



GUIDELINES FOR THE DEVELOPMENT OF QUESTION TEXTS FOR D.Ed COURSE

VARIOUS PAPERS - 2014

1. Design of the Question Paper.
 - Weightage to content.
 - Weightage to type of Questions.
 - Weightage to Level of Questions.
 - Blue Print of Question Paper.
2. Actual Question Paper.
3. Scoring Key & Marking Scheme.
4. Questionwise Analysis.

GUIDE LINES FOR THE DEVELOPMENT OF QUESTION TEXTS OF D.Ed COURSE - VARIOUