and attention to these students. Teachers have little idea about the ICT facilities and financial and academic supports from various agencies for different categories of special learners. ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not directed by teachers. This in turn would better prepare the learners for lifelong learning as well as to contribute to the industry. Facilitating self-learning can improve the quality of learning and thus contribute to the economy. It provides several tangible and intangible benefits for all stakeholders involved in the economic growth of the country. Especially in developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide. While majority of the teachers identify present evaluation system as ineffective, only a few teachers are aware of alternative methods of evaluation like open book exams, projects and assignments. Many realize the importance of making evaluation flexible, especially in consideration of student background and capacity. Almost all the teachers respond that internal evaluation is farce, owing to the crowded classrooms, lack of time and interinstitutional competition to award high marks. Teachers are unaware of formative evaluation and of how evaluations can facilitate learning. Teachers have listed an array of classroom problems and their helplessness in solving these problems. Many site students" lack of motivation and interest in the subject of study as important causes of indiscipline in and out of the class. ICT facilities in the classroom and their utilization demonstrate the divide among teachers. Though personal computers and

LCD projectors are available in their departments, only 40% of teachers use ICT presentations in their classes. The findings indicate that the process aspect of education has to gain importance in reforms in higher education at par with the administrative, infrastructural and examination reforms. It is very clear that proper use of methods of instruction only will lead to effective learning.

(15 marks)

17. A curriculum framework is a standardized format or organized plan or learning outcome that drives the curriculum for courses. It aims to define clear outcomes expected the students to achieve or know in their course. It is introduced in new educational approaches such as outcome-based education or standards-based education reform design. The National Curriculum framework 2005 (NCF 2005) is the set of guidelines for textbooks, syllabus, teaching practices, for schools in India. It was published in 2005 by the National Council of Educational Research and Training (NCERT) in India. The traditional educational structure was focused on examining the students quarterly or annually. It was mechanical and caused a sense of competitiveness in the children from an early age. It diminished the interest of students in learning, gave no scope for the growth of creative intelligence as well as did not contribute to personality development. National Curriculum Framework 2005 was published to guide the institutions and schools to encourage the overall development of the children and to move away from textbook-centric learning.

Main objectives

- Introducing the concept of learning without too much load by reducing the syllabus

- All children should have access to quality education without any discrimination

- Curricular practices should be in alignment with secularism, social justice, and equality

- Strengthening a national education system in the society

Thus the social context of education of India indicates many challenges which should be included in the framework. The National Curriculum Framework for Schools emphasizes that schools must implement pedagogical practices. Such as critical awareness and openness to engage with different communities to share ideas and exchange curricular decisions. Learning should be facilitated in such a way that it attracts the attention of the students, rather than confining to the age-old traditional methods of education new approaches sought out. Schools and institutions are the medium through which the students get to know about society, their culture, and the world around them. This formal process of learning is significant because it helps to inculcate knowledge, but the possibilities of understanding and relating to the world are stunted if the methodologies are antiquated and uninspiring. Child-centered pedagogy should be implemented because it will encourage the children to voice their opinions and experiences through active participation. Usually, when children respond to a question asked by a teacher they just repeat the answers of the teachers, the curriculum should be designed in such a way that it engages them to find their voices and nurture their curiosity.

Reforms in curriculum and textbook:

Within the classroom collaborative learning should be facilitated which will provide the opportunity for sharing multiple for interchange of multiple views and opinions. Various pedagogical tools such as school ERP with online assessment system must be implemented for enriched learning experience such as:

- Conducting interactive discussions & quiz sessions where the children can ask questions and then answer those questions depending on what they learned at school and their personal experiences.

- Intelligent guessing should be encouraged as well wherein the student can have the liberty to share his perspective on a matter.

- Active engagement should be encouraged through various classroom activities such as inquiry, exploration, debates, application & reflection

Language

The National Curriculum Framework for Schools emphasizes the fact that language teaching should be multilingual wherein the students should be taught in a three-language structure. The mother tongue should be prioritized as the first language, in Hindi-speaking states the third language ought to be modern English;

in non-Hindi-speaking states, Hindi should be taught since it is the national language.

Mathematics

- Help the children understand the core mathematical concepts of algebra arithmetic, geometry, and trigonometry.

- To provide them the idea as to how the mathematical concepts lead to structuration, generalization, and abstraction.

- Oftentimes mathematics is thought to be difficult and hard to understand, but with the help of varied representations, mathematical concepts can be taught easily.

Computers

The advancement of modern technology has urged institutes and schools alike to give attention to educating the students about the usage of computers. But it is important to note that schools lack the infrastructural resources to provide adequate knowledge regarding this. Hence the school body or authority should make it a point to look for viable and innovative alternatives in case of lack of required funds. Connectivity and software technologies are available which are appropriate for schools in rural and urban schools.

Science

Science plays a significant role in educating children wherein they can differentiate between facts and fiction; the pedagogy should be prepared in such a way that it incorporates activities, observations, and experimentation.

S.S

Subjects such as history, geography, political science, economics, sociology, and anthropology are significant as it helps to educate the child about his or her social reality. Multi-disciplinary approaches should be indicated as this collectively helps to instill a strong sense of human values such as trust, mutual respect, freedom, and respect for diversity.

18. A Learning Management System (LMS) is an online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes. It can be used to support traditional face-to-face instruction, as well as blended/hybrid and distance learning environments. Schools use LMS software to plan, implement,

facilitate, assess, and monitor student learning. All of these activities are conducted behind a virtual wall that provides a measure of authentication, security, and privacy.

The LMS helps schools maintain the integrity of their educational programs by enabling educators to effectively and efficiently develop courses, deliver instruction, facilitate communication, foster collaboration between students, assess student success, and provide other learning resources for support. This information can be analyzed to detect patterns and gaps in learning for needed remedial student support and overall class improvement. Leaders can access reports by class and overall school performance for improvement planning and data-driven professional development.

Within an LMS teachers can combine/align standards with curriculum/resources and assessments, monitor students' progress, activities, and other performance outcomes of targeted individualized student learning objectives and overall school improvement initiatives/strategies. Teachers can set the targeted individual student's learning objectives and provide them with immediate feedback on areas needing improvement.

- Allows schools to safely organize and store data
- Allows teachers to easily update and maintain learning materials
- Allows data integration/migration with the local Student Information System (SIS)/NASIS
- Providing teachers an easy way to update student grades in one place
- Allows teachers to easily integrate other and/or added learning tools (games, social media, your school logo, etc.)
- Allows teachers and administrators the option to customize reporting
- to support targeted learning and training initiatives/strategies
- to track progress and learner performance

- Allows for collaborations (peer-to-peer, online discussions, etc.)

- Allows teachers to personalize learning objectives for all students

- Provides teachers online self-paced professional development for ongoing and independent growth opportunities

- Provides customer support via email or phone

CMS

A course management system (CMS) is a software solution that helps institutes to handle course interactions, especially for distance learning. It creates an environment that can be accessed by teachers, students, and faculty members to update news, broadcast notices, or convey urgent information to the students.

- It creates a space for the students to submit papers and assignments

- It has a grade book which helps the teachers and students to update and check their performance respectively.

- Helps to create an effective teaching plan and manage the courses.

- Enables group discussions, and communication with teachers and other students

Monitoring students progress and performance

A large number of students are handled by the teachers. The teacher can keep track of students' performance, attendance, grades, and extracurricular activities, and give them the required feedback. Handling such a large database of students and tracking their records as well as teaching them well is a tedious task for the teacher.

Enables E-learning

The course management system helps the faculty members to upload all the important information such as exam dates, course syllabus, and others. The data is fed in a dedicated space on the software. It saves them from emailing and messaging every student and conveying the message later than required.

Automation of Tasks

The course management software helps the institute to automate all the monotonous tasks and reduces the workload of the employees. It carries out all the work that requires rigorous efforts from the teachers and faculty members. This helps the teachers to focus completely on the teaching methods and help students improve their learning outcomes.

Technologically advanced operations

The course management system is integrated with the latest technologies such as AI for detailed analysis of the data collected on a daily basis. It involves student data, subject performance, reports, teacher's performance, institute's outcomes, and software performance as well.

19. Instructional design refers to the process used to create instructional material.It is used to identify gaps in knowledge, skills, and attitudes of students or employees, analyzing learning needs and developing learning material to close them.Instructional design helps give meaningful and effective instructions to learners in a way that will make learning easier for them.Instructional design models are used to explain the

process used to design and develop instructions. There are several models that can be used in different settings; the following are some of the most popular ones.

- ADDIE Model
- Merrill's Principles of Instruction
- Gagne's Nine Events of Instructions
- Bloom's Taxonomy
- Dick and Carey Model
- Kemp Design Model
- Action Mapping by Cathy Moore

ADDIE MODE

ADDIE is a five-stage process that provides guidelines to create effective training material. It stands for Analyze, Design, Develop, Implement, and Evaluate.

Analyze: In this step, the situation is analyzed to understand the goals and objectives for the learning material, requirements, needs, skills and knowledge of the learners.

Design: Identify the learning objectives such as the knowledge you want the learners to gain and the learning outcomes.

Develop: Identify how you can help the students get to the objectives you identified earlier and develop the instructional strategies accordingly.

Implementation: Implement the strategies by trying out your training programs with students.

Evaluate: Evaluate and measure the success of the training material you have designed and delivered. Note what needs to be changed.

Merrill's Principles of Instruction

This is a task-centered approach that focuses on different ways learning can be facilitated. According to this instructional design model, there are four phases of learning;

Activation: Learning material should activate the knowledge the learner already has on the subject matter. This helps them use it as a foundation to digest new knowledge.

Demonstration: The trainer/ teacher should demonstrate the knowledge through techniques such as video demos, infographics, etc.

Application: Learners should be allowed to apply the knowledge they have gathered on their own to solve problems.

Integration: Learners should be encouraged to integrate new knowledge into their life and use it to solve problems.

Gagne's Nine Events of Instructions

- Gain the attention of the students through stimuli such as a surprise, thought-provoking question, etc.

- Inform the students of the objectives or outcomes of the lesson before the instructions are given.

- Stimulate recall of prior learning by asking questions about the experience from the past. By relating to this past knowledge, they can easily make sense of new knowledge.

- Present the content to the learners in a way that is easy to comprehend

- Provide learning guidance with tutorials, case studies, examples, infographics, etc.

- Elicit performance by helping them internalize new knowledge through activities that encourage them to recall and use that knowledge.

- Provide feedback on the performance of students to facilitate learning.

- Assess performance by testing whether the expected outcomes have been achieved.

- Enhance retention and transfer to the job. Help students internalize new knowledge with techniques like concept maps, summarizing, job aids, etc.

Bloom's Taxonomy

Bloom's taxonomy classifies the different skills and objectives the educators set for their students.

While in 1956 Benjamin Bloom created this classification system to organize the different levels of cognitive learning, it was later modified by Anderson and Krathwohl. Thus it came to be known as the Revised Taxonomy.

Dick and Carey Model

This model focuses on the interrelationship between context, content, instruction, and learning. The components of the Dick and Carey model are as follows;
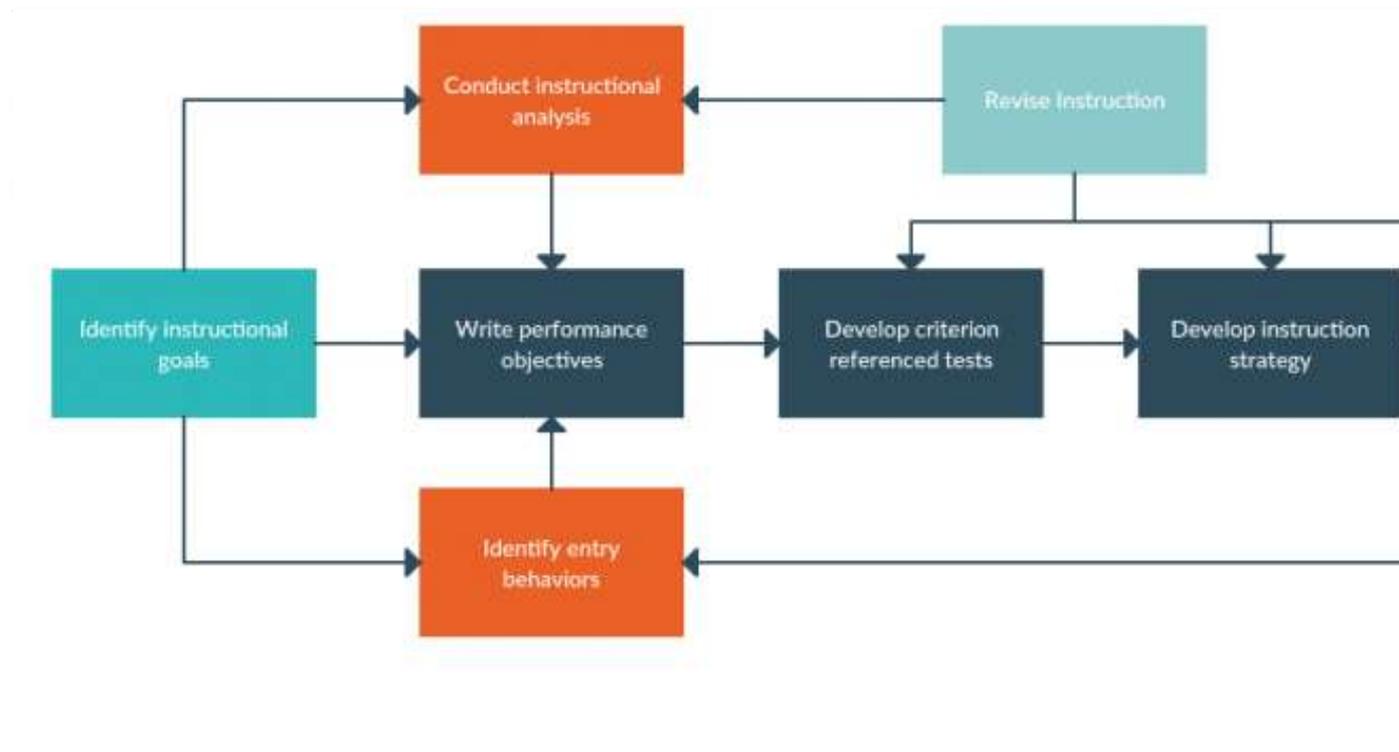
Kemp Design Model

The Kemp design model which has a nonlinear structure or a circular structure conveys that the design process is a continuous cycle, therefore, it needs constant planning, design, and evaluation to ensure quality instruction.

This model includes 9 elements

- Identify learning goals and instructional problems or obstacles that may hinder them
- Research the audience to identify learner's characteristics that you can use to create more relevant course material
- Identify the relevant subject content and analyze tasks to see whether they align with the defined goals
- Clarify the instructional objectives to the learners and how they will benefit from the instructional programs

- Make sure the content for each instructional unit is structured sequentially and logically to facilitate learning

- Design instructional strategies in such a way that will help learners to master the content and learning outcomes

- Plan the instructional message and the mode of delivery

- Develop evaluation instruments to evaluate the progress of the learners towards achieving the objectives

- Select resources that will provide support for both teaching and learning activities

Action Mapping by Cathy Moore

. Action mapping by Cathy Moore takes a visual approach to instructional design and is popularly used in the context of business. It's a process that helps avoid information dumps and create more activity-centered training

20. Teacher Training

Schools face the difficult issue of measuring teacher effectiveness. For example, most high school teachers perceive students as being prepared for college, while most college professors do not see those same students as prepared for the rigors of collegiate study. Some feel that this is due to primary and secondary-level (i.e., high school) teachers being unprepared to teach, as many teachers in the United States teach subjects that are outside their own field of study. This is not the case in many European and Asian countries. Only eight percent of United States fourth-grade math teachers majored or minored in math, compared with 48

percent of math teachers in Singapore. Further, students in disadvantaged American schools are 77 percent more likely to be educated by a teacher who didn't specialize in the subject matter than students who attend schools in affluent neighborhoods (Holt, McGrath, and Seastrom 2006). Consequently, there are two broad structural problems in regards to teacher training in the United States: first, teachers are, according to some, underprepared to teach students due to a discrepancy between their academic preparation and their professional expectations; second, better-prepared teachers are more likely to be found in wealthier neighborhoods, further contributing to already existing educational inequality.

Social Promotion

Social promotion is another issue identified by sociologists. This is the concept of passing students to the next grade regardless of whether they've met the standards for that grade. Critics of this practice argue that students should never move to the next grade if they have not mastered the skills required to "graduate" from the previous grade. Proponents of the practice question what a school is to do with a student who is three to four years older than other students in his or her grade, saying this creates more pressing issues than the practice of social promotion. Others are more concerned about the social consequences of holding students back, and about the social development of older students who would be surrounded by younger students.

Affirmative Action

Affirmative action has been a subject of debate, primarily as it relates to the admittance of college students. Opponents suggest that, under affirmative action, minority students are given greater weighted priorities for admittance. Supporters of affirmative action point to the way in which it grants opportunities to students who are traditionally done a disservice in the college admission process.

Rising Student Loan Debt

In a growing concern, the amount of college loan debt that students are taking on is creating a new social challenge. As of 2018, the average debt of students with loans was $37,172[1] upon graduation, leaving students hard-pressed to repay their education while earning entry-level wages, even at the professional level (Lewin 2011). With the inconsistent state of unemployment since the 2008 recession, jobs are often scarce, making student debt more burdensome, and in some cases, unserviceable. As recent graduates find themselves unable to meet their financial obligations, all of society is affected.

Other Issues

- Government funding for education. On any list of current issues in education, school funding ranks near the top. ...
- School safety. ...
- Disciplinary policies. ...
- Technology in education. ...
- Charter schools and voucher programs. ...
- Common Core. ...
- Standardized testing. ...
- Teacher salaries.
- Poverty
- Emerging trends in education
- College accrediction

- College rankings

- Trigger warnings

- Bulliying

- Class size

- Student loan forgiveness

- Big issues in higher education

- Completion rates

- Student mental health

invest heavily in infrastructure and other inputs.

-

2017

1.Write a short note on NCFTE .

Ans : NCFTE full form stands for National Curriculum Framework For Teacher Education, which is a Government of India draft developed to introduce and suggest changes and updates. It elaborates on the context, concerns and vision underlying the teacher education. For example, NCFTE 2009 highlighted a new approach to curricular areas in this matter; the curriculum of teacher education is broadly dealt with the foundations of education, curriculum and pedagogy and school internship. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The school internship is organised by situating the practise of teaching in the broader context of vision and the role of the teacher and sustained engagement with learners and schools. 2.What is meant by creative common ? Ans :

Creative Commons (CC) is an internationally active non-profit organisation that provides free licences for creators to use when making their work available to the public. These licences help the creator to give permission for others to use the work in advance under certain conditions. Every time a work is created, such as when a journal article is written or a photograph taken, that work is automatically protected by copyright. Copyright protection prevents others from using the work in certain ways, such as copying the work or putting the work online.CC licences allow the creator of the work to select how they want others to use the work. When a creator releases their work under CC licence, members of the public know what they can and can't do with the work.

3.Differentiate between equality and equity.

Ans : 1. Justness and fairness in the manner of treating individuals are called equity. Equality is what we call, the state where everyone is at the same level. 2. Equity is a process while equality is the outcome, i.e. equity is the necessary condition to be fulfilled to achieve latter. 3. While equity represents impartiality, i.e. the distribution is made in such a way to even opportunities for all the people. Conversely equality indicates uniformity, where everything is evenly distributed among people. 4 . In equity, the differences are recognized and efforts are made to counteract the manner in which individual opportunities are not equal. On the contrary, equality recognizes sameness and so it aims at treating everyone as equal. 5. In equity, all the people can have access to what they need. The equality, in contrast, all the people get the same thing, i.e. rights, resources and opportunities.

4. Differentiate between sex and gender .

Ans : Sex' and 'gender are often used interchangeably, despite having different meanings : Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed. Gender refers to the socially constructed roles behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.

5. Mention is the role of NCWI in eradicating atrocities against women .

Ans : It establishes the progress of a nation. The national commission for women is established to redress the grievances faced by the Indian women in the society. Let's look at the role of the National commission of women in India and how it is preserving the rights of women, from UPSC point of view. The national commission is a statutory body in January 1992 under the commission for women protection act of 1990.The commission works to address the physical mental and special issues faced by the women in their personal lives, workplaces, society and most importantly on the internet. It is on institution which is working towards creating and building awareness amongst the people in society towards the welfare of women and it analyses the legislative measures which have been adopted in India for women. Whether they are constitutional and whether they are being implemented. The analysis also, therefore, leads to the conclusion as to whether these legislative measure adopted in the country are successful and if not what are the amendments that can be made towards addressing the real problems being faced by women.

6. Explain the important provisions of RTE 2009.

Ans : Right to Education Act : The Act is completely titled "the Right of Children to Free and Compulsory Education Act". It was passed by the Parliament in August 2009. When the Act came into force in 2010, India became one among 135 countries where education is a fundamental right of every child. The 86th Constitutional Amendment (2002) inserted Article 21A in the Indian Constitution which states :The State shall provide free and compulsory education to all children of6 to 14 years in such manner as the State, may by law determine". As per this, the right to education was made a fundamental right and removed from the list of Directive Principles of State Policy. The RTE is the consequential legislation envisaged under the 86th Amendment. The article incorporates the word "free" in its title. What it means is that no child (other than those admitted by his/her parents in a school not supported by the government) is liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Essentially, this act ensure

free elements education to all children in the economically weaker sections of society. RTE Provisions The provisions of the RTE Act are briefly described below. The Act provides for: *The right of free and compulsory education to children until they complete their elementary education in a school in the neighbourhood. *The Act makes it clear that 'compulsory education' implies that it is an obligation on the part of the government to ensure the admission, attendance and completion of elementary education of children between the ages of six and fourteen. The word 'free' indicates that no charge is payable by the child which may prevent him/her from completing such education. *The Act provides for the admission of a non-admitted child to a class of his/her appropriate age. *It mentions the duties of the respective governments, the local authorities and parents in ensuring the education of a child. It also specifies the sharing of the financial burden between the central and the state governments. *It specifies standards and norms for Pupil Teacher Ratios (PTR), infrastructure and buildings, working days of the school and for the teachers. *The Act provides that the teachers appon should be appropriately trained and qualified.

7. Discuss about on line learning platform "SWAYAM "

Ans : SWAYAM MOOCs platform is World's Largest Online Free E- to achieve the three cardinal principles of Education Policy viz., Access, Equity and Quality by covering School/Vocational, Under- Graduate, Post Graduate, Engineering and Other Professional Courses. • SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) MOOC Platform was developed indigenously by AICTE in 2016 to facilitate hosting of online courses which could be accessed by anyone, anywhere at any time free of cost to achieve three cardinal principles of Education Policy viz. access, equity and quality. SWAYAM as one of the World's biggest Massive Open Online Courses (MOOCs) integrated platform of free online courses, cover subjects from high school onwards till higher education including Skill based courses to ensure that every student benefit from learning material through ICT The courses hosted on SWAYAM are in 4 quadrants (1) video lectures, (2)specially prepared

reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio- video and multimedia and state of the art pedagogy/ technology. AICTE-SWAYAM Team is providing Help Desk support to SWAYAM Platform through email and telephone for handling queries from end users and service requests. Roles and Responsibilities for development and design of SWAYAM (Study Webs 6 Active Learning for Young Aspiring Minds) Platform for hosting Massive Open Online Courses (MOOCs) in terms of MHRD'S OM No.8- 26/2014-TEL (Pt)), dated 21st March, 2016 through blending academics with technology Responsible to develop SWAYAM Platform to harness multi party Involvement in education by plending expertise from multiple domains and making effective use of state of the art pedagogy/technology audio-Video & multimedia, Responsible for procurement of the required resources for continuous operationalisation and smooth functioning of the SWAYAM Platform, Responsible to enable a transformative change in India's educational outcomes by extending the requisite reach and access to quality education at competitive economies of scale.Responsible to offer maximum number of online courses catering to the needs of students from Class IX up to Post Graduate levels, free of cost to learners, except for a small fee to be charged for certification on successful completion of the Course. • Responsible through Pls and National Coordinators for creation of e-contents on Courses from School Secondary level till Post Graduation, covering all disciplines, to be made available on the SWAYAM Platform. • Responsible for creating online courses/inter-disciplinary Courses for SWAYAM Platform for self- paced learning in various areas, like, Yoga, GST, Economic Survey. Skill Development. PanchayatiRaj, etc. from different Government Departments/Ministries/Autonomous Bodies/Institutions in India. through inviting Expression of Interest (EOI) as per SWAYAMMOOCS Guidelines Responsible for Curriculum bases Courses in new disciplines for SWAYAM (medicine, law, humanities and

social sciences agriculture, commerce, management, interdisciplinary areas)Responsible for Curriculum bases Courses in new disciplines for SWAYAM (medicine, law, humanities and social sciences, agriculture, commerce. management, inter-disciplinary areas):Making Students employable in the Industry or pursue a suitable higher education programm. There has been a major paradigm shift in higher education in the recent years, from developing cognitive and noncognitive skills within the confines of a classroom to technology based online learning, which is a flexible anyone, anytime, anywhere Platform with the advent of MOOCS SWAYAM being the India Chapter on MOOC is rightly poised at this juncture to bring transformative changes in educational outcomes by extending reach and access to quality education at economical COSESSWAYAM has an educational as well as a technology aspect. It has been instrumental in bringing amalgamation of educational and technology partners under one umbrella at a panIndia level, it is a big step towards accumulating knowledge and democratization of education.

8. Explain the concept of Virtual Learning Environment .

Ans : Virtual learning refers to an environment where students study a digital-based curriculum taught by instructors that lecture online via video or audio. This instruction can take place either in a self-paced (asynchronous) environment or in a real-time (synchronous) environment. Discover whether virtual learning is right for you by considering its types, qualities, pros, and cons. Why choose virtual learning There are many reasons why people choose virtual learning over instruction in a traditional classroom. For example, the flexibility of virtual learning makes it an appropriate choice for full- time workers who would like to continue their education or cannot attend in-person classes .The virtual learning environment is also a good choice for people who enjoy self-learning. Some virtual learning options have classes to attend at scheduled times, while others allow you to learn at your own pace. With this self-paced option, you have a lot of autonomy with the intensity and overall cadence of your learning while still enjoying the benefits of guided lessons. In addition, if you want to

explore a subject or skill without committing to an in-person class, virtual learning can help. You can find both short introductory courses or long in-depth master classes on a multitude of subjects and skills. 3 types of virtual learning Not all virtual learning is the same. There are three different ways you may learn in a virtual environment: synchronous, asynchronous, and hybrid.You can find both short introductory courses or long in-depth master classes on a multitude of subjects and skills. 3 types of virtual learning Not all virtual learning is the same. There are three different ways you may learn in a virtual environment: synchronous, asynchronous, and hybrid. Synchronous Synchronous virtual learning typically asks students to attend online live-streamed lectures. The instructor streams their presentation or lecture, allowing students to ask questions in real-time via webcam, microphone, or live chat, for a more handson learning experience. If you benefit from the constant structure and pacing of the material, synchronous virtual learning could be a good choice for you. Asynchronous Asynchronous virtual learning features pre- recorded lectures that students can watch on their own time. The instructor will post either a video or audio file along with lecture notes. Often there will be a quiz on the material to ensure students are watching lectures and up to date with the class schedule. Typically, the instructor or an assistant is available via email or text chat. Current students, and sometimes past students, usually have some form of communication with each other, such as a forum, where they can discuss the material and flesh out details they may have not gathered from the lecture. Hybrid A hybrid course will make use of both virtual and in-person learning. This is the most common for classes that also require a lab component. If you want the freedom to learn at the best times for you, but also want some structured lessons and communication with the instructor, consider enrolling in a hybrid course. Attributes of virtual learning By nature, virtual learning is online, which mean's it's often convenient, flexible, and affordable. There's also the option to either enrol fully online or to take part of the class online and in person. Virtual learning is also a very environmentally friendly learning option, since students aren't required to commute for class

and there's very little paper waste throughout the semester. You'll need to have self-discipline for virtual Advantages of virtual learning Virtual learning gives students access to coursework from anywhere, at any time, making learning super convenient. Asynchronous classes also give an immense amount of flexibility for lectures and studying. Even with the flexibility of the course, online courses are associated with higher retention rates and graduation rates. A study conducted by Arizona State University found that students taking virtual classes benefit from increased access and cost savings of as much as 50 percent . Completing courses virtually can also increase students' digital aptitude, preparing them for life in the workforce. In addition to these advantages, the nature of virtual learning allows teachers to conduct more frequent assessments to help ensure students are staying on track. Since tests can be turned in digitally, you can also get near-immediate feedback and scoring. Disadvantages of virtual learning Technology offers us wonderful opportunities like the ability to learn from home, but it also may lead to momentary malfunctions, like interruptions or down time . Since virtual learning takes place on a screen, networking since you're not sitting next to others as in a classroom setting. For some, that's a con, but it may not be an issue for people who prefer a more individualistic learning approach. you might feel that the course isn't as fully immersive compared to in-person instruction. You may feel a lack of collaboration or For some students, the ability to study and learn comfortably from home could be a huge benefit. For others, learning at home can be distracting. Interruptions from family members and access to a phone and entertainment can make focusing more difficult, and some people may even feel isolated.

9. Explain the salient features of MOODLE as an effective Learning Management System (LMS). Ans : LMS e-Commerce Integration Features Most Sought Open Source LMS Moodle is an open source software used by education institutions as well as enterprises around the world to provide online training to the learners. It can also be used to conduct courses online or to provide face-to-face teaching, learning and training Moodle has the

potential to be extended with over 500 plugins for carrying out different types of assignments, quizzes, grading certification, and social and collaborative learning. Moodle is Easy to Use No matter you are an administrator, course creator, educator or learner, Moodle has an intuitive dashboard and a graphical user interface that makes teaching, learning and using it easy. For example, to make things interesting, you add a quiz in a given topic by choosing it from the list of activities under the activity menu. Besides, there are Icons that are specifically created to help the Moodle admin understand the nuances of course creation better. E.g. the eye icon hides and un hides a particular resource or activity. The up icon moves a resource or activity within the lesson up. It means you don't need to be a programmer to use Moodle". Just Invest some time to familiarize yourself with the navigation and you'll be a pro in the Moodle" environment. Moodle" is Feature-rich Moodle" comes with an endless list of resources, features and activities. To start with, it has block elements like calendar, student activities and text activities like chat, forum and wikis. Moodle is compatible on all operating systems. A Moodle facilitator, can assign an "enrolment key" that helps in filtering away those users who are not supposed to be included in a particular course. Besides, learners can be assigned into groups. Creation of links to content rich sites outside can be done without leaving the Moodle" instance or opening a new browser. This and a lot more can be done as you explore Moodle to appreciate its wonderful. features in the elearning field. The list of possible uses is limited only to the user's imagination. Moodle™ is Customizable Moodle offers white labeling options, wherein the look and feel of the user interface can be changed to conform to the style and esthetic value of your organization's branding. Moodle can be tailored to the T with a variety of prebuilt themes available. To start with there are 12 themes available for free. Further, there are different sites that provide themes for Moodle" and some themes can be purchased and applied. Moodle" can form Integrations Moodle has the capability to integrate with some of the premium software portals seamlessly. To cite few a examples, Moodle" integrates with video conferencing

software like GoTo, Webex, Adobe Connect, CMSS like Joomla, Drupal, WordPress, CRMs like Salesforce, () SugarCRM, Microsoft Dynamics, ecommerce portals like Shopify collaborative tools like OneDrive and Dropbox. And the best part is, with all these integrations, Moodle" can form Single Sign On (SSO). Moodle Support SCORM Courses Moodle has the ability to decode various SCORM learning objects. Now the question arises, whether one should make the Moodle" courses as SCORM or use Moodle's features. The answer would be it depends how one intends to use the courses. If the ultimate aim is to export and use the courses in another LMS then going the SCORM way would make things easier. One very important aspect elearning geeks need to remember is that Moodle" does not generate SCORM content. Moodle" simply presents the content in SCORM packages to the users , and in return saves data from user interactions with the SCORM package. Moodle" Carries Pedagogies Whenever an educational software is created, usually the aspect of what learning framework would be used is neglected. Unfortunately, it always happens that most of the commercial elearning software are often headed towards how many features it can offer, while neglecting the obvious question of adopting pedagogies. The question that need to be answered is, how will the learners learn while using a particular software? And Moodle" has the answers as constructivism, social constructivism, and conectivism, all adopted as its pedagogies. It means that knowledge can be built and developed through constant interaction and cooperation. All the more when knowledge is processed properly, it is then that the learners are immersed during the process. Moodle Flaunts a Worldwide Community Moodle™ has programmers and developers around the world that continuously work to improve user experience. Besides, it has robust forums from where one can get support, share ideas, and meet others, while doing all this in their desired language. One can also contribute to the community by answering questions, giving feedback by rating posts as useful or in case one has discovered a bug or have a suggestion for a new feature. There is also an option where an individual can help shape Moodle's future by participating in the

developer discussions and other research and crowdfunding projects. Promotes Student-Centered Learning Learning till date was limited to a structured set-up wherein the teacher gives the lecture, the students listen, go back home and do their homework. With Moodle", teachers get the opportunity to provide learning independently and interdependently by giving them the opportunity to study online on their own. Students learn how to assimilate and process information, while learning to cooperate and interact with one another, as they engage themselves in student- centered learning activities. Bottomline, they learn by applying knowledge rather than just absorb it, and there you have the recipe for student success. Provides Personalized Learning Moodle can be used to institute customized learning experiences for the users. Students can learn online independently and interdependently as well. To cite an example of how Moodle can personalize learning if a student views a quiz, but hasn't read a particular lesson, Moodle" can be set up to show him an alert, which instructs him to read it before taking the quiz. Likewise, if a learner submits a quiz and scores less than 70%, Moodle" can be set up to some remedial content, while informing him that he has access to it. On the flipside, if he scores greater than or equal to 90%, Moodle" will release the next lesson for him.

10. What are the important underlying tenets of critical pedagogy?

Ans: *Critical-examining and judging analytically without any bias. *Provides an opportunity to reflect critically on issues in terms of their Political,social,economical, and moral aspects and to take action against the oppressive elements of society. *cardinal principle-concept of we or community feeling which demands collective decision making through open discussion and by encouraging and recognizing multiple views. *Acceptance of multiple views on social issues and a commitment to democratic forms of interaction.

Characteristics

 *Aims to liberate students from oppression.

*Empower students and enable them to help themselves

*Envisages transformative world a democratic and egalitarian world.

*Transforms learner from the role of passive listener to active participants. *Encourage students to attempts change through social reconstruction. *Emphasis teaching through critical dialogue and dialectical analysis of everyday experience. Characteristics *Promote emancipation and intellectual growth - emancipation from oppression. *Liberatory education-raises students consciousness, preparing them to engage in larger social struggle for liberation. *Develop conscientization - learning to perceive social, political and economic contradictions(develop critical awareness) to take action the oppressive elements. Role of Teacher *Co-learner *Researcher know students e, their culture knowledge base, language etc.. * Facilitator who guides, shares and coaches students. *Records the progress of students and evaluate their activities. *Enable students to become responsible partnes their own learning. *Deep respect with teacher and students. Role of students *Plan and organize their own learning. *Assess own performance *Take the responsibility of their learning. * Actively involved in learning process *Collect information *Engage in problem posing dialogue *Collaborates with teachers in learning. * Identify specific problems and finding solution. 11. Explain the salient features of constructivist approach to learning. Ans : Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a leaner. Basically, leathers use their previous knowledge as a foundation and build on it with new things that they learn. So everyone's individual experiences make their learning unique to them. Constructivism is crucial to understand as an educator because to influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their own unique experiences to the classroom every day. Their background and previous knowledge impacts how they are able to learn, Educators are able to use

constructivist learning theory to help their students understand their previous knowledge. If you're a current or aspiring educator, it's important to get the education and credentials you need. But it's also important to understand learning theories and how they impact you and your students. This guide will tell you more about the constructivist learning theory and how it helps you as a teacher. Principles of constructivism. There are many specific elements and principles of constructivism that shape the way the theory works and applies to students. Learn about the different principles of constructivism and how they make up the whole theory. *Knowledge is constructed. This is the basic principle, meaning that knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning. *People learn to learn, as they learn Learning involves constructing meaning and systems of meaning. For example, if a student is learning the chronology of dates for a series of historical events at the same time they are learning, the l meaning of chronology. If a student is writing al paper about history, they are also learning principles of grammar and writing as wall. Each thing we learn gives us a better understanding of other things in the future. *Learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity, Learners need to engage in the world so they are actively involved in their own learning and development. You can't just sit and expect to be told things and learn, you need to engage in discussions, reading activities, etc. *Learning is a social activity. Learning is directly associated to our connection with other people. Our teachers, our family, or peers, and our acquaintances impact our learning, Educators are more likely to be successful ast hey understand that peer involvement is key in learning. Isolating learning isn't the best way to help students learn and grow together! Progressive education recognizes that social interaction is key to learning and they use conversation, interaction, and group applications to

help students retain their knowledge. *Learning is contextual Students don't learn isolated facts and theories separate from the rest of our lives-we learn in ways connected to things we already know, what we believe, and more. The things we learn and the points we tend to remember are connected to the things going on around us. *Knowledge is personal. Because constructivism is based on your own experiences and beliefs knowledge becomes a personal affair. Each person will have their own prior knowledge and experiences to bring to the table. So the way and things people learn and gain from education will all be very different. *Learning exists in the Mind. Hands-on experiences and physical actions are necessary for learning, but those elements aren't enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds, not just our hands. Mental experiences are needed for retaining knowledge. *Motivation is key to learning Students are on able to learn if they are unmotivated, Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation, it's difficult for learners to reach into their past experience and make connections for new learning. Constructivism in education. It's important to understand how teachers can apply constructivism inside their classroom to create a unique learning environment for students. In constructivist classrooms, the teacher has a role to create a collaborative environment where students are actively involved in their own learning. Teachers are more facilitators of learning than actual instructors. Teachers must work to understand the pre existing conceptions and understanding of students, then work to incorporate knowledge within those areas. Teachers will also need to adjust their teaching to match the learner's level of understanding. Constructivist classrooms rely on four key areas to be successful: • Shared knowledge between teachers and students. • Shared authority between teachers and students. • Teachers act as a guide or facilitator. • Learning groups consist of small numbers of students. Constructivist classrooms are often very different from normal classrooms in many ways. Constructivist classrooms focus on student questions and interests, they build on what student

already know, they focus on interactive learning and student centered , teachers have a dialogue with student to help them construct their own knowledge ,they root in negotiation ,and students work primarly in groups. Constructivist classrooms often have teachers who do small group work, collaborative and interactive activities, and open dialogues about what students need in order to find success. 12. Enumerate the merits of Continuous and Comprehensive Evaluation (CCE). Ans : Continuous and Comprehensive Evaluation (CCE) is a school-based student evaluation framework that considers all aspects of a student's progress. It is a developmental evaluation framework that focuses on two goals. On the one hand, these goals maintain consistency in the measurement and assessment of broadbased learning and behavioral results. The word 'continuous' is used in this scheme to emphasize that evaluating established aspects of students growth and development is a continuous process, not an occurrence built into the overall teaching-learning process and spans the entire academic session. It refers to assessment consistency, unit testing frequency, learning gap identification, corrective steps, retesting. and self-evaluation. The word comprehensive' refers to the scheme's attempt to address both academic and extra curricular aspects of students' growth and development. CCE has the following benefits: 1. It promotes student learning by introducing new teaching methods and techniques. This means, that students get to study from different techniques and methods, which makes the overall process of teaching and learning very interesting. 2. Evaluates the learning needs and abilities of students. CCE helps the students to put their best foot forward and continuously test their own abilities. With the help of the CCE process, teachers and students can understand the area where students need more work. 3. Recognizes ongoing student success daily based on smaller portions. Performance checking is extremely important, which should be done regularly. Through CCE doing a thorough analysis of the child's growth becomes easy and enhanced. 4. Identifies and addresses the special needs of students who are academicallychallenged. 5. Encourages students to participate in extra curricular activities rather than focusing

exclusively on academics .6. The vast CBSE portion of students is broken down into smaller chunks, and the stress of massive learning is alleviated. 7. Leads to comprehensive education, which emphasizes students' overall growth in various areas. A child should be given a holistic approach of learning which should include a great blend of theoretical and practical knowledge. 8. CCE enables students in the XI class to make well-informed and better subject choices based on their academic success, aptitude, interests, and preferences. 9. Encourages emotional intelligence, critical thinking, and other life skills. Students need to get future-ready and for the same, they need to broaden their soft skills which can help them get ready for challenging situations. Long-text reading is included in this category, which means that students are encouraged to read books other than academic books. Students' marks were replaced by grades in this CCE scheme, which were tested through a series of curricular and extracurricular assessments, as well as academics, with the overall goal of reducing the burden on the student by continuous assessment by taking a variety of small tests during the year instead of a single test at the end of the academic program. As a result, we can conclude that there are many benefits to using CCE in school-aged students. 13. How does a portfolio help in evaluating the learning outcomes of students ? Ans : The Development of Portfolio Assessment Portfolio assessments grew in popularity in the United States in the 1990s as part of a widespread interest in alternative assessment. Because of high-stakes accountability, the 1980s saw an increase in norm-referenced, multiple-choice tests designed to measure academic achievement. By the end of the decade, however, there were increased criticisms over the reliance on these tests, which opponents believed assessed only a very limited range of knowledge and encouraged a "drill and kill" multiple- choice curriculum. Advocates of alternative assessment argued that teachers and schools modeled their curriculum to match the limited normreferenced tests to try to assure that their students did well, "teaching to the test" rather than teaching content relevant to the subject matter. Therefore, it was important that assessments were worth teaching to and modeled the types of significant teaching and

learning activities that were worthwhile educational experiences and would prepare students for future, real-world success. Involving a wide variety of learning products and artifacts , such assessments would also enable teachers and researchers to examine the wide array of complex thinking and problem-solving skills required for subject-matter accomplishment. More likely than traditional assessments to be multidimensional, these assessments also could reveal various aspects of the learning process, including the development of cognitive skills, strategies, and decision-making processes. By providing feedback to schools and districts about the strengths and weaknesses of their performance, and influencing what and how teachers teach, it was thought portfolio assessment could support the goals of school reform. By engaging students more deeply in the instructional and assessment process, furthermore, wide array of complex thinking and problem-solving skills required for subject-matter accomplishment . More likely than traditional assessments to be multi dimensional, these assessments also could revea lvarious aspects of the learning process, including the development of cognitive skills, strategies, and decision-making processes. By providing feedback to schools and districts about the strengths and Weaknesses of their performance, and Influencing what and how teachers reach, it was thought portfolio assessment could support the goals of school reform. By engaging students more deeply in the instructional and assessment process, furthermore, portfolios could also benefit student learning. Types of Portfolios While portfolios have broad potential and can be useful for the assessments of students' performance for a variety of purposes in core curriculum areas, the contents and criteria used to assess portfolios must be designed to serve those purposes. For example, showcase portfolios exhibit the best of student performance, while working portfolios may contain drafts that students and teachers use to reflect on process. Progress portfolios contain multiple examples of the same type of work done over time and are used to assess progress. If cognitive processes are intended for assessment, content and rubrics must be designed to capture those processes . Portfolio assessments can provide both formative and summative

opportunities for monitoring progress towards reaching identified outcomes. By setting criteria for content and outcomes ,portfolios can communicate concrete information about what is expected of students in terms of the content and quality of performance in specific curriculam areas , while also providing a way of assessing their progress along the way. Depending on content and criteria, portfolio can provide teachers and researches with information relevant to the cognitive processes that students use to achieve academic outcomes. Uses of Portfolios Much of the literature on portfolio assessment has focused on portfolio as a way to integrate assessment and instruction and to promote meaningful classroom learning. Many advocates of this function believe that a successful portfolio assessment program requires the on going involvement of students in the creation and assessment process. Portfolio design should provide students with the opportunities to become more reflective about their own work, while demonstrating their abilities to learn and achieve in academics. 14.Discuss the role of ASAP in equipping the youth to face the challenges of unemployment . Ans : From earlier times, Kerala has been renowned for its manpower and has been a prominent supplier of skilled human resources to other countries. However, in recent times, despite a fast growing pool of talent, the overall employability rates fall at below 25%. This is in large part due to Kerala being unable to keep up with the skill requirements of today's rapidly changing world. To combat this, the Higher Education, General Education and Local Self Goverment Departments Kerala State Government in India have collaborated to launch the Additional Skill Acquisition Programme (ASAP). This is envisaged as a part of the State Skill Development Programme and aims at enhancing the employability of students passing out of Higher Secondary Schools (+2) as well as Arts and Science Colleges in Kerala. The ASAP programme is the brainchild of Dr. K.M. Abraham, Principal Secretary, Higher Education, Government of Kerala. He's a visionary with a background in Management, financial and Educational Expert, and is a very successful administrator who belongs to the Indian Administrative Service. The Additional Skill

Acquisition Programme has been launched with the mission of imparting effective hands-on skill training to students, which is addition to their regular academic programme/curriculum. The identification of sectors for skill development and the development of curriculum and training methodologies has been carried out in consultation with industry requirements and best practices. Several sectors have been identified in which this skill training will be carried out. These include Hospitality .Organized Retail, Healthcare, IT & ITES, Event Management, Business Services, Media and Entertainment Industry, Banking and Finance Sector, Construction and Agriculture. Nursing skills are high on the list of training specialisations, as skilled nurses are very much in demand overseas Student convenience For the convenience of students, this skill training will be conducted before and after school college timings as well as during the vacation time. When students finish their regular academic programme they will also be equipped with additional skill certifications. They can get ample job opportunities as soon do they complete each stage of their academic programme, for example after+ 2 or undergraduate degree such as B.A ,B.Sc, etc. Practical training As practical training is of paramount importance when it comes to vocational skills, there will be facilities for practical training /apprenticeship in related Industries of repute. Course credibility It will be ensured that the certifications and course material under this programme are monitored closely and will be aligned with the National Vocational Education Qualifications Framework (NVEQF) Implementation It is planned to implement this programme in Government and Aided Educational Institutions. Specially trained Programme Managers appointed by the ASAP Secretariat that functions under General and Higher Education Departments will be appointed in each institution to coordinate and oversee the programme. Quality of education will be maintained to high levels, and students will be trained by professional and well trained Skill Programme Executives . Programme Managers and Skill Development Executives will monitor the creation and validation of advanced skills in related areas. A lifelong Learning System is also planned to ensure regular updation of

knowledge and skills. Community Resource Centres are being set up which will explore all possibilities of lifelong learning including the use of Open Educational Resources. Kerala youth, especially from villages, have been found to be lacking in English and computer skills and this has been a major setback to their overseas employability opportunities. The training programmes will offer an initial round of soft skill development (Communicative English and which is followed by the intensive training in the selected skill do mains .In the coming decade, it is hoped that the success of this project will empower Kerala youth and create sustainable employability and growth in this region. 15. What are the major objectives of RUSA ? ANS : Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is aCentrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 forgeneral category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education. Objectives of RUSA:- The salient objectives of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) are to:-. *Improve the overall quality of state Institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework. *Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions. *Ensure reforms in the affiliation, academic and examination systems. * Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment. * Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations. *Expand

the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets. *Correct regional imbalances in access to higher education by setting up institutions. *Correct regional imbalances in access to higher education un-served & underserved areas. *Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons. Components of RUSA:- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)would create new universities through up gradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Beside these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

First Semester M.Ed. Degree Examination, December 2018 M. Ed 03- Trends and Issues in Education

Part A (Each question carries 2 marks)

1) What is a "Composite Institution"? Composite Institution means a duly recognised higher education institution offering undergraduate or post graduate programme of study in Arts Science or social science, humanities or commerce or teacher education programme or mathematics as the case may be at the time of applying for non-objection certificate in connection with teacher education programme conducting D.L.Ed course.

2) Give any 4 uses of "Edu blogs"?

• Edu blog is an effective tool for transforming pedagogy practice • Edu blogs can be used to communicate efficiently or as digitized instructional resources. • Can be used as collaborative tools, and to present learner's educational activities like write up, assignment and projects. • skills can be enhanced with support of web-based technology like Edu blogs.

3) What is Mind Mapping?

Mind mapping is a powerful technique to help you visually develop and organize ideas and information. Mind maps provide a structured way to capture and organize ideas and information. They help users to understand concepts by breaking them down into their component parts. The technique is used to develop new ideas, or to break down and better understand existing information.

4) Write a short note on RMSA?

RMSA is Rashtriya Madhyamik Shiksha Abhiyan. Further, this literally translates into the National Mission for Secondary Education. Moreover, this mission was an initiative of the Central Government of India. Therefore, the main purpose of this Abhiyan was to launch and provide secondary education in primary schools of India. The successful implementation of this mission was from 2009-2010. However, it focuses to provide conditions for efficient growth, development, and equity for all students.

5) What are the objectives of environmental education according to UNEP? UNEP is United Nations Environment Programme. The programme is responsible for coordinating responses to environmental issues within the United Nations system. • To deliver transformational change for people and nature by drilling down on the root causes of the three planetary crises of climate change, nature and biodiversity loss, and pollution and waste. • to provide leadership and encourage partnership in caring for the environment by inspiring, informing.

Part B (Answer any 8 questions. Each carry 5 marks)

6) Discuss the underlying principles in the construction of constructivist curriculum?

The constructivist theory, otherwise known as constructivism, is a learning theory that states that learners construct new meanings and understanding by integrating new information (learned from new experiences) with prior knowledge (gained from past experiences). Some of the main principles of constructivism: • Knowledge is actively constructed. • Learning is an individual and social process. • Learning is an organisational process - new knowledge is assimilated with old knowledge to construct new meanings and understandings. • Learning is based on personal experiences - different people understand

'truth' differently. • The concept of reality is based on individual interpretation. • Learning is socially situated and enhanced through meaningful context - situated learning focuses on creating meaning from the real activities of daily life. • Language plays an essential role in learning - the sharing of knowledge happens through communication. • Motivation is key to learning - individuals must want to actively engage and reflect on their prior knowledge in learning.

7) Explain the characteristics of web-based learning? Web-based learning refers to the type of learning that uses the Internet as an instructional delivery tool to carry out various learning activities. It can take the form of (1) a pure online learning in which the curriculum and learning are implemented online without face-to-face meeting between the instructor and the students, or (2) a hybrid in which the instructor meets the student's half of the time online and half of the time in the classroom, depending on the needs and requirement of the curriculum. Web-based learning can be integrated into a curriculum that turns into a full-blown course or as a supplement to traditional courses. Characteristics: • Effective interaction between the learners and instructors through emails, chat rooms and discussion boards. • Less expensive to deliver, affordable and time-saving. • Flexibility and anytime-anywhere availability, • Access to global resource databases and materials suitable for students' interests. • Self-pacing (slow or quick learners), which reduces stress and increases focus and retention, • Self-evaluation; learners can track their own learning, • Flexibility in terms of learning styles; learners can choose the materials and learning resources that suit their learning styles, • Familiarity and updating of the learners' knowledge and use of the latest Internet technologies, • Developing personality and values, such as responsibility for own learning and success and intellectual interest

8) Explain the salient features of 'MOODLE' as an effective LMS?

Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. It is used for blended learning, distance education, flipped classroom and other online learning projects in schools, universities, workplaces and other sectors.

Features & Benefits of Moodle

1. Modern, easy to use interface The Moodle interface is intuitive and easy to use. Students and teachers can take advantage of a full range of features including forums, wikis, blogs, messaging, quizzes, surveys, and many more. It is a learning platform designed to provide educators, administrators, and learners with a single robust, secure and integrated system to create personalized learning environments.

2. Collaborative tools and activities The collaborative tools and activities available in Moodle will help you engage them and keep them interested. You can build an engaging, interactive course with a wide range of collaborative activities and tools such as forums, blogs, wikis, chat, assignments, databases, and other resources.

3. Multimedia Integration Multimedia integration is one of Moodle's strongest features and benefits, especially with the recent integration of H5P (Interactive HTML5 content). Managing and delivering multimedia content is easier with Moodle's advanced multimedia integration. You can integrate multimedia materials such as audio files and videos into your courses. This is a great way to make your courses come alive.

4. Customizable site design and layout Moodle lets you customize the design and layout of your site. Administrators can choose and install a wide range of themes and apply them to their sites, ensuring that they fit in with the branding of their institution. You can add your branding, colour schemes, logo, and change the layout. Pick from a selection of themes available for Moodle or even design your own theme.

5. In-line marking offers a better way to grade your students in a convenient manner, without the need to download files or change applications. It allows instructors to review student submissions and comment immediately. This allows for a more efficient workflow – you can provide feedback faster, with less work.

6. All-in-one calendar As an academic or organization administrator, you can coordinate events across multiple Moodle users. For instance, you can use the calendar tool to coordinate meetings with your team committee members, send out reminders of upcoming course deadlines, or record personal dates.

7. Integrated Badges Participation and achievement are key to a successful learning experience. Moodle allows you to motivate and reward your learners with integrated Badges. This is a great way to reward participation, skill acquisition, and achievement.

8. Multilingual capability The choice to use and access Moodle in any language is a key advantage for making it inclusive and relevant for any culture. If your learners speak different languages, you can use language packs to set their user interface according to their native tongue.

9) Write a note on Open Book examination?

An "open book examination" is that in which students are allowed to refer to either class notes and summaries or a "memory aid", textbooks, or other approved material while answering questions. Its like question paper is given to students prior to sitting the formal exam or are to complete as a 'take home' exam. The open book examination is introduced to remove rote learning and more superficial application of knowledge. The main reason for OBE is that teachers can devise questions that require students to answer in more analytical and critical ways thus encouraging high-order thinking skills in students as compared to closed book or traditional exams. There are generally two types of open book exams: a restricted type and an unrestricted type. In a restricted exam material is limited to specific

documents, such as a single set of notes or single textbook. In an unrestricted exam, there is no limit on what can be brought into the exam room or take-home test. Characteristics • Students are not under pressure to learn in rote. • Application of knowledge rather than remembering facts. • Encourages regular study habits of planning, note -making etc. • It is time saving.

10) What are the merits and demerits of online examination?

An online examination is an online system by which learners can be assed. It is similar to written exams in many ways, but in others, it's completely different. Online examinations have many advantages, but also a number of disadvantages.

Advantages

1. Environmentally friendly One of the biggest, yet indirect advantages of online examinations is the impact it has on the environment. Pen-and-paper examinations require a lot of paper to print question and answer sheets. There is also a lot of waste due to printing errors or over-estimation of learner numbers, not to mention the carbon footprint of the logistics around getting the papers to and from examination locations. It's simple, online examinations are the most environmentally friendly assessment option.

2. Saves you money Online examinations also save you money in so many ways. Since everything is online, there are no printing costs and no logistics costs. You also save money on examination facilities and having to pay facilitators and invigilators to oversee the exams. Online examinations still require some expenses like admin, email distribution systems, online proctoring, and IT support, but it's dramatically less than that of pen-and-paper exams.

3. Saves time, big time Online exams are a big time saver. Not only is there less time between the setting of the 'paper', but it also saves students time by eliminating the time it

takes to travel to-and from examination locations, then waiting for the papers to be handed out and collected. Since most online examinations use auto-grading, teachers don't have to spend excessive amounts of time marking exam papers, and students get their results almost instantly. What's more, issues can also be flagged immediately with examiners who have immediate access to all the papers at once.

4. Plugged into technology In the past, the more people who took an exam, the bigger the challenge to facilitate it. Online examinations make it super easy to scale. Setting up an exam for 1,000 people takes almost the same amount of effort as it is to set up an exam for 10 people. Another advantage of the tech-centric nature of online exams is that the more online exams people take, the more they get used to the concept and the more comfortable they get with it.

5. More secure, less cheating Security has always been a challenge with exams, especially with high profile exams like bar exams, SATs, or college, and university final exams. With online exams, there are fewer chances of leaks since there are no physical papers that can go missing during the printing and logistics process. An added security benefit is that examiners can make use of question banks that select questions at random. This means that almost no two exams are the same, further minimizing the chances of cheating.

6. It's convenient One of the biggest advantages of online examinations is the convenience factor. Examiners can set papers using question banks, and by consulting a database of previous papers, then easily upload it to the examination system. Students can select exam times that suit them best and since the exams are online, do it from almost anywhere (proctored exams may have certain requirements). Students can get their results almost immediately, a big plus. Also, as mentioned above, online examinations scale extremely easily, making it convenient for course administrators to set up exams.

Disadvantages

1. Challenges of tech While the tech side of online examinations is a big advantage, it can also pose some challenges. The transition from traditional pen-and-paper to online may be difficult for some, especially older learners who are not computer literate. The transition may also initially take time as examiners need to get used to the system and find ways to use it most efficiently. Some learners and examiners may simply be resistant to change.

2. Infrastructure problems One of the biggest hurdles of online examinations is learner access to technology, including computers/tablets and/or a stable internet connection. This aspect of online examinations can be especially challenging for learners in rural areas. Infrastructure challenges can negate many of the advantages of online examinations like cost and convenience since examination locations need to be set up, times set and facilitators hired.

3. Not all grading is the same Instant or near-instant grading is a big advantage of online examinations, however, not all types of exams lend themselves to auto-assessment. Questions that involve some sort of interpretation and questions with longer answers most often require someone to read and grade the answers. However, advances in artificial intelligence and machine learning will make auto-grading of even these types of questions possible.

4. Susceptible to cheating No matter what platform an exam is taken on, whether it be online or traditional pen-and-paper, there will always be cheating. However, online examinations can be especially vulnerable to cheating like screen sharing with other exam-takers, doing online searches during the exam, or plugging in an external drive with answers. Different exam times also mean that there's a chance that students who had already taken the exam might share answers with those yet to take the exam. Two ways of curbing cheating on

online exams are through online proctoring and using a question bank to randomize questions so that no two exams are the same.

5. Group Projects, Collaborative Evaluations, and Vocational Examinations Not all examinations are simple question and answer. Some courses require evaluation of collaborative or group projects or evaluation through a vocational exam that can't be taken online. These types of exams require personal subjective evaluation, something which online examinations can't offer. There are pros and cons to every type of examination system, and each educational institution should evaluate the different systems to see which will better meet their specific needs. While it's easy for institutions to stick with traditional pen-and-paper exams, global events have forced the education industry to rethink how they operate. Online examinations have many advantages, and as technology keeps improving, these advantages continue to grow and soon online examinations will become the standard for course evaluation.

11) Explain the concept of virtual Learning Environment?

A virtual learning environment is an online-based platform that offers students and professors digital solutions that enhance the learning experience. Unlike a virtual classroom, which is meant to replicate and replace the physical classroom environment for distance learners, a virtual learning environment (or VLE) harnesses technology to supplement an in-class experience, with, for example, digital communication, interaction and quizzes or polls run through the VLE. A virtual learning environment refers to a system that offers educators digitallybased solutions aimed at creating interactive, active learning environments. VLEs can help professors create, store and disseminate content, plan courses and lessons and foster communication between student and professor (in the form of e-mails and discussions), even in real-time. Virtual learning environments are often part of a higher education institution's wider learning management system (LMS). virtual learning environments can be identified

by the following A virtual learning environment is a designed information space. A virtual learning environment is a social space: educational interactions occur in the environment, turning spaces into places. The virtual space is explicitly represented: the representation of this information/social space can vary from text to 3D immersive worlds. Students are not only active, but also actors: they co-construct the virtual space. Virtual learning environments are not restricted to distance education: they also enrich classroom activities. Virtual learning environments integrate heterogeneous technologies and multiple pedagogical approaches. Most virtual environments overlap with physical environments.

12) Explain the salient features of constructivist approach to learning? The constructivist theory, otherwise known as constructivism, is a learning theory that states that learners construct new meanings and understanding by integrating new information (learned from new experiences) with prior knowledge (gained from past experiences). Constructivist approach in the classroom. Constructivist pedagogy: In a constructivist classroom setting, the teacher acts more like a facilitator, and the students are active participants in the learning process. The students are encouraged to interact and exchange their thoughts and opinions, allowing them to co-construct new knowledge. Discovery learning is a constructivist teaching method in which students are provided with a problem to solve and are left to figure it out for themselves. Students are encouraged to draw upon their past experiences, discuss possible solutions, and explore their surroundings to find a solution together. The teacher takes a back seat during this process but will support students if needed. Discovery learning is thought to encourage active engagement in learning and helps to motivate students by promoting autonomy and creativity. According to Siegel (2004), the following are the main characteristics of constructivist learning: • Construction - students learn how to construct meanings through assimilating prior knowledge and new knowledge to gain a new understanding. • Active - students are active in their learning. • Reflective - students reflect on what they already know. • Collaborative - students construct the meaning of new

information by discussing it with their peers. A common misconception about the constructivist approach is that the teacher never tells the students anything. Constructivist theorists recognise all new knowledge as being constructed upon previous knowledge, no matter how it is taught. This means listening to a teacher still involves the construction of new knowledge.

Benefits of Constructivism

Using constructivism as a model for teaching and learning has several benefits. Let's take a look at the six main benefits.

• Children tend to enjoy themselves more, and therefore learn more, when they are engaged and active in the learning process. • Learning is cemented when the process is focussed on thinking and understanding rather than rote memorisation. • As constructivism encourages students to explore and find answers for themselves, it gives students a sense of ownership over their learning. • Constructivist learning is a transferable skill, and students can take the skills they learn in the classroom out into the real world. • Constructivist learning is grounded in authentic, life-like activities, such as role-plays, which can be highly engaging for the students and can encourage them to explore the wider world further. • Constructivism encourages students to collaborate and exchange ideas, promoting social and communicative skills. To contribute successfully, students must learn how to negotiate, organise their ideas, and listen to one another.

13) Enumerate the merits of Continuous and Comprehensive Evaluation?

CCE system will play a major role in changing the education process from a typical "chalk and talk" to proper evaluation on all aspects. The CCE pattern has a lot of advantages, which is why it is thoroughly implemented in almost all the affiliated schools • Encourages the learning of students by including new teaching techniques and methods • Explores the learning needs as well as potential of the students • Identifies the continuous learning

progress of students on smaller content portions on a regular basis • Recognizes as well as deals with the certain needs of those students who are not academically sound • Encourages students to participate in extra-curricular activities instead of focussing largely on academics • Divides the huge CBSE portion into smaller chunks and reduces pressure of enormous studying • Leads to holistic education, which calls for overall student development on various aspects • CCE exam scheme allows students to make better and well-informed choice of subjects in 11th class, depending upon their academic performance, liking, aptitude and interests • Encourages additional life skills, emotional skills and thinking abilities

14) What are the major objectives of RUSA?

Rashtriya Uchchattar Shiksha Abhiyan (RUSA) for "National Higher Education Mission") is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Education, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. The salient objectives of RUSA are: o Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework o Usher transformative reforms in the state higher education system by creating a facilitative institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions o Ensure reforms in the affiliation, academic and examination systems o Ensure adequate availability of quality faculty in all higher educational institutions and promote capacity building at all levels of employment o Create an enabling atmosphere in the higher educational institutions to promote research and innovation o Expand institutional base by creating additional capacity in existing institutions and establish new institutions, to achieve higher enrolment. o Correct the regional imbalances in terms of access to higher education by setting up institutions in un-served and underserved areas of the country o Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially

and educationally backward classes; promote inclusion of women, minorities, and differently abled persons

15) Give recommendations on the areas in which gender equity in education has to be realised in the Indian Context?

Gender equality in India is the desired state of equal ease of access to ample resources & opportunities regardless of gender, including economic participation and decision-making, and valuing different behaviours, aspirations, and needs equally, regardless of gender. Gender Equality in India is all about equal footing in all walks of life. An analysis in the Indian context throws out four fascinating facts. First, a comparison focused exclusively on learning outcomes reveals gender equity. Data from one of the largest competency-based sample surveys in school education, the National Achievement Survey (2017), covering over 22 lakh students, shows parity in learning levels between boys and girls in elementary and secondary classes across the country. Second, though girls in India today are more educated than they have ever been, the gap in educational attainment, as reflected in the mean years of schooling, has worsened over time. Third, the gender gap widens with progressive levels of education owing to greater barriers to schooling that girls face due to social norms and deeply ingrained gender stereotypes correlated with biological factors such as adolescence. Fourth, and most important, the roots of gender discrimination emerge at the earliest stages of education. The latest Annual Status of Education Report "Early Years" is proof of this. More boys than girls tend to be enrolled in private institutions, where parents incur out-of-pocket expenditure. The preferred choice for girls' enrolment is the free government school, highlighting societal gender biases in exercising school choice.

16) Discuss the relevance of peace education in schools?

Peace education is the process of acquiring values, knowledge, attitudes, skills, and behaviours to live in harmony with oneself, others, and the natural environment. Most Peace

Education Programs encompass the virtues that underscore good character and citizenship. The program objectives are offered with the hope that they will help: students learn alternatives to violence, and adults and students learn to create a school and home environment that is peaceful and conducive to nonviolent attitudes and behaviours. Peace education is important for everyone, but particularly for children who are still building their identity and the values they hold. When we teach children to be peaceful, we allowing them to be a positive role model for adults around them. When this happens, the impact creates a ripple effect in their communities, and the beauty of the relational nature of peace education is exposed. Peace education in formal schools should ideally aim to produce caring, responsible, compassionate, critical, and civically engaged citizens who can advance a culture of peace. The aspiration of students should go high in moral and human values. In the culture of peace education, they will maintain a friendship with a healthy atmosphere in a peaceful and healthy community. A culture of peace will equip students with the ability to understand and resolve conflicts without resorting to violence and enable them to become responsible citizens, open to differences and aspiring to overcome exclusive ideologies and challenge social structures. that perpetuate a culture of violence, including repression. pedagogical structure. Formal peace education will focus on anger management, emotional awareness, empathy, assertiveness and self-esteem.

PART C Each question carries 15 marks

17) What are the main aspects of NCTE regulations 2014 which brought radical changes in the teacher education system in India. Elucidate?

The National Council for Teacher Education as a statutory body came into existence in pursuance of the on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher

education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. The regulations relating to teacher education programmes for preparing norms and standards and procedures for recognition of institutions, commencement of new programmes and addition to sanctioned intake in the existing programmes include the following: · Recognition for commencement of new teacher education programmes which shall be offered in composite institutions. · Permission for introduction of new programmes in existing teacher education institutions duly recognised by the Council. · Permission for additional intake in the existing teacher education programmes duly recognised by the Council. · Permission for closure or discontinuation of recognised teacher education programmes, or institutions as the case may be: · Provided that for teacher education programmes offered through open and distance learning, the respective norms and standards for each such learning programme shall be applicable.

18) "TPACK helps a teacher to meet the challenges of integrating ICT effectively in the 21st century teaching." Elucidate?

Punya Mishra and Matthew J. Koehler's 2006 TPACK framework, which focuses on technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK), offers a productive approach to many of the dilemmas that teachers face in implementing educational technology (edtech) in their classrooms. By differentiating among these three types of knowledge, the TPACK framework outlines how content (what is being taught) and pedagogy (how the teacher imparts that content) must form the foundation for any effective edtech integration. This order is important because the technology being implemented must communicate the content and support the pedagogy in order to enhance students' learning

experience. According to the TPACK framework, specific technological tools (hardware, software, applications, associated information literacy practices, etc.) are best used to instruct and guide students toward a better, more robust understanding of the subject matter. The three types of knowledge – TK, PK, and CK – are thus combined and recombined in various ways within the TPACK framework. Technological pedagogical knowledge (TPK) describes relationships and interactions between technological tools and specific pedagogical practices, while pedagogical content knowledge (PCK) describes the same between pedagogical practices and specific learning objectives; finally, technological content knowledge (TCK) describes relationships and intersections among technologies and learning objectives. These triangulated areas then constitute TPACK, which considers the relationships among all three areas and acknowledges that educators are acting within this complex space. adaptability can be seen in the various intersections and relationships already embodied in the TPACK acronym. Content Knowledge (CK) – This describes teachers' own knowledge of the subject matter. CK may include knowledge of concepts, theories, evidence, and organizational frameworks within a particular subject matter; it may also include the field's best practices and established approaches to communicating this information to students. CK will also differ according to discipline and grade level – for example, middle-school science and history classes require less detail and scope than undergraduate or graduate courses, so their various instructors' CK may differ, or the CK that each class imparts to its students will differ. Pedagogical Knowledge (PK) – This describes teachers' knowledge of the practices, processes, and methods regarding teaching and learning. As a generic form of knowledge, PK encompasses the purposes, values, and aims of education, and may apply to more specific areas including the understanding of student learning styles, classroom management skills, lesson planning, and assessments. Technological Knowledge (TK) – This describes teachers' knowledge of, and ability to use, various technologies, technological tools, and associated resources. TK concerns understanding edtech, considering its possibilities for a specific

subject area or classroom, learning to recognize when it will assist or impede learning, and continually learning and adapting to new technology offerings. Pedagogical Content Knowledge (PCK) – This describes teachers' knowledge regarding foundational areas of teaching and learning, including curricula development, student assessment, and reporting results. PCK focuses on promoting learning and on tracing the links among pedagogy and its supportive practices (curriculum, assessment, etc.), and much like CK, will also differ according to grade level and subject matter. In all cases, though, PCK seeks to improve teaching practices by creating stronger connections between the content and the pedagogy used to communicate it. Technological Content Knowledge (TCK) – This describes teachers' understanding of how technology and content can both influence and push against each other. TCK involves understanding how the subject matter can be communicated via different edtech offerings, and considering which specific edtech tools might be best suited for specific subject matters or classrooms. Technological Pedagogical Knowledge (TPK) – This describes teachers' understanding of how particular technologies can change both the teaching and learning experiences by introducing new pedagogical affordances and constraints. Another aspect of TPK concerns understanding how such tools can be deployed alongside pedagogy in ways that are appropriate to the discipline and the development of the lesson at hand.

19) What are the educational issues pertaining to the socially and culturally marginalized sections of the society. Discuss?

Marginalization/deprived is generally described as the overt actions or tendencies of human societies, where people who they perceive to be undesirable or without useful function are excluded, i.e., marginalized. The people who are Deprived/ Marginalized are outside the existing systems of protection and integration. This limits their opportunities and means for survival. Socially Deprived/ Marginalized Groups Social marginalisation is a process of social rupture or destruction, in which groups as well as individuals alike become detached from various types of social functions and relations. This generally prevents these

people from functioning in the so-called normal activities within a society. The individual is forced into a new system of rules while facing social stigma and stereotypes from the dominant group in society. Socially marginalized people are largely deprived of social opportunities. There are those born into marginal groupings e.g., lower castes in India, or members of ethnic groups suffer discrimination. This marginality is typically for life. They lack the required social and cultural capital to participate in mainstream development processes. Their social networks are weak and vulnerable. They are deprived of access to resources, such as, economic, educational, cultural, and other support systems. This creates social isolation and limits their participation in the development process. Problems Related to Education for Deprived/ Marginalized Groups The challenge of poverty associated with disability: With an estimated 1,027 million people, India is the world's second most populated country. It has 17 percent of the global population and 20 percent of the world's out-of-school children. Despite impressive gains in the last few decades India still has more than 260 million people living in poverty. A large number of children with disabilities live in families with income significantly below the poverty level. While disability causes poverty, it is also possible that in a country like India, poverty causes disability. The combination of poverty and disability results in a condition of "simultaneous deprivation. This is a syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling. The challenge of modifying deeply held attitudes: Attitudes of the non-disabled are proving to be a major barrier in the social integration of persons with disabilities. "The more severe and visible the deformity is, the greater is the fear of contagion, hence the attitudes of aversion and segregation towards the crippled". Such attitudes reinforced by religious institutions may militate against any attempts to include students with disabilities into regular schools. For example, Hindus believe that disability is a consequence of misdeeds performed in the previous life (often referred to as the doctrine of Karma. Any attempts to improve the life of a person with a

disability may be considered a "defiance of the wills of Allah or as interference with a person's karma" Dissemination and public education: People, including parents and school personnel, are largely unaware of the full intent of the recent legislation passed by Indian Parliament. A large number of school personnel are also not aware of funding available to include students with disabilities in regular schools. There is some evidence that those educators who are knowledgeable about government policies and laws concerning integrated education tend to have positive attitudes toward implementing such programs. There is also evidence when parents are knowledgeable and supportive of integrated education; they tend to have a positive effect on school personnel. Thus, unless people, especially parents of children with disabilities and school personnel, are made knowledgeable about the various provisions enshrined in the Act, the Central and State governments' commitment to providing integrated education will be in vain. Although some attempts are being made to disseminate information about the Persons with Disabilities Act to parents, to government officials and non government organizations, they have been extremely limited in coverage. The challenge of providing adequate levels of training to key stakeholders: The majority of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools. Most teacher training programs in India do not have a unit on Disability Studies. The universities, which do cover some aspects of special education in their teacher training programs, fail to train teachers adequately to work in integrated settings Inadequate resources: The majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with disabilities. The lack of disability friendly transportation services and accessible buildings are considered by some to be far greater problems than social prejudice and negative attitudes. Both the Central and State governments will have to provide increased resources to this aspect of education to ensure successful implementation of integrated practices in schools.

20) What are the major challenges and issues pertaining in the inclusive education of CWSN in secondary education?

An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. RTE Act and Samagra Shiksha on Inclusive Education for Children with Special Needs (CwSN) ▪ In the year 2018-19, the Department of School Education & Literacy, MHRD has launched Samagra Shiksha – an integrated scheme for School Education covering children with special needs from classes I to XII. ▪ The Scheme is governed and regulated by the provisions of the RTE Act, 2009. ▪ The Right of Children to Free and Compulsory Education (RTE) Act, 2009 enshrines the entitlement to free and compulsory elementary education, access to school and barrier free access for all children including children with disability. ▪ Section 3(2) of the RTE Act lays emphasis on the elementary education of all children with disabilities. ▪ As per the Amendment of 2012, the RTE Act also mandates that, a child with multiple and/or severe disabilities has the right to opt for home based education. Provisions under Samagra Shiksha for Children with Special Needs (CwSN) ▪ Under Samagra Shiksha, there is a dedicated component for Inclusive Education for Children with Special Needs (CWSN) through which various provisions are made available for the educational needs of differently abled children such as, ▪ Identification & assessment camps ▪ Provision of aids, appliances ▪ Assistive devices, teaching learning materials (TLMs) ▪ ICT resources like JAWS & SAFA, as well as transportation, escort & scribe allowances and stipend for all girls with special needs(from Class I to XII). ▪ Further, individualized support is provided through therapeutic interventions at the block level. ▪ Home based education: Further, CWSN with severe impairment requiring individualised attention are provided home based education through special educators. ▪ Financial support:

A Separate provision for financial support of Special Educators has been made under Samagra Shiksha in order to appropriately address the educational requirements of children with special needs from elementary to higher secondary levels. ▪ Samagra Shiksha also has provisions for ramps, handrails and disabled friendly toilets for barrier free access to schools for all children. ▪ The focus of Samagra Shiksha is on providing inclusive education to children with disability wherein, children regardless of their abilities/disabilities participate and learn together in the same class, thus creating an enabling educational environment for all students. Issues and Challenges of Inclusive Education There are various issues and Challenges face by Children with Special Needs (CWSN) in inclusive education are: 1. Characteristics of Individual Pupils: As we know in a diverse classroom all of the children are sitting together in a classroom. There are many students suffer from different disabilities. It is very difficult to identify them from a diverse classroom. 2. Lack of access to the mainstream: At present only 4 to 5% of children with special needs out of 30 million have access to education. Many schools do not show a willingness to cater to the needs of these children 3. Lack of awareness and Attitude: The whole idea of inclusive education is defeated due to lack of awareness, positive attitude and sensitivity on the part of teachers, classmates, parents and community and as a result these children experience discrimination. 4. Lack of trained teachers: Teachers lack competence and will to modify methodology as per the need of children with special need and other children 5. Large class size: There are normally 60 to 70 students in a class which makes individualized attention very difficult and teachers find it all the more difficult with children with special needs. 6. Lack of child-centred and relevant Curriculum: The curriculum lacks flexibility and does not provide choice to these children. The teaching-learning material is also not appropriate for children with and without special need.[1] 7. Lack of proper infrastructure: Children with specials need to require various types of teaching and learning aids. In India, most of the schools do not have proper teaching and learning aids 8. Lack of participatory activities: Children with special need require such a

learning environment in which they can learn by participating in small groups 9. Involvement of parent and Community: As we know the children with learning disabilities are less encouraging. So the noninvolvement of parents and community become a barrier 10.Accountability: The lack of accountability of teachers poses challenges in inclusive education 11.Partnership: Partnership between the parents, Teachers, School and Community etc to make the programme success. We found that the programme is missing 12.Collaboration or consultation: The collaboration between the different agencies of education such as Government, NGO, Community. We found that there is a lack of collaboration between them 13.Lack of Support: CWSN children required regular support from parents and teachers to make satisfactory learning. We found that there is a lack of support in some school even they discriminate those children with special needs 14.Peer Rejection: peers generally try to bullying and sometimes reject them. They feel that these children are not a part of them. This is one of the major cause of children drops out of school. Peer rejection is one of the main barriers of inclusive education 15.Labelling: It means that categories of such children as per their disabilities. These labelling does not suit them because they feel rejected

Submitted by Mohacina Saji M M 1 st Year M. ED.

First semester M.Ed Degree Examination, November 2019

MED 03- Trends & Issues in Education

Part A   **(2 Marks each)**

1.What is critical pedagogy?

Critical Pedagogy is a philosophy of education that encourages the students to be critical towards their reality – its power structures, contradictions and flaws. Most often associated with the pedagogical thinkers Paulo Freire and Henry Giroux, Critical Pedagogy is a fascinating school of thought that deserves to be considered in depth: its underlying concepts are far from obvious – in fact, they alone might be able to change how you view education, society and power.

2.What is E learning?

A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element   required   in   learning.

However, with the rapid progress in technology and the advancement in learning systems, it is now embraced by the masses. The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc, these

devices now have an importance place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime.

4. Write any five needs of 'Cultural Studies'.

Need for Culture Studies

(1) It provides tools which enable one to read and interpret one's culture critically.

2) It subverts the distinction between the high and low culture.

(3) It allows critical scrutiny of culture without prior prejudices towards one or another sort of cultural text.

(4) It establishes culture within a theory of social production and reproduction, specifying ways that cultural forms serve to further social domination or to enable people to resist and struggle against domination.

(5) It asserts value of popular culture, empowers minority and values their culture, stressing on cultural pluralism and egalitarianism.

4. Write any four objectives of RUSA.

- To improve the overall quality of existing higher education institutes.

- To upgrade high potential existing colleges into Universities or Model Degree Colleges.

- To identify and fill critical infrastructural gaps in higher education.

- To ensure adequate availability of quality faculty.

- Facilitate research & innovation in the State /higher Education institutions.

- Improve equity in higher education by providing adequate opportunities of higher education to backward classes and women.

5. Write a short note on 'Joyful Learning'

Joyful learning is, "Engaging, empowering, and playful learning of meaningful content in a loving and supportive community. Through the joyful learning process a student is always improving knowledge of self and the world."

Part B (Each Question carries 5 marks)

6. Write about Children's Rights mention in the National Curriculum Frame Work (NCF 2005)

The NCF was framed considering the articulated ideas in the past such as

- To shift learning from rote method .

- Connecting knowledge to life outside the school.

- To integrate examination into classroom learning and make it more flexible.

- To enrich the curriculum so that it goes beyond textbooks.

- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.[9]

NCF focused on

- *Learning without burden* to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children. It recommended major changes in the design of syllabus.

- To develop a sense of self-reliance and dignity of the individual which would for the basis of social relationship and would develop a sense of nonviolence and oneness across the society.

- To develop a child centered approach and to promote universal enrollment and retention up to the age of 14.

- To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate.

- J. P. Nayak has described equality, quality and quantity as the elusive triangle for Indian education.

- With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum

7. Discuss the impact and uses of social media in pedagogical innovation.

Nowadays, in the world of connecting learning, the *impact of social media on education* is becoming a driving factor. The world is becoming smaller, and by the **use of technology** such as social media, the way we get an education is changing.

Social media and education can complement one another if used effectively. Social media is continually developing new educational possibilities for students. Social media has many positive effects on education. But the same has some negative effects.

Here know the many **positive and negative effects of social media on education**.

Social Media has become a vital part of a student's social life. It is now regarded as a learning platform that enhances student engagement and capabilities in many schools.

These platforms offer school children the opportunity to connect, get in touch, access information and research.

Social media is the strongest medium of communication which helps people to connect from far places. Social media's acceptance in daily life is one of the driving forces behind these depending prospects and how social media is changing education.

With the use of social media platforms in school, the students get motivated and fostered to learn. Educational videos on YouTube, easy access to e-books, online notes, and learning via video calls are major aspects that contribute to educational development.

Distance learning is one of the best ways to learn from reputed organizations by being at any location what social media has made possible.

2. Improve Creative Element

Social Media helps boost creative skills in students by permitting them to learn and later execute the same by doing it themselves. Quite frequently, a student's hidden talent is revealed when he/she starts to take pictures and use online editing skills to make it took aesthetically appealing.

Plenty of students have interesting hobbies that they post online via videos and photographers, which helps them realize their potential for making it a career.

Negative Effect Of Social Media On Education:

1. Causes Distraction

Social Media platforms are a significant factor that is commencing to distress and obstacle of mind. These days students tend to lose their concentrate from studying and instead enjoy browsing on social media. All of this conveys to wastage of time without getting anything from it.

Students are often incapable of submitting their work in the specified time frame because they are more concentrated on applying social media platforms.

2. Reduces Learning And Research Capability

With the extensive use of social media, students these days are varying more on such platforms to gain information and knowledge instead of looking out for the same in books, journals, or notes.

Because it is straightforward to obtain data online, students' reading habits and their learning and research skills are diminishing.

8. Explain the difference types of Classroom Assessment Techniques (CAT) and its uses.

Classroom Assessment Techniques (CATs) are a set of specific activities that instructors can use to quickly gauge students' comprehension. They are generally used to assess students' understanding of material in the current course, but with minor modifications they can also be used to gauge students' knowledge coming into a course or program.

CATs are meant to provide immediate feedback about the entire class's level of understanding, not individual students'. The instructor can use this feedback to inform instruction, such as speeding up or slowing the pace of a lecture or explicitly addressing areas of confusion.

Asking Appropriate Questions in CATs

Examples of appropriate questions you can ask in the CAT format:

o How familiar are students with important names, events, and places in history that they will need to know as background in order to understand the lectures and readings (e.g. in anthropology, literature, political science)?

o How are students applying knowledge and skills learned in this class to their own lives (e.g. psychology, sociology)?

o To what extent are students aware of the steps they go through in solving problems and how well can they explain their problem-solving steps (e.g. mathematics, physics, chemistry, engineering)?

o How and how well are students using a learning approach that is new to them (e.g., cooperative groups) to master the concepts and principles in this course?

Using Specific Types of CATs

Minute Paper

Pose one to two questions in which students identify the most significant things they have learned from a given lecture, discussion, or assignment. Give students one to two minutes to write a response on an index card or paper. Collect their responses and look them over quickly. Their answers can help you to determine if they are successfully identifying what you view as most important.

Muddiest Point

This is similar to the Minute Paper but focuses on areas of confusion. Ask your students, "What was the muddiest point in… (today's lecture, the reading, the homework)?" Give them one to two minutes to write and collect their responses.

Problem Recognition Tasks

Identify a set of problems that can be solved most effectively by only one of a few methods that you are teaching in the class. Ask students to identify by name which methods best fit which problems without actually solving the problems. This task works best when only one method can be used for each problem.

Documented Problem Solutions

Choose one to three problems and ask students to write down all of the steps they would take in solving them with an explanation of each step. Consider using this method as an assessment of problem-solving skills at the beginning of the course or as a regular part of the assigned homework.

Directed Paraphrasing

Select an important theory, concept, or argument that students have studied in some depth and identify a real audience to whom your students should be able to explain this material in their own words (e.g., a grants review board, a city council member, a vice president making a related decision). Provide guidelines about the length and purpose of the paraphrased explanation.

Applications Cards

Identify a concept or principle your students are studying and ask students to come up with one to three applications of the principle from everyday experience, current news events, or their knowledge of particular organizations or systems discussed in the course.

Student-Generated Test Questions

A week or two prior to an exam, begin to write general guidelines about the kinds of questions you plan to ask on the exam. Share those guidelines with your students and ask them to write and answer one to two questions like those they expect to see on the exam.

9. Discuss about what are the issues in Contemporary Education system faced in Kerala.

Student category immigration and brain drain[edit]

From 2010 onwards, the trend of students migrating for studies and permanently immigrating there has been observed. However, since 2020, this trend has changed, and students who just pass Plus Two are migrating for studies without considering educational opportunities in Kerala. This has become prevalent due to the deteriorating socioeconomic status of the country and the state that doesn't cater to everyone's needs, and the rise of predatory study abroad agencies that have mushroomed in every major town and city. For more than half a century, educated nurses and IT professionals were the regular sources of immigrants. However, now, nurses who complete one year of experience are permanently migrating, and computer science engineers are seeking better jobs and company culture in other states or opting for studying abroad.

In 2022 it was estimated that around 30,000 Keralite students annually migrate from India alone for higher education. The number of Keralite students immigrating from foreign countries is also significant. Studies have found that most of the students are not migrating for quality education, they are choosing education from parallel colleges and state-accredited colleges in these foreign countries with the purpose of

permanently immigrating there. Kerala is planning to bring stringent laws against students who pass higher secondary schools and immigrate as it has a deleterious effect on the income of the state and quality of the nation's growth. Additionally, Kerala plans to relax its entry requirements for higher education studies, develop industry-related and modern programs, match its curriculum and evaluation process to popular study-abroad locations for increasing student caliber by modern training to attract foreign investors looking for quality manpower, and to regulate advertisement's of predatory study-abroad agencies. Kerala aims to increase programs and opportunities that can attract students to stay and pursue studies and careers in Kerala, give a summer break and to enforce mandatory paid internship during that time through MOUs, match students' psychosocioeconomic creature comforts that they would get from migrating to a foreign country, reduce class sizes, and provide training to professors to increase competency of educational services.

10. Explain about SSA scheme and its educational implications in Kerala.

GOVT of Kerala has initiated a Mission for Safeguarding General Education in its GOVT and AIDED Schools as part of Mission for Reforming Kerala. The mission has been planned to implement with the support of the people. The mission is in the process of developing a 'Master Plan' to improve the quality of school education so that all the students can perform at the grade appropriate level and even to achieve the international standard. Mission for Safeguarding school Education intends to transform the GOVT and AIDED Schools of the state as centers of excellence providing equal opportunities to all children to attain excellence and all-round development. Such a mission is based on social equity and quality. For protecting and safeguarding school education, GOVT of Kerala has initiated the following

programmes. 1) Comprehensive Quality School Planning: As part of this programme, 1000 schools in the state will be transformed into centers of excellence. Physical infrastructure, quality of teaching and learning, relationship with the society in these schools will be enhanced through a mission mode work by developing a master plan. The state will make use of Shaala Siddhi progrmame an MHRD intervention to achieve this. 2) All classrooms from class VIII to class XII will transformed into high tech classrooms to provide a new dimension to learning 3) The Govt will reach out to the people to include them in the school development process. Govt with the cooperation of three types of committees-PTA &SMC, Old Students Association (OSA), and School Development Committee (SDC) –will ensure the comprehensive development of Elementary schools in the state. 4) Schools that are 50 or 100 years old will be provided help through a special package. 5) There will be a special project for enhancing the English Language proficiency of all students. 6) As a part of making "Campus itself as a Textbook" Govt intends to transform the school campuses into biodiversity gardens. Bio Diversity garden fosters scientific temper and science education. The elements of mathematics can also be incorporated in this. One can place Bio Diversity garden as a concept and the students can understand how Life science and Physical science is integrated in an ecosystem. 7) Biodiversity gardens in Elementary schools will help develop an inclination for science and scientific processes and spur their critical thinking. This will be integrated with classroom 8) There will be special programmes for enhancing proficiency and literacy skills in Malayalam (Malayalathilakkam), English (Hello English) and Hindi (Meetti Hindi). 9) SSA has initiated programmes to improve the learning of science through a project called Sasthrotsavam and the learning of mathematics through Ganitotsavam.

11. What is Child abuse? What are the projects initiate for prevalence of child abuse in Kerala.

Child abuse is not just physical violence directed at a child. It is any form of maltreatment by an adult, which is violent or threatening for the child. This includes neglect.

When child abuse occurs in the home and the abuser is, for example, the child's parent or care-giver, this is a form of [domestic violence](#).

But children are sometimes abused by other adults on whom they are dependent, such as day nursery workers, teachers and sports coaches.

Sometimes abuse is intentional, but not always. If parents or caregivers are no longer able to cope with caring for the child, this can result in dysfunctional behaviour and abuse.

Scope of child abuse

In 2010 Leiden University and TNO (Netherlands Organisation for Applied Scientific Research) carried out a study into the scope and nature of child abuse. Every year an estimated 119,000 children experience some type of abuse.

Types of child abuse

There are five general types of child abuse:

- Physical abuse: all forms of physical violence;
- Emotional or psychological abuse: an adult regularly berates the child, acts in a dismissive and hostile manner towards the child or intentionally scares the child.
- Physical neglect: the child does not receive the care and nurturing that it needs.

- Emotional or psychological neglect: continuous lack of positive attention for the child. Ignoring the child's need for love, warmth and security. This category also covers cases in which children are witnesses to violence between their parents or caregivers.
- Sexual abuse: sexual contact which an adult forces upon a child.

To strengthen the steps to prevent child abuse and create awareness among young parents on the need for giving extra care to the children, the Women and Child Welfare Department has come up with a comprehensive programme - 'Karuthal Sparsam'.

- The Cyberdome has joined hands with Meta and noted child rights movement Bachpan Bachao Andolan (BBA) to launch 'Koottu', an online awareness campaign, meant to sensitise students on the dangers in the cyber space and the ways to keep themselves safe.
- The campaign will cover students of age 13 to 17 by organising digital literacy workshops. Special attention will be given to schools in the areas from where the most number of cases were filed during Operation P-Hunt. P-Hunt was launched by the Cyberdome to crack down on groups and individuals involved in content creation and circulation of child sexual abuse materials through social media platforms and encrypted websites. The BBA will help in building infrastructure for counselling and providing legal aid for the victims in areas where online child abuse cases were detected.

KAVAL PLUS is an innovative program by the Department of Women and Child Development, Government of Kerala. The beneficiaries of the program are children in need of care and protection

as per Juvenile Justice Act (2015). Kaval plus caters psychosocial care for children in need of care and protection and survivors of child sexual abuse. Kaval plus project has two parts

1. Community based rehabilitation and reintegration of children in need of care and protection through psychosocial approach

The project aims to identify the beneficiaries of the project (children in need of care and protection) from CWC records as well as high risk children from the community and bring them to the child protection system at the earliest, provide psychosocial care and support towards rehabilitating and reintegration them back to the society

2. Community based rehabilitation of survivors of child sexual abuse

The project aims at holistic care and support for the survivors of child sexual abuse living in the community (non- institutionalized children) in the state through psychosocial approach.

12. Explain about types of E-Learning and its uses.

Different Types of E-Learning Platforms

1. **Fixed eLearning**

2. Fixed eLearning is one of the traditional forms of online learning. Every learner gets a similar type of information set by the instructors.

3. Since the instructors formulate the learning content, fixed e-learning does not have any learner's subject choice. Also, the content of the course remains the same after its formation. Thus, fixed e-learning suits learners with the same skills and schedules.

2. Computer Managed Learning (CML)

Computer-managed learning, called Computer Managed Instruction, handles and examines learning procedures. This system conducts numerous functions like creating tests, assessing the outcomes of the tests, and maintaining records of the learner's progress. In addition, it functions via information databases. These databases have bits of information the learner needs to learn with the ranking factors to set preferences for the learning procedure.

Due to mutual intercommunication between the computer and the student, it is easy to decide whether you gained the learning objective satisfactorily or not. Therefore, repeat the procedures unless the learning goals are achieved.

3. Computer Assisted Instruction (CAI)

Computer Assisted Instruction (CAI), also called computer-assisted learning(CAL), means a different kind of e-learning that blends computers with conventional teaching.

It is interactive software for learners. Computer-assisted training processes have a mix of multimedia like graphics, text, video, and sound to make learning fun. The main motive of CAL is interactivity, as it enables the learner to be active rather than passive. It involves methods like quizzes and computer-assisted teaching and examining methodologies.

Nowadays, many traditional and online schools use various variations of computer-assisted learning to increase learners' knowledge and skills.

4. Synchronous Online Learning

Synchronous denotes "at the same time," which implies a group of learners interacting with the mentor through the Web in real time. For instance, virtual classrooms are an online form of actual classrooms.

The learners interact with each other and mentors via chat, video, and audio conferencing. Also, the learners can ask queries and get reverts instantly from the mentors. Interestingly, the learners can even record the session and play again.

This type of community-driven online learning is possible with the huge growth of online learning technologies.

Currently, synchronous e-learning is beneficial as it cuts off the hassles of e-learning, like bad student-to-student and teacher-to-student and social isolation. Therefore, it is one of the prominent **types of e-learning platforms.**

5. Asynchronous Online Learning

Asynchronous signifies "not at the same time," which enables learners to attend the Web-based training at their availability without live interaction with the mentor.

Thus, the learners study unsupervised at different locations and times without any communication. These e-learning methods are more student-focused compared to synchronous online learning, as the learners can study at their pace.

Due to these reasons, learners prefer this **type of e-learning** as it has flexible schedules. They can study within their timeframe and not at particular time intervals with other learners.

It lets the learners interact via bulletin boards, message boards, and discussion forums. This e-learning platform uses computer-based training, Web-based training accessed through intranet(WBTs), modules on CD-Rom, ebooks, discussion forums, and articles.

6. Adaptive e-Learning

Adaptive e-learning is **a different type of e-learning** that reforms learning materials according to every learner's requirements. This e-learning measures parameters like abilities, student performance, and goals to make student-driven educational methods.

Artificial intelligence is significant in knowledge management and is the main module of adaptive eLearning systems. Also, AI enables teaching tools to identify and emphasize areas where learners require improvement.

Moreover, laboratory-oriented adaptive instructional approaches can be implemented for the mathematical sequencing of learner data.

Adaptive eLearning is suitable for learners who want to study at flexible hours.

13. Define Inclusive Education. Explain the impact of inclusive education in the school.

Education is deemed to be inclusive when students from diverse backgrounds learn side by side in the same classroom. Students with different physical and learning abilities are placed in age-appropriate general education classrooms. They participate in field trips and after-school activities together and attend the same sports meets and plays.

It is the teachers and the school administration who recognize that children with disabilities have equal capacities to learn and perform just like their peers without disabilities. To this end, they provide adequate support, resources, and infrastructure to facilitate their education.

Why Inclusive Education is Important?

Inclusive education is about appreciating each child's differences. It involves taking cognizance of each child's unique set of strengths and limitations. Inclusive education enables children to understand and live in harmony in a world filled with people different from themselves. An inclusive school is the perfect training ground for real life as the dynamics of the school imparts children with life lessons, values, and morals.

Some important values that inclusive education imparts are:

Greater Sensitivity

Children who grow up in inclusive education dynamics become more sensitive by learning side-by-side with their peers with disabilities. They understand how words can affect a person. They get to practice patience and develop empathy. This also inculcates strong bonds of friendship among the children and helps them learn social skills.

Better Understanding of Strengths and Weaknesses

Children in inclusive schools learn that everyone has strengths and weaknesses. This gives all the children a chance to learn to appreciate such differences. Children with disabilities, especially, are able to develop a positive perception of themselves from the get-go. All the children in such a setting, learn the importance of collaboration to

accomplish something. As children of different abilities learn and grow together, so do their values of respect and acceptance.

Learning Together

The primary aim of inclusive education is to enable children to learn and equip themselves with skill-sets that fit their interests. Such an approach benefits everyone. Children learn at their own pace and style within a nurturing and supportive environment.

Creation of an Inclusive Society

Introducing inclusive education into the classroom leads to the acceptance of children with disabilities, thereby enabling them to lead their lives in a more inclusive society. When children are exposed to inclusive education, it imparts the values, skills, and knowledge to include others who are different from them. Children start to perceive the differences in a positive way. In the long run, these future adults will be instrumental in ensuring that equal opportunities are made available to ALL.

Inclusive education is of great importance and schools should not exclude students with disabilities. Children with disabilities should be provided with quality education just like children without disabilities.

With continuous exposure, inclusive education not only enables children but also parents and teachers. Also, inclusive education meets the requirements of every child in the system thereby creating a bright future for this approach. With proper training and support, schools can implement inclusive education with ease and success.

14. As a teacher what are the content you have to choose the topic "Education for sustainable development"

Sustainability Education is often referred to as Education for Sustainable Development (ESD), which has been defined as: UNESCO, 2014. "Education for Sustainable Development **allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future**.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

15. Explain the different stages of the TPACK developmental model.

TPACK has been extensively studied as a body of knowledge to guide teaching and learning in the digital age. Mishra and Koehler's (2006) TPACK framework, with its basis on Shulman's (1987) framework of pedagogical content knowledge (PCK), includes seven knowledge bases: (1) technological knowledge (TK), (2) pedagogical knowledge (PK), (3) content knowledge (CK), (4) PCK, (5) technological pedagogical knowledge (TPK), (6) technological content knowledge (TCK), and (7) technological pedagogical content knowledge (TPCK). Mishra and Koehler (2006) described TPCK as "knowledge that goes beyond" the three primary knowledge bases (TK, PK, CK) (p. 1028). The terms TPCK and TPACK (Thompson & Mishra 2007-

2008) mean the same in the TPACK literature. However, this study uses the two acronyms differently: TPCK as the synthesized knowledge base and TPACK as overall teacher knowledge (including component knowledge bases) (Fig. 1).

Fig. 1
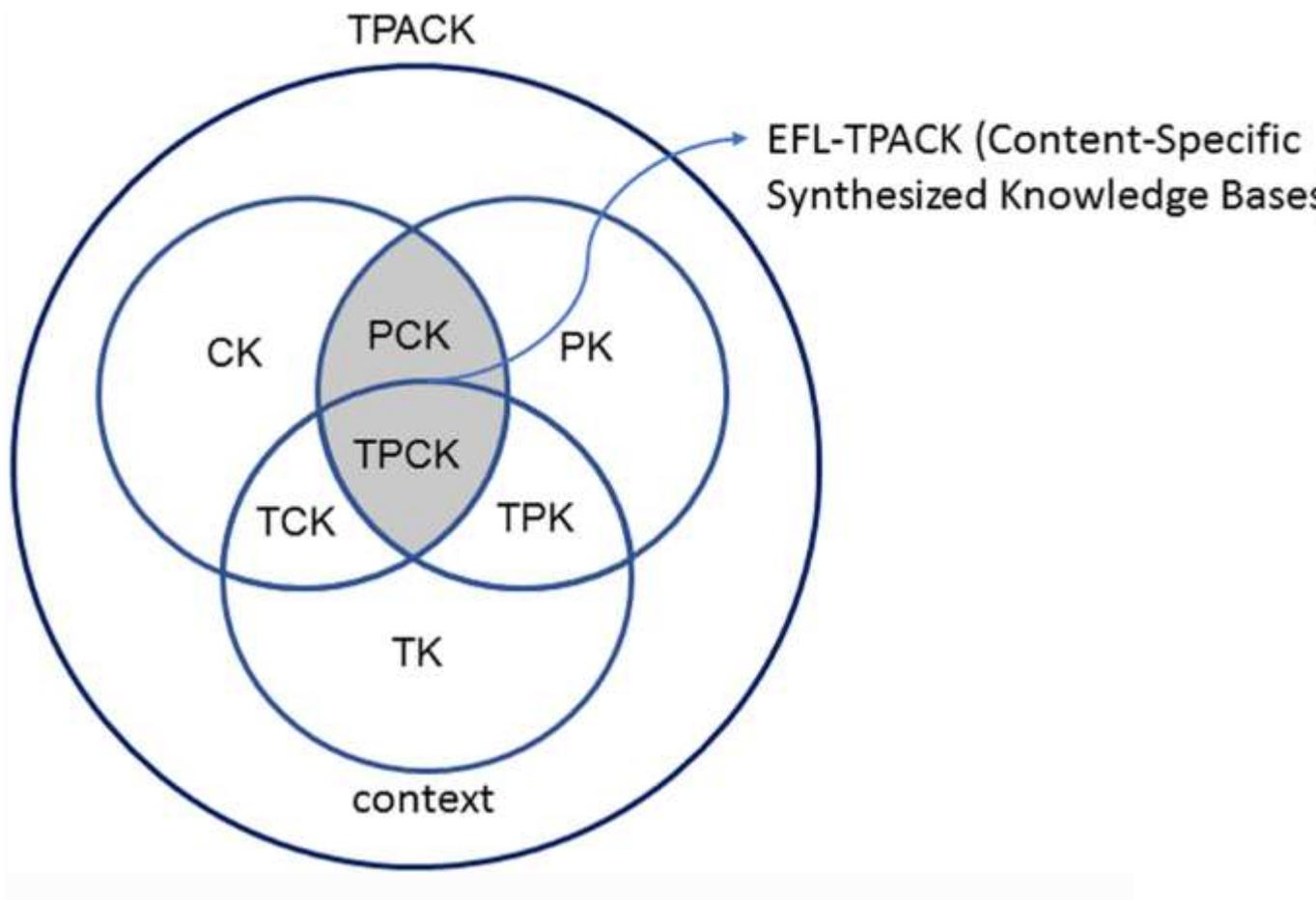
16. How the teacher can use the Free & Open source software in their classroom context?

As schools and universities are shutting down around the globe due to COVID-19, many of us in academia are wondering how we can get up to speed and establish a stable workflow to get our podcasts, online lectures, and tutorials out there for our students.

Open source software (OSS) has a key role to play in this situation for many reasons, including:

- **Speed:** OSS can roll out quickly and in large numbers (e.g., to an army of teaching assistants for multiple tutorial sessions in big lectures) without licensing issues and in a decentralized manner.
- **Cost:** OSS does not cost anything upfront, which is important for financially stretched schools and universities that need solutions to complex challenges on very short notice.

With everything going online, we need new ways to engage with students. Here is a list of tools that I have found useful to share my own lectures.

Create podcasts, videos, or live streams with OBS

[Open Broadcast Studio (OBS)](#) is a professional, open source audio and video recording tool that allows you to record, stream instantly, and do much more. OBS is available for all major platforms (Windows, macOS, and Linux), so interoperability with your colleagues and their various devices is ensured.

Even if you're already using online conferencing software as a recording system, OBS can be a great backup solution. Since it records locally, you're protected against any network lags or disconnections. You also have complete control over your data, so many educational institutions may find it to be a more secure solution than some other options.

Compatibility is also an advantage: OBS stores recordings in a standard intermediate format (MKV), which can be transferred to MP4 or other formats. Also, support for Nvidia graphics cards under OBS is great, as the company is one of the main sponsors of the OBS project. This allows you to make full use of your hardware and speed up the recording process.

Video and sound editing

After you record your podcast or video, you may find that it needs editing. There are many reasons you may need to edit your audio or video. For example, many university online platforms restrict the size of files you can upload, so you may have to cut long videos. Or, the sound may be too quiet, or maybe it was too noisy when you recorded it, so you need to make adjustments to the audio.

Two of the open source apps to explore are OpenShot and Shotcut. Of the two, Shotcut is a more advanced program, which implies a slightly steeper learning curve. Both are cross-platform and have full support for hardware encoding with NVidia and other graphics cards, which will substantially lower processing time compared to CPU-only processing.

You can also extract a soundtrack in either program (although I have found it to be much faster with Shotcut) and export it to an audio-editing program. I find Audacity, another open source, cross-platform (Mac, Linux, Windows) tool, to work extremely well.

Electronic blackboards

If you want to annotate your slides or develop ideas on an electronic blackboard, you need note-taking software and a device with a touchscreen or a graphics tablet. A great open source tool (developed with Swiss taxpayer funding) for blackboarding is OpenBoard. It is cross-platform; although it is officially only available for Linux on Ubuntu 16.04, you can install a Flatpak and it will work on any Linux flavor. It is really a nice tool; its only shortcoming is that annotating slides is not very good.

My main open source annotation and electric blackboard tool is Xournal++, which is available in some Linux distros repos (e.g., Linux Mint) and otherwise via Flathub. Like all

the tools mentioned earlier, it is also available on Mac and Windows. If you know of any open source, cross-platform note-taking tools, please share them in the comments.

17. Examine how the private investment and public investment were developing our education system & give the conclusion which investment we need in future?

Part C

Each question carries 15 marks

18. Explain the modern tools available in the India. Write about the educational implications of these tools.

The last few years have witnessed a dramatic change in the learning model. The way students are being taught today is very different from the teaching methods that were adopted a few decades back. Technology has brought about various changes in the way education is delivered and received.

From self-learning to flipped classroom approach, we have seen technology make a considerable impact on the learning and teaching methodologies.

With numerous benefits to offer, digital learning has become an important part of the education system. Information and communication technology (ICT) brings in multiple benefits for digital learning and student-centric engagement. The ICT trends in education

shaped the schools and universities to implement the latest in education technology in order to improve the teaching and learning process.

1. Collaborative Learning

The innovative trends in educational technology have made it possible for everyone to stay connected. The impact of the current trends of ICT in the field of education has paved multiple options. We connect, discuss and enact upon situations collaboratively. This collaborative approach has gained importance in the learning process as well. In a classroom learning model, teachers encourage collaboration by assigning group activities and tasks.

When students team up together to work on a project or solve a problem, it builds their collaborative skills. Working together improves their understanding and increases engagement.

Although eLearning is quite popular, it includes collaboration with features to share and discuss. In a traditional teaching model, a teacher enters a classroom, speaks for about 30 minutes, and leaves when the bell rings. But today, technology has bridged the gap between teachers and students.

You would find teachers and students interacting with each other more often. Teachers are far more accessible now and act as mentors to help students in their overall development. This collaborative learning approach helps students to interact with their peers and build their interpersonal skills.

2. Learning Outside the Classroom Environment

Various technology trends in education keep changing the digital world. Mobile-based devices have taken learning outside of the classroom. With mLearning and eLearning growing in popularity, students can learn at their own pace and time. This trend is expected to keep up as it is a convenient method of delivering as well as receiving the education. Designing mobile-first responsive content helps students to go through their courses anytime and anywhere.

Internet connection is no longer an issue with offline reading capabilities. eBooks can be embedded with many features to enhance the learning experience. Complete with annotation tools, bookmarks, hyperlinks, dictionary, search feature, an eBook makes learning more flexible. Most of the educational institutes today have adopted mobile learning into their learning ecosystems, benefiting students and teachers alike.

3. Social Media in Learning

Who would have ever thought that social media would one day be accepted as part of the learning process? The technological trends in teaching and learning are rapidly changing every day. With kids as young as eleven having social media profiles on various platforms, you can't really expect to keep them away from social media for too long. So, teachers found a way to utilize this trend and turn it into a powerful tool for enhancing the learning process.

Educational institutes have started using social media as a communication tool, where students can interact with their peers and faculty members. Usually, students share videos and images with their friends and followers. But with social features embedded in their eBooks, they can share study materials, opinions, projects etc.

They can comment on someone else's post or share links to other websites, all the while building peer networks and enhancing the online learning experience. Teachers allow the use of social media as part of the learning model because it helps students to stay interested in

their course and increases engagement. Social media is here to stay and incorporating it into learning modules will build a culture of collaboration and sharing, leading to an improved learning experience.

4. Interactivity in Classroom

Bringing technology into the classroom has made classrooms lively and interactive. With eBooks, the course content can be embedded with videos, augmented reality, audio files etc. Unlike a printed book, eBook allows for more interaction to take place in the classroom. The flipped classroom model has allowed students to do all the learning at home and all the practical work at school.

All these new technologies have brought about a change in the way that classes used to function traditionally. Teachers can now assist and guide students with their homework in class.

They can have discussions and activities in classrooms, creating an interactive environment where students are completely involved in the learning process. Creating interaction and engagement has become a priority for many schools and universities. This style of learning has seen a growth in recent years for its ability to keep students engaged in the classrooms. Here's a list of the 10 best ebook creators

Related: How to Create an Interactive eBook

5. Data Management & Analytics

Managing data has become ever so convenient and important with the advent of technology in the education system. Teachers can now have complete analytics of a student's performance, such as the number of tests attempted, chapters completed etc.

Homework and assignments can be assigned to the entire class at once and teachers can evaluate the results online. This kind of automation in classroom activities has enabled teachers to focus more on their course modules and offer in-depth guidance.

Analytics has become an important part of any online learning model as it enables the measurement of a child's engagement and academic performance. According to the data available, teachers can develop action plans to improve students' performance.

In case the data reveals a collective issue or a troubling pattern with an individual student's performance, it can be highlighted, and appropriate measures can be taken. The remote monitoring of student activities enables teachers to offer personalized training if required. All these factors have contributed to making data management and data analytics an important part of education.

6. Immersive Learning with AR and VR

With the introduction of augmented reality and virtual reality into the education system, the classroom learning experience has undergone a tremendous change. Learning has become much more immersive than traditional methods. Unlike plain images and hands-on experiments in the lab, students can now view enhanced versions of the image and objects on their mobile devices. The augmented and virtual reality trends in education technology are making learning a compelling experience.

While augmented reality provides an enhanced view of a real image, virtual reality gives a false perception of reality around them. Both these techniques have taken digital learning to new dimensions. AR and VR are increasingly being used to explain complex concepts. From atoms to planets, and from Egypt to the Colosseum, students can explore and learn so much more.

7. Gamification in Education

The latest trends in educational technology have been gaining popularity for the simple reason that it increases student engagement. We have seen gamification being used in classrooms in different forms such as leaderboards, reward points, badges, stickers etc. Of all the trends in education technology, gamification is the one trend which guarantees an increase in participation, engagement, and competition.

Students become actively involved in the classroom activities to increase their scores and leaderboard rankings. And the need to lead the scoreboards result in improved performance and better retention.

Gamification incentivizes students to learn and practice, improving the overall learning process. So, teachers use gamification as a means to increase engagement, boost motivation and create an interactive classroom environment.

Either ways, it is helpful in increasing students' morale and encourages them to perform better every time. We can see this trend being utilized further, in more innovative ways to enhance the learning model.

8. Online Data and Cybersecurity

The need for data security is at an all-time high. While cloud storage has become the norm these days, it could prove disastrous at times. People and institutions prefer cloud storage because it is a shared environment and it makes accessing data easy for everyone. With that being said, there have been a lot of instances in the past where online data has been hacked for ransom.

Cyber threats have been a cause of worry for many institutions- educational and otherwise. Student information like name, email address, date of birth and phone numbers cannot be compromised. Test results and assignments are also stored on the cloud by many. Education institutes are implementing the best data security measures to protect their online data and their students' interests.

While we are at the topic of cybercrimes, we must also address cyberbullying. In 2017, 14.5% of students in the U.S. reported that they were bullied electronically. Cyberbullying could lead to dangerous outcomes, and hence schools and universities are taking appropriate precautionary measures to prevent online bullying. Cybersecurity, therefore, is one trend which holds a lot of importance in these times.

9. Personalized Learning

Personalized learning is an approach to education that tailors teaching and learning to individual students' needs and preferences. In 2023, personalized learning could become even more prevalent thanks to advances in artificial intelligence and data analytics. Teachers and educational technology platforms may use AI algorithms to analyze student data and provide personalized recommendations on content, pacing, and learning strategies.

It was only a matter of time before the education sector was taken over by technology. Although the acceptance rate was low in the beginning, it gradually gained momentum. Teaching and learning methods have undergone a significant change due to all the trends in education technology. Every year, new trends emerge to provide something new to the learners.

They say change is constant, similarly, innovations in the field of technology are also constant. And certain innovations can be implemented in the education system for improving

their learning and development process. The result of these innovations become a trend which then leads to better teaching and learning techniques.

19. Discuss about Modern Pedagogy in the 20th century of Innovative Teaching Methods.

The new century introduced significant changes in didactics and teaching methods. Pedagogy of the twentieth century differs from the pedagogy of the twenty-first century. Since the beginning of the twenty-first century, there have been many changes in the development of national and world education. The most observable phenomenon is now the Internetization of society and the penetration of digital technologies into learning. The modern generation of schoolboys is known by the name digital, socially digital [1], and generation Z [2]. Knowledge is the transition from acquiring knowledge through reading, from the teacher's monolog to visual perception, or discussion in the classroom.

Digital technologies change our way of life, ways of communication, way of thinking, feelings, channels of influence on other people, social skills, and social behavior. As Myamesheva states, "the high-tech environment - computers, smart phones, video games, Internet search engines - reshape the human brain"

UNESCO recommended the following teaching strategies for the twenty-first-century experiential learning, storytelling, value education, inquiry learning, appropriate assessment, future problem solving, outside classroom learning, and community problem-solving.

Gamification:-

Learning requires engagement. Educating through games, with enticing characters and intriguing situations, is the best way to engage students without overshadowing the pedagogy or concept This is a good method to prepare students with concepts before moving forward to another chapter. It makes the children eager to learn more and learning will be long lasting and adventurous. This is a good method to prepare students with concepts before moving forward to another chapter.

Spaced learning: –

A comparatively new method of teaching has been introduced called "spaced learning", which repeats the same lesson multiple times, but at different intervals. This method provides intervals for the students to continue to acquire the knowledge and create connections between repetitions of the same lesson. Physical activities or mindfulness methods are used to rejuvenate the mind before continuing the lesson. One can use different methods for the same content to achieve the competency of the child.

Collaborative Learning: –

Before exams, it was common to learn at home in solitude. As students help each other reach their goals, they are now members of a group. Students become better listeners and better team players. It allows them to share their creativity and gain more knowledge as they learn to tolerate others' opinions and even meet with different people to receive a genuine critique of their work. Additionally, it helps them learn how to deal with constructive criticism and cross-examinations and develops social skills among them. The use of manipulation can be brought to the practice in collaboration cooperation and respect for each other. Desks should be replaced with interactive whiteboard surfaces so that groups can work together more efficiently.

Flipped Classroom: –

A new pedagogical term has emerged called "Flipped Classroom." It is the reverse of traditional classroom instruction. Flipped classrooms allow students to watch a video tutorial, research online or work on content shared by the teacher at home. These materials are then used in the classroom to complete class assignments. When students arrive at school, they are prepared with the content, and if they have questions, they can discuss them in class. In addition, they can share with their classmates any ideas they have related to the content. Flipping a classroom allows students to have sufficient time to grasp the content and lifelong experience for the same.

Cross-Learning: –

Learning and teaching in cross-cultural settings can be informal or formal. A formal setting is utilized to teach content and provide study materials to enhance knowledge, and then a more informal environment such as museums, seminars, and after-school programs are used to stimulate curiosity and interest.

VAK (Visual Auditory Kinaesthetic) Teaching:

VAK is a modern teaching method that is based on the Multiple Intelligence theory. Learning can be classified into three categories: Visual (seeing or hearing data), Audio (hearing or feeling the data), and Kinaesthetic (moving or feeling the data). Each learner requires a different approach. One can use different mind maps and use of Art Integration can be used to focus on all three types of leaners that is visual, auditory, and kinaesthetic.

Computational Thinking: –

Computational thinking is a powerful approach to thinking and problem-solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these

relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging).

Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favourite dish with friends, to planning a holiday or expedition, to deploying a scientific team to tackle a difficult challenge like an outbreak of disease.

Being in the 21st century, there is an urgent need for educators to figure out the best ways for learners. The need of the hour is to introduce technological, economic, and cultural forces in the education system at all levels and change the core of the traditional educational system to promote experiential learning.

20. What are the issues you have find out as a teacher, going in our educational system? Why? Give the suitable remedy on that.

If you are a teacher, you know it takes a lot of courage and patience to <u>manage a classroom</u>. From disrespect to disinterest, teachers experience it all when making their students better people.

Teachers get to make the world a better place through their students, but they cannot do their bit efficiently if they keep facing constant hurdles in the classroom. Fortunately, it doesn't have to be that way. There are a bunch of solutions to most of these classroom issues.

Lack of Parent Involvement

Parents often think that as soon as their child starts to attend school, their duty as educators finishes. They couldn't be more wrong because education starts at home. When parents step away from their child's education thinking that teachers can handle it all, the quality of learning goes down.

Teachers should find ways to build rapport with the parents of their students. They can send weekly classroom updates, daily conduct reports, or monthly handouts to keep parents in the loop. They can also schedule conferences with parents to discuss and review their child's progress throughout the year.

Overscheduling

The modern education system requires teachers to do much more than just cover the syllabus and grade tests. They need to constantly innovate on teaching methods and prepare for various club activities and presentations to ensure that each student in the class is learning and engaged. And their planning is often disrupted by school-wide activities that keep taking place throughout the year.

To avoid the burnout it can cause, teachers should remain flexible about rearranging plans. They should also keep some backups ready for when other school happenings might mess with their schedule.

Promoting Harmony

Whether it's a class of toddlers or young adults, a few students in every class are aggressive and destructive. They annoy other students by starting unnecessary arguments, and it's easy for the teachers to lose patience during such situations.

However, teachers should <u>maintain their cool</u> while speaking to these students. This is an opportunity to help students understand each other, and teachers can do that by allowing them to share their misunderstandings and resentments openly.

Teachers can also speak to them after class and make an effort to understand where the aggression is coming from. Sometimes, students need more support from their teachers to navigate their emotional upheavals.

Low Student Participation

Usually, there are fewer quiet students than talkative and hyperactive students in a class. This can be a tough thing to deal with for teachers who like to keep their classroom time interactive and high-energy. Such behavior usually stems from low self-esteem or shyness because the students think they are not good enough.

One way to build confidence is to help them find something they are interested in and build upon it. <u>Teachers </u>should not be too hard on the students when correcting them academically.

Excuses

All teachers have had to deal with students who always have one excuse or another for their reckless behavior in the class. Teachers often become more and more strict with such students, which usually fails as a strategy.

Instead, teachers can offer some flexibility in the form of grace periods for absences and assignments, but only after checking if the student is telling the truth. Teachers should also communicate penalties and let the students know that with some flexibility comes great responsibility.

Modern Teaching Methods

The <u>teaching and learning approaches</u> have changed quite a bit in the past few years. Schools have embraced technology, and many tasks that were once carried out on paper are now performed digitally.

This has pushed <u>teachers</u> to get accustomed to new ways of planning lessons, scoring assignments, and delivering knowledge. Teachers understand that all this has been for the betterment of the students. But it can get overwhelming for teachers who have been doing the old way for several years.

To help teachers become more efficient at digital tools, the schools must hold training and workshops. Meanwhile, teachers should take it easy when learning a new digital tool to improve their teaching methods.

Balancing Diverse Needs

It's no secret that every student learns at a different pace. Every batch has some slow learners and some quick learners, but everyone must finish the syllabus simultaneously. This can pose a problem for <u>teachers</u> because resonating with a diverse classroom is difficult when the lessons are rigidly planned for each hour of the school day.

To ensure seamless learning for all students, teachers can plan coursework to stimulate their senses. For instance, they can play videos, have students act out a scene, give them time to create illustrations about the concepts, etc. This might require a little more preparation on the part of teachers, but the effort will be worth it.

21. write about overview of RTE-2009. Explain about its rules and guidelines.

What is the Act about?

1. Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment

2. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.

3. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

Main Features of Right to Education (RTE) Act, 2009

- Free and compulsory education to all children of India in the 6 to 14 age group.

- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.

- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary

education shall be entitled to free education till the completion of elementary education even after 14 years.

- Proof of age for admission**:** For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth. Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed.No child shall be denied admission in a school for lack of age proof

- A child who completes elementary education shall be awarded a certificate.

- Call need to be taken for a fixed student–teacher ratio.

- Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be done.

FIRST   SEMESTER   M.Ed.   DEGREE (REGULAR/SUPPLEMENTARY)EXAMINATION, DECEMBER 2020

MED 03-TRENDS AND ISSUES IN EDUCATION

Maximum

80 Marks

Part A

Answer all questions

Each question carries 2 marks.

1. What is blended learning?

Blended learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences. Blended learning is an educational methodology that blends online or digital components with face-to-face instruction. Including technology in education helps set students up for success later in life, because computers and other connected devices are so integral to communication and business today.

2. What is meant by open book examination?

An "open book examination" is an assessment method designed in a way that allows students to refer to class notes, textbooks, or other approved material while answering questions. An open book exam can also mean that students are provided with the exam questions prior to writing the exam. It tends to ask students to analyze, synthesize, compare or evaluate information. They test whether you understand the main thing of the course and how it works. It requires you to understand the material properly and be able to apply or analyze information and content rather than just remember it. These exams provide students with a second learning opportunity to absorb and understand the course material.

3. Write a short note on RMSA

The RashtriyaMadhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March, 2009, to enhance access to secondary education and improve its quality.RMSA is a program for universalization of secondary education.

The objective of the scheme is

To ensure that no child is deprived of secondary education of satisfactory quality due to any reasons such as gender, socio-economic conditions, disability or any other barriers.

To emphasize quality while imparting Secondary Education and to provide complete school access for secondary education.

4. List out any four gender issues in India.

- Uneven access to education.

- Lack of employment equality

- Job segregation.

- Lack of religious freedom. .

5. Which are the four pillars of education according to the UNESCO report for 21 centuryeducation?

The four pillars of Education for the 21st century that Jacques Delors (2001) refers to UNESCO, in the form of a report, comprises:

Learning to Know,

Learning to do

Learning to live and

Learning to Be.

Part B

Answer any eight questionseach question carries 5 marks

6. Discuss the role and functions of NCTE in reforming the teacher education

NCTE full form stands for Nation Council for Teacher Education and is a central body that manages the development of the education of teachers. It also plays a significant role in the designing of the curriculum and evaluation of the education system of particular

teachers. Apart from that, it builds and establishes standard norms for the development of the infrastructure and the minimum qualification essential for an individual to become an educator in schools and colleges.

NCTE being a supreme body of Teacher education, should play some proactive role in curriculum designing and evaluation. It sets the norms and standards for infrastructure, and specifies the required qualifications of teacher educators, for all teacher education colleges. But without effective monitoring by the Council, which lacks the manpower, resources, and capacity for this purpose, teacher training colleges tend to depart from these norms, with potentially serious implications for the quality of teacher preparation and thus for the professional skills of the teachers and teacher educators.

Role of NCTE

• NCTE should ensure that exemplars of teacher education programme be run at NCERT RIEs and private institutions too. It should ensure that the knowledge, procedure and practices be shared using internet. •

Online and MOOCs should be promoted, especially for new elements suggested for syllabus by the NCTE .

• The NCTE norms describe the basic requirement for the teacher education institution, but it is silent about the quality standards or outcomes of teacher education. The professional qualifications should be clearly spelled out by NCTE.

•The NCTE should make endeavor to engage genuine society and civil bodies for running teacher education institution.

• NCTE should develop teacher educator performance standards, in consultation with the stakeholders.

• Orientation and Refresher courses should be made mandatory for all the teacher educators to be attended at regular interval.

• NCTE should establish minimum teacher knowledge and competency standards, including competency in ICTs (use of ICTs and integration into pedagogy).

• NCTE along with the states should develop and pilot peer-based, mentored pedagogical groups among subject matter specialists to share topical resources, teaching techniques, lesson plans, assessment tools, etc. The teacher education institutions and government should provide minimal financing to ensure teacher educator participation in monthly meetings of pedagogical groups.

• NCTE should organize conferences and working to improve educational standards, curricula, and examinations including internal institution-based evaluations. Annual conferences should adopt specific themes to deliberate upon and develop consensus.

• NCTE should devise a mechanism to evaluate the need of teacher education reform and to critically examine the process by which reform will result in caring, competent, and highly qualified teachers capable of producing improvements in student learning.

• NCTE should promote evidence based decision making.

Functions Of NCTE

- The council manages and conducts surveys and studies that explore various aspects of teacher education and also publishes their results.

- The council makes recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions regarding the preparation of suitable plans and programmes in the field of teacher education.

- Just likeAICTE, which deals with all prospects of technical education, the council monitors and coordinates teacher education and its development in the country.

- It provides necessary guidelines in regards to minimum qualifications for a person to be qualified and employed as a teacher in institutions.

- It provides norms of any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission thereof, the method of selection of candidates, duration of the course, course contents and mode of the curriculum.

- It also gives guidelines for compliance by recognized institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing patterns and staff qualification

- TheNational Council for Teacher Education councilalso lays down established standards regarding teacher education qualifications, criteria for admission to such examinations and schemes of courses or training.

- It provides guidelines in regards to tuition fees, and other fees chargeable by recognized institutions.

- It encourages and conducts innovation and research in various areas of teacher education and publishes its results thereafter.

- The council examines and reviews periodically the implementation of the norms, guidelines and standards laid down by the Council, and suitably advises the recognized institution.

- The council takes all necessary actions and steps to prevent the commercialization of teacher education.

- It also facilitates a suitable performance appraisal system, norms, and mechanism to enforce accountability on recognized institution

7. Explain the important provisions of RTE 2009

The Parliament of India enacted the Right To Education Act 2009 to grapple with the downward spiral of the education system and poor learning outcomes. The act aims towards providing free and compulsory elementary education to kids between the age group of 6 years to 14 years. The Indian government wants every Indian child to get a quality education, irrespective of gender, caste, creed, and family income.

The RTE Act was enacted on 4 August 2009, and since its inception, we have seen a lot of changes in the enrolment levels, equitable access, literacy rates of states and education standards.

The RTE act 2009 offers provisions for students who dropped out of school. Schools are not allowed to charge any capitation fee at any step while giving admission to a child. All government and aided schools should create a School Management Committee composed of 75 percent members as parents or guardians.

Main provisions of the Act:

- Every child between the ages of six to fourteen years shall have the right to free and compulsory education in a neighborhood school, till completion of elementary education - External website that opens in a new window.

- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

- Where a child above six years of age has not been admitted to any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.

- The appropriate government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of this Act.

- The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

8. Describe how blogs can be effectively utilized as tool for learning

Blogs are being used by educators to provide commentary on topics or themes from modules or subject areas, student or tutor reflections, essays, creative writing, project updates, class discussions directed or non meeting notes, news and more. Students can practice their communication and conversation skills when they comment on others' postings or reply to others' feedback on their blogs. Blogging can also help students be courteous and thoughtful.Benefits of Blogging for Students

- Promote self-expression

- Develop analytical thinking

- Exercise students' creativity

- Improve students' writing skills

- Encourages the sharing of resources among students and teachers

Using Blogs for learning

1. Assigning and Managing Collaborative Writing Projects.

2. Cultivating Reflection and Metacognition.

3. Giving Feedback on Student Writing.

4. Integrating Low-Stakes Writing Into Large Classes.

5. Motivating Students to Read and Write in All Disciplines.
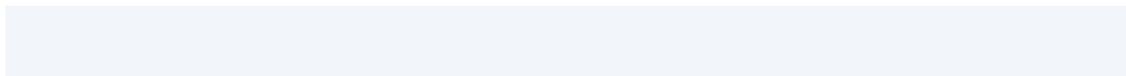
9. Discuss about on line learning platform "SWAYAM".

SWAYAM (meaning 'Self' in Sanskrit) is an acronym that stands for "Study Webs of Active-Learning for Young Aspiring Minds". It is an Indian Massive open online course (MOOC) platform. The SWAYAM initiative was launched by the then Ministry of Human Resource Development (M.H.R.D.) (now Ministry of Education), Government of India under Digital India to give a coordinated stage and free entry to web courses, covering all advanced

education, High School and skill sector courses. It was launched on 9th July 2017 by Ram NathKovind, Honorable President of India

SWAYAM has been developed cooperatively by MHRD (Ministry of Human Resource Development), and AICTE (All India Council for Technical Education) with the help of Microsoft. The current SWAYAM platform is developed by Ministry of Education and NPTEL, IIT Madras with the help of Google Inc. and Persistent Systems Ltd.and is equipped for facilitating 2,000 courses. The platform offers free access to everyone and hosts courses from class 9 to post-graduation. It enables professors and faculty of centrally funded institutes like IITs, IIMs, IISERs, etc. to teach students.[4][5]

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.

AnuradhaKapoor is the Founder and Director of Swayam, a feminist organisation committed to ending gender inequality and violence against women established in May 1995 in Kolkata, India.

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) MOOC Platform was developed indigenously by AICTE in 2016 to facilitate hosting of online courses which could be accessed by anyone, anywhere at any time free of cost to achieve three cardinal principles of Education Policy viz.

One of the biggest advantages offered by Swayam is that, for certain courses, a learner can earn credits for completing the course on the platform and these credits can even

be transferred to the academic record of the learner. The cost is one of the best benefits of Swayam.

10. Explain the concept of "Virtual Learning Environment.

A learning environment is more than just a classroom—it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. Think back to some of the classroom environments you've encountered on your educational path.A virtual learning environment (VLE) is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process.

Virtual learning environment examples include the following and more, all of which can be accessed via an online or computer-based system: Distance Learning Degree Programs. Professional Certification Courses. Instructional Videos

A <u>virtual learning environment</u> is an online system that allows education materials to be transmitted through the internet to transfer knowledge from organization to employee, or teacher to student. Virtual learning environment examples include the following and more, all of which can be accessed via an online or computer-based system:

- Distance Learning Degree Programs

- Professional Certification Courses

- Instructional Videos

- Video or Audio Lectures

- Books, Articles, and Other Writings

- Podcasts

- <u>Webinars</u>

- High School or University Classes

Advantages of a Virtual Learning Environment

- Easy Tracking and Assessment: With your virtual learning environment software, it's easy to tell which employees have completed the activities. Built-in assessments like quizzes can help you ensure they're absorbing the material.

- Seamless Delivery: Every employee has access to the same material, no matter when he or she gets hired. Your message is consistent through the years; when you make a change in company policy, that can be updated in your learning system, and all employees have access to it.

- Time Savings: You don't always know when you will have to hire a new employee. If someone quits unexpectedly and is replaced, you might not have time to train the new employee properly. She might have to wait for a yearly seminar; in the meantime, she's under-prepared and overwhelmed, which puts the position at risk again. With a virtual learning environment, your new employees receive thorough training immediately.

- Financial Savings: With an investment in virtual learning platforms, you're paying someone (or taking the time yourself) to develop curriculum once, which can then be used over and over again. Compare this to the expense of hosting workshops every time you hire new people or make changes in your business: paying speakers and

instructors, arranging venues and travel, and losing productivity when employees are out of the office. It's easy to see how cost-effective a virtual learning environment is.

- Communication and Connection: BBC Active mentions communication as one of the advantages of a virtual learning environment. With forums and message boards, seasoned employees can answer questions and offer mentoring and advice for new employees. This saves time for those in management roles and builds a sense of connection and community among your team.

- Flexibility: Employees can choose where and when they complete the training. They can revisit sections that were unclear, or review the entire curriculum from time to time. It's also flexible for you since you can add or change material at any time.

Disadvantages of a Virtual Learning Environment

- Dwindling Attention Spans: How many browser windows do you have open right now? Many people are programmed to multi-task when they're on the computer, despite studies showing that 98% of people are not good at multi-tasking. This could lead to skimming articles or starting a video that turns into background noise as they try to complete another project at the same time. Of course, you can help prevent that by keeping lessons and videos short and simple.

- Getting Lost in the Material: Depending on each employee's learning style, some might feel lost when they can't ask an instructor for clarification in real time. Others might require lessons that are more hands-on, visual, or auditory than what you end up offering on your platform.

- Discomfort with Technology: Though many industries rely heavily on technology and employees are well-versed in its use, you might be in an industry that doesn't require that kind of knowledge. In this case, you might have employees who feel they have two daunting tasks ahead of them: taking the training and understanding the virtual learning environment software that allows them to take the training.

- Limitations: A virtual learning environment might not be the most effective way to teach someone to build or use a complicated piece of machinery. It also doesn't offer that human-to-human contact, which may limit your opportunities for team-building and role-playing activities, brainstorming, or discussion.

11. What are the important underlying tenets of critical pedagogy?

Critical Pedagogy is a philosophy of education that encourages the students to be critical towards their reality – its power structures, contradictions and flaws. Most often associated with the pedagogical thinkers Paulo Freire and Henry Giroux, Critical Pedagogy is a fascinating school of thought that deserves to be considered in depth: its underlying concepts are far from obvious – in fact, they alone might be able to change how you view education, society and power. Highlighting three tenets of critical pedagogy

(a) Reflection upon the individual's culture or lived experience

(b) Development of voice through a critical look at one's world and society,

(c) Transforming the society toward equality for all citizens through active participation in democratic imperatives,

12. What are the merit and demerits of online examination?

An online examination is exactly what it says, it's an online system by which learners can be assed. It is similar to written exams in many ways, but in others, it's completely different. Online examinations have many advantages, but also a number of disadvantages.

Advantages

1. Environmentally friendly

One of the biggest, yet indirect advantages of online examinations is the impact it has on the environment. Pen-and-paper examinations require a lot of paper to print question and answer sheets. There is also a lot of waste due to printing errors or over-estimation of learner numbers, not to mention the carbon footprint of the logistics around getting the papers to and from examination locations. It's simple, online examinations are the most environmentally friendly assessment option.

2. Saves you money

Online examinations also save you money in so many ways. Since everything is online, there are no printing costs and no logistics costs. You also save money on examination facilities and having to pay facilitators and invigilators to oversee the exams. Online examinations still require some expenses like admin, email distribution systems, online proctoring, and IT support, but it's dramatically less than that of pen-and-paper exams.

3. Saves time, big time

Online exams are a big time saver. Not only is there less time between the setting of the 'paper', but it also saves students time by eliminating the time it takes to travel to-and from examination locations, then waiting for the papers to be handed out and collected. Since most online examinations use auto-grading, teachers don't have to spend excessive amounts of time marking exam papers, and students get their results almost instantly. What's more, issues can also be flagged immediately with examiners who have immediate access to all the papers at once.

4. Plugged into technology

In the past, the more people who took an exam, the bigger the challenge to facilitate it. Online examinations make it super easy to scale. Setting up an exam for 1,000 people takes almost the same amount of effort as it is to set up an exam for 10 people. Another advantage of the tech-centric nature of online exams is that the more online exams people take, the more they get used to the concept and the more comfortable they get with it.

5. More secure, less cheating

Security has always been a challenge with exams, especially with high profile exams like bar exams, SATs, or college, and university final exams. With online exams, there are fewer chances of leaks since there are no physical papers that can go missing during the printing and logistics process. An added security benefit is that examiners can make use of question banks that select questions at random. This means that almost no two exams are the same, further minimizing the chances of cheating.

6. It's convenient

One of the biggest advantages of online examinations is the convenience factor. Examiners can set papers using question banks, and by consulting a database of previous papers, then easily upload it to the examination system. Students can select exam times that suit them best and since the exams are online, do it from almost anywhere (proctored exams may have certain requirements). Students can get their results almost immediately, a big plus. Also, as mentioned above, online examinations scale extremely easily, making it convenient for course administrators to set up exams.

Disadvantages

1. Challenges of tech

While the tech side of online examinations is a big advantage, it can also pose some challenges. The transition from traditional pen-and-paper to online may be difficult for some, especially older learners who are not computer literate. The transition may also initially take time as examiners need to get used to the system and find ways to use it most efficiently. Some learners and examiners may simply be resistant to change.

2. Infrastructure problems

One of the biggest hurdles of online examinations is learner access to technology, including computers/tablets and/or a stable internet connection. This aspect of online examinations can be especially challenging for learners in rural areas. Infrastructure challenges can negate many of the advantages of online examinations like cost and convenience since examination locations need to be set up, times set and facilitators hired.

3. Not all grading is the same

Instant or near-instant grading is a big advantage of online examinations, however, not all types of exams lend themselves to auto-assessment. Questions that involve some sort of interpretation and questions with longer answers most often require someone to read and grade the answers. However, advances in artificial intelligence and machine learning will make auto-grading of even these types of questions possible.

4. Susceptible to cheating

No matter what platform an exam is taken on, whether it be online or traditional pen-and-paper, there will always be cheating. However, online examinations can be especially vulnerable to cheating like screen sharing with other exam-takers, doing online searches during the exam, or plugging in an external drive with answers. Different exam times also mean that there's a chance that students who had already taken the exam might share answers with those yet to take the exam. Two ways of curbing cheating on online exams are through online proctoring and using a question bank to randomize questions so that no two exams are the same.

5. Group Projects, Collaborative Evaluations, and Vocational Examinations

Not all examinations are simple question and answer. Some courses require evaluation of collaborative or group projects or evaluation through a vocational exam that can't be taken online. These types of exams require personal subjective evaluation, something which online examinations can't offer.

13. How does a port folio help in evaluating the learning outcomes of students?

Portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areasA portfolio assessment provides an opportunity for a student to reflect on their learning, to self assess, and to formulate a deeper understanding of the concepts they are learning beyond a simple surface explanation. Portfolios can encourage students to take more ownership and responsibility over the learning process. In some schools, portfolios are a way for students to critique and evaluate their own work and academic progress, often during the process of deciding what will be included in their portfolios.

• Portfolio provides multiple ways of assessing students' learning over time

• It provides for a more realistic evaluation of academic content than pencil-and paper tests.

• It allows students, parent, teacher and staff to evaluate the students' strength and weakness

. • It provides multiple opportunities for observation and assessment

• It provides an opportunity for students to demonstrate his/her strengths as well as weakness.

• It encourages students to develop some abilities needed to become independent, self-directed learners

• It also helps parents see themselves as partners in the learning process.

• It allows students to express themselves in a comfortable way and to assess their own learning and growth as learners.

• It encourages students to think of creative ways to share what they are learning

• It increases support to students from their parents and enhances communication among teachers, students and parents.

• It encourage teachers to change their instructional practice and it is a powerful way to link curriculum and instruction with assessment

14. How far privatization has influenced the quality deterioration of higher education in Kerala

Privatization occurs when a government-owned business, operation, or property becomes owned by a private, non-government party. Privatization may also describe a transition that takes a company from being publicly traded to becoming privately held. This is referred to as corporate privatization.

Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology.

Special vigilance cell should be established in every university to monitor working of private colleges so that commercialization of education is stopped and social justice to students is ensured.

The growing disenchantment amongst the student community with regards to job – oriented courses and curricula in the public funded higher educational institutions indicates a greater involvement of the private sector in extending educational services. Investment in education will definitely lead to the creation of human capital which is an important input into the socio-economic development of a nation. In India, development of the Higher Education sector has not been encouraging at all and it needs to be reformed and revamped. Although there are a large number of graduates, post graduates, ph.D s coming out each year, the quality perspective of these degree holders are questionable. This is all due to the shortcomings of the Higher Education system. It is a universally accepted truth that neglect of higher education will definitely lead to neglect of growth of the nation as a whole.

♣ Teachers' service conditions should be monitored.

♣ Evaluation of institutes should be done after every three years to maintain quality and social justice in higher education.

♣ The need for financing higher education to students, especially those coming from low income households needs special attention.

♣ The government resources for higher education of students belonging to economically weaker sections are simply not enough. Recourse to quality private higher education, both at university and non university level is essential.

♣ Broad band services and provisions of computers is an essential requirement of higher education. A committee for this purpose needs to be constituted to look into providing broad band connectivity to all students along with low priced computer accessibility.

♣ Open Universities need to be encouraged to offer quality programmes at the least cost. This becomes the most cost effective way of providing quality higher education, including technical and vocational education to students of low socio-economic status.

♣ An association of non aided private colleges be organized, which could see the needs and demands of such institutions and could counter the tendency of the bureaucracy to dominate its workings.

♣ It should be ensured that there is no cheating with the students. Fixation of fees should be under government's control

15 Discuss the role of ASAP in equipping the youth to face the challenge of unemployment.

The Additional Skill Acquisition Programme has been launched with the mission of imparting effective hands-on skill training to students, which is in addition to their regular academic programme/curriculum. The identification of sectors for skill development and the development of curriculum and training methodologies has been carried out in consultation with industry requirements and best practices. Several sectors have been identified in which this skill training will be carried out. These include Hospitality, Organized Retail, Healthcare, IT & ITES, Event Management, Business Services, Media and Entertainment Industry, Banking and Finance Sector, Construction and Agriculture. Nursing skills are high on the list of training specialisations, as skilled nurses are very much in demand overseas.For the convenience of students, this skill training will be conducted before and after school/college timings as well as during the vacation time. When students finish their regular academic programme, they will also be equipped with additional skill certifications. They can get ample job opportunities as soon as they complete each stage of their academic programme,

for example after +2 or undergraduate degree such as B.A, B.Sc. etc.As practical training is of paramount importance when it comes to vocational skills, there will be facilities for practical training /apprenticeship in related industries of repute. It is planned to implement this programme in Government and Aided Educational Institutions. Specially trained Programme Managers appointed by the ASAP Secretariat that functions under General and Higher Education Departments will be appointed in each institution to coordinate and oversee the programme. Quality of education will be maintained to high levels, and students will be trained by professional and well trained Skill Development Executives.

Programme Managers and Skill Development Executives will monitor the creation and validation of advanced skills in related areas. A Lifelong Learning System is also planned to ensure regular updation of knowledge and skills. Community Resource Centres are being set up which will explore all possibilities of lifelong learning including the use of Open Educational Resources.

Additional Skill Acquisition Programme (ASAP) is

An initiative by the Government of Kerala to impart skill training to students of higher secondary and graduate

Level. Under ASAP, training is given to the areas such as Information Technology. Communication, industry and

Service sector along with imparting training in life skills, soft skills and analytical skill. It is a joint effort of

General Education Department, Higher education Department and Labor & local self-governments departments of Kerala.

ADDITIONAL SKILL ACQUISITION PROGRAMME IN KERALA (ASAP): A

PROMISING INITIATIVE FOR VOCATIONAL ASPIRANTS AMONG STUDENTS

IN SCHOOLS AND COLLEGES

16. Values are caught rather than taught. Critically analyse the statament

Values are caught and not taught: ... It means that values or behaviors are learned from the people who practice them, instead of being told. We catch these values by seeing them live by example. The values that we actually live are rather than purely taught.Simply put, moral values are not taught but caught. Students catch such moral values by seeing everyone practising them rather than from the lessons in the classrooms. For example, if the student is told or taught not to smoke by their teachers or parents who are smokers, chances are the lesson will be futile.

Children are taught moral principles by their parents and other adults who distinguish between good and evil. Often, rather than from what parents say, children learn from what their parents do. For instance, parents may advise their kids to be truthful and honest, but they may not always follow through on that advice themselves.

17. Discuss the relevance of Peace Education' in school

Peace education is the process of acquiring values, knowledge, attitudes, skills, and behaviors to live in <u>harmony</u> with oneself, others, and the <u>natural environment</u>. Peace education aspires to enable students to become responsible citizens who are open to differences, capable of empathy and solidarity, both within and across borders and social groups, and who can deconstruct the foundations of violence and take action to advance the prospects of peace. The school and teacher together may provide a positive, faithful, progressive environment where students are encouraged to maintain inner state of calm and learn more about self-awareness, self-control and personal responsibility. This will help the child to learn peace with his own self and with outside world. Peace education goes beyond the concept of making a living. It teaches the students how to maintain harmony and peace in the world and have critical and logical thinking. The main concept of peace education is to make people aware of the importance of peacemaking and to develop a positive environment.

Part C

Answer any two questions. Each question carries 15 marks.

18. Discuss the recommendations of Justice Verma Commission to improve the quality of Teacher Education in the Country.

Justice Verma Committee was constituted to recommend amendments to the Criminal Law so as to provide for quicker trial and enhanced punishment for criminals accused of committing sexual assault against women. The Committee submitted its report on January 23, 2013.Teacher Education to be a part of the higher education system. The duration of the programmes of Teacher Education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966) , the implementation of which is long overdue.

The JVC Recommendations pertain to:

• Quality of Pre-service Teacher Education

• Quality of In-service Teacher Education

• Teacher Performance and Teacher Audit

• Strengthening Regulatory Functions of NCTE

• Outcome of the Review of 291 D.Ed Institutions of Maharashtra State

I. Quality of Pre-service Teacher Education Recommend

1.In view of acute shortage of institutional capacity of teacher preparation in relation to the demand in the Eastern and North-Eastern region, the Government should :

•increase its investment for establishing teacher education institutions (TEIs),

•increase the institutional capacity of teacher preparation

•increase its investment for establishing teacher education institutions (TEIs),

•increase the institutional capacity of teacher preparation

2. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the preservice teacher education programme

3. (i) Teacher education should be a part of the higher education system

(ii) The duration of teacher education programme needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long over due.

4. It is desirable that new teacher education institutions are located in multi and interdisciplinary environment.

5. Current teacher education • Curricula for D.El.Ed, B.Ed, M.Ed and M.Philprogrammes may be redesigned keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE-2009) and other relevant materials.

6.In keeping with the recommendations of the Education Commission (1986), every pre-service teacher education institution may have a dedicated school attach to it as a

laboratory where student-teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.

7.There is a need to establish a national level academic body for continual reflection an analysis of teacher education programmes

8. As a matter of policy, the first professional Degree / Diploma in Teacher Education should be offered only in face-to-face mode. Distance learning programmes to be used for continuing professional development of teachers.

9. (i) The institutional capacity should be increased for preparation of teacher educators.

(ii) There is a need to make the Masters in Education (M.Ed) programme of two year duration with provision for specialisation.

10 . The NCTE would need to develop broad-based norms qualification of teacher educators….

11. The Idea of creating opportunities for teaching practitioners to teach in teacher education institutions, as visiting faculty may be explored. Similarly, teacher educators could be considered as visiting faculty in school.

12. Faculty development programme for teacher educators should be institutionalized.

13. (i) There is need for enhanced investment in promotion of research in education in general, and teacher education in particular in the universities and creation of an Inter-University Centre in Teacher Education

II. Quality of In-service Teacher Education

14. The Government is required to appoint an Expert Group to develop a policy framework for in-service teacher education in consultation with national and state level institutions, including institutions of higher education.

15. All existing teacher training institutions imparting in-service teacher education need to be strengthened, in particular, the decentralized structures of BRCs and CRCs be strengthened with provision for human and physical resources. Similarly, DIETs and SCERTs also require strengthening

16. There is an urgent need to develop a comprehensive programme for continuing professional development of secondary school teachers. Towards this, existing institutional arrangements have to be significantly enhanced along with strengthening of CTEs and IASEs.

III. Teacher Performance and Audit

17. The Central Government, in consultation with the State Government and other stakeholders, may develop a framework for assessment of teacher performance…

19. What is E-learning? Discuss about the various modes of e-learning.

A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning.

1. Computer Managed Learning (CML)

In the case of computer-managed learning (CML), also known as Computer Managed Instruction (CMI), computers are used to manage and assess learning processes. Computer managed learning systems operate through information databases. These databases contain bits of information which the student has to learn, together with a number of ranking parameters which enables the system to be individualized according to the preferences of each student. As a result of two-way communication between the student and the computer, determinations can be made as to whether the student achieved their learning goals on a satisfactory level. If not, then the processes can be repeated until the student has achieved their desired learning goals.

Additionally, educational institutions use computer-managed learning systems for storing and retrieving information which aids in educational management. This could mean information

such as lecture information, training materials, grades, curriculum information, enrolment information among others.

2. Computer Assisted Instruction (CAI)

Computer Assisted Instruction (CAI), also sometimes referred to as computer-assisted learning (CAL), is another type of e-learning which uses computers together with traditional teaching. This could mean interactive software for the students or the kind of training software used by Patrick Suppes of Stanford University in 1966. Computer-assisted training methods use a combination of multimedia such as text, graphics, sound, and video in order to enhance learning. The primary value of CAI is interactivity – it allows students to become active learners instead of passive learners, by utilizing various methods such as quizzes and other computer-assisted teaching and testing mechanisms.

3. Synchronous Online Learning

Synchronous online learning enables groups of students to participate in a learning activity together at the same time, from any place in the world. Real-time synchronous online learning often involves online chats and videoconferencing, as these tools allow training participants and instructors to ask and answer questions instantly while being able to communicate with the other participants.

This kind of community-oriented online learning has been made possible with the rapid development of online learning technologies. Before the invention of computer networks in the 1960s, truly synchronous e-learning was practically impossible to implement. Nowadays, synchronous e-learning is considered to be highly advantageous as it eliminates many of the common disadvantages of e-learning, such as social isolation and poor teacher-to-student and student-to-student relationships. Synchronous e-learning is currently one of the most popular and quickest growing types of e-learning.

4. Asynchronous Online Learning

In the case of asynchronous online learning, groups of students study independently at different times and locations from each other, without real-time communication taking place. Asynchronous e-learning methods are often considered to be more student-centered than their synchronous counterparts, as they give students more flexibility.

For these reasons, asynchronous e-learning is often preferred by students who do not have flexible schedules, because it allows them to utilize <u>self-paced</u> learning. They can set their own timeframes for learning, and they are not required to learn at specific time intervals together with other students.

Before the invention of the <u>PLATO computer system</u>, all e-learning was considered to be asynchronous, as there were no methods of computer networking available. However, nowadays, with the availability of computers and the World Wide Web, deciding between synchronous and asynchronous e-learning becomes a more difficult task, as each has their pros and cons.

5. Fixed E-Learning

Fixed e-learning is a fancy name for something you are likely already familiar with. "Fixed" in this context means that the content used during the learning process does not change from its original state and all the participating students receive the same information as all the others. The materials are predetermined by the teachers and don't adapt to the student's preferences.

This type of learning has been the standard in traditional classrooms for thousands of years, but it's not ideal in e-learning environments. That is because fixed e-learning does not utilize

the valuable real-time data gained from student inputs. Analyzing each student individually through their data and making changes to the materials according to this data leads to better learning outcomes for all students.

6. Adaptive E-Learning

Adaptive e-learning is a new and innovative type of e-learning, which makes it possible to adapt and redesign learning materials for each individual learner. Taking a number of parameters such as student performance, goals, abilities, skills, and characteristics into consideration, adaptive e-learning tools allow education to become more individualized and student-centered than ever before.

We are now at a point in time where laboratory-based adaptive instructional techniques can be used for mathematical sequencing of student data. When done correctly, this could mean a new era for educational science. While this type of e-learning can be more difficult to plan and accomplish than traditional teaching methods, it's potential value and effectiveness is often understated.

7. Linear E-Learning

When referring to human-computer interaction, linear communication means that information passes from sender to receiver, without exception. In the case of e-learning, this becomes a very limiting factor, as it does not allow two-way communication between teachers and students. This type of e-learning does have its place in education, although it's becoming less relevant with time. Sending training materials to students through television and radio programs are classic examples of linear e-learning.

8. Interactive Online Learning

Interactive e-learning allows senders to become receivers and vise versa, effectively enabling a two-way communication channel between the parties involved. From the messages sent and received, the teachers and students can make changes to their teaching and learning methods. For this reason, interactive e-learning is considerably more popular than linear, as it allows teachers and students to communicate more freely with each other.

9. Individual Online Learning

Individual learning in this context refers to the number of students participating in achieving the learning goals, rather than the student-centeredness of the material. This type of learning has been the norm in traditional classrooms for thousands of years. When practicing individual learning, the students study the learning materials on their own (individually), and they are expected to meet their learning goals on their own.

This type of learning is not ideal for developing communicational skills and teamwork abilities in students, as it largely focuses on students learning independently, without communication with other students. Therefore, a more modern approach is necessary to supplant the communicational of skills and abilities.

10. Collaborative Online Learning

Collaborative e-learning is a modern type of learning method, through which multiple students learn and achieve their learning objectives together as a group. Students have to work together and practice teamwork in order to achieve their common learning objectives.

This is done through the formation of effective groups, where each individual student has to take into account the strengths and weaknesses of each other student. This boosts the communicational skills teamworking abilities of the students. Collaborative e-learning expands on the idea that knowledge is best developed inside a group of individuals where they can interact and learn from each other.

While this type of learning is more often used in traditional classrooms than in online courses, it's still a valid type of e-learning which can be highly effective if done correct

20. What are the steps need to be taken to better the Continuous and Comprehensive Evaluation of learning

Continuous: The term 'continuous' refers to regularity in assessment. The development of a student is a continuous process. Therefore, students' development should be assessed continuously. Evaluation has to be completely integrated with the teaching and learning process. Evaluating students on a continuous basis in a cyclic manner is one aspect of CCE. The term 'continuous' includes 'Continual' and 'Periodicity' aspects of evaluation.

Comprehensive: The second term associated with CCE is 'comprehensive'. The term 'comprehensive' implies that evaluation of learners' performance is carried out in both scholastic and co-scholastic areas.

Continuous and Comprehensive Evaluation (CCE) refers to a student evaluation system, which covers all aspects of activities related to student development. It emphasizes two-fold objectives such as continuity of evaluation and assessment of learning outcomes in a comprehensive manner.

- It emphasizes two-fold objectives such as continuity of evaluation and assessment of learning outcomes in a comprehensive manner. It covers all the domains of learning i.e. cognitive, affective, and psychomotor domains. It treats evaluation as a developmental process.

- Evaluation in the cognitive domain is associated with the evaluation of cognitive abilities such as knowledge, understanding, application, etc.

- Evaluation in the affective domain means evaluation of attributes such as attitudes, motives, interests, and other personality traits.

- Evaluation in the psychomotor domain involves assessing learners' skills to use their hands (e.g., in handwriting, construction, and projects).

- In CCE, student's performance in both scholastic and co-scholastic activities is assessed

- CCE is comprehensive in nature as it takes care of the achievement of learners in various subjects from science, mathematics, languages, computer science, work

education, and physical health activities as well as includes the assessment of co-scholastic abilities like attitude, values, life skills, interests, habits, etc.

- Second, CCE is comprehensive in nature in terms of tools and techniques used for the evaluation of learners. It includes various tools like observations, interviews, rating scales, checklists, document analyses, portfolios, anecdotal records, and techniques of assessment like assignments, projects, quizzes, debates, discussions, club activities, performance, experiments, etc.

- CCE is comprehensive in nature as it is used for assessing various learning outcomes like knowing, understanding, applying, analyzing, evaluating, and creating. It is also used to evaluate learners' progress in all three domains i.e. cognitive, affective, and psycho-motor, whereas the conventional evaluation system was limited to the cognitive domain only.

Nature of Continuous and Comprehensive Evaluation:

The nature of CCE is so comprehensive that it includes almost all aspects of student's development. It integrates assessment with the teaching and learning process; emphasizing assessment of learner abilities in scholastic areas along with the co-scholastic areas.

- CCE encourages and motivates students to be positive in their attitudes.

- It emphasizes that teacher's judgment should be made through an honest and objective appraisal without bias.

- It is a process of continuous attempts to assess whether desirable changes are taking place in students along the lines of educational objectives.

Purposes of Continuous and Comprehensive Evaluation:

CCE attempts to minimize fear and anxiety among our learners about examination and evaluation. CCE helps learners, parents, and teachers in the following ways:

- It reduces the dropout rate as there will be less fear and anxiety among learners related to their performance.

- In CCE, greater focus is given on learning rather than on conducting tests and examinations.

- It contributes to the holistic development of learners.

- CCE is used as an instrument of preparing learners for future life by making them physically fit, mentally alert, emotionally balanced, and socially adjusted.

- Learners get more time to develop their interests, hobbies, and personalities through CCE.

- It promotes a learner-friendly environment, thereby optimizes student learning.

- It equips students with life skills, especially creative and critical thinking skills, social skills, and coping skills which will help them to face a highly competitive environment later on.

Different CCE modes:

- Quiz,

- Group Discussion

- Classroom Teaching

- Posters and Model Making

- MCQs

- Assignments

- Lab Exercises

- Practical

- Role Plays

- Report Writing

- Semi Surprise Tests

- PowerPoint Presentation

- Bibliography

- Review of Books

- Literature Review etc.

21. What are the major challenges and issues pertaining in the inclusive education of CWSN in secondary education?

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs. Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical

and impracticable to put children with special needs to test or to prove any thing in a research study to live and learn in the mainstream of school and community

Children with Special Needs (CWSN) are those who have some type of disability and require exceptional care and extra help. The special needs of these children depend on the nature of their disability. The Special Needs of CWSN may include frequent medical testing, hospital stays, equipment, and accommodations for disabilities. Various conditions and disabilities of CWSN can be classified into four major categories:

1. Physical
2. Sensory
3. Developmental
4. Behavioral or Emotional

Institutions need to provide equal chances to every disabled student to participate as per their abilities to boost their confidence level. Normal students get a chance to increase friendships with disabled children. Diversified teaching strategies benefit all students.

Lack of Support: CWSN children required regular support from parents and teachers to make satisfactory learning. We found that there is a lack of support in some school even they discriminate those children with special needs. Peer Rejection: peers generally tries to bullying and sometimes reject them.

Challenges faced by CWSN

Not able to understand why they have to stay at home for the entire day and showed anxiety and frustration as they have to remain indoors.

 Difficult for the parents to make them stay at home all the time as they insist on taking them outside.

 Change in the routine/ daily timetable was difficult to follow by CWSN especially for children with ID, ASD and MD which results in anxiety and irritable behaviour.

 CWSN require one to one therapy session but are unable to take therapy due to closed schools/hospitals/therapy centres

. CWSN are not much aware about health and hygiene especially children with ID and ASD have the habit of putting hands in mouth and have habit of rubbing the eyes which is not safe now a days.

Challenges faced by parents

 Parents of children with special needs were required to play the role of teacher, therapist, peer and parent while they work from home.

 Parents are not trained in speech physiotherapy and other therapies.

 Lockdown is difficult for the deaf children as most of the parents were unable to comprehend the signs of their kids.

 Children with autism have severe mood swings, require a special mode of communication, also they do not like changes in their routine. Such special needs require specially trained therapists for which parents are not trained.

☐ Difficult for the parents to make them stay at home and manage their behaviour problems.

Different Approaches Adopted for Supporting CWSN :-

• Capacity building of special educators through webinars to enhance their skills on how to adapt the techniques in changed scenarios

. • School wise groups were created and Teachers, CWSN In-charges, CRCC's and parents of CWSN/CWSN were included. Along with this separate groups of parents of CWSN along with Special Educator have been created for providing counselling, therapies & suggesting various strategies for providing support to CWSN at home by parents and siblings.

• Special emphasis was given on learning outcome based IEP's & Worksheets were provided to students with focus on curricular and cocurricular activities.

• Assignments provided to CWSN are being divided into oral and written.

•Teachers to send small topics of syllabus and related learning material to children for better learning.

• Teachers are sharing written and voice recorded messages for making the parents and CWSN understand how to conduct the activity

• Time to time follow up of student's performance with help of CWSN Incharges. Teaching strategies being adopted Teachers and parents are working on following academic skills: ⎤ Reading skills ⎤ Writing skills ⎤ Mathematics Strategies/ Interventions used by

teachers and parents: ⌉ Multisensory approach ⌉ Breaking down of information into small

parts. ⌉ Make information as concrete as possible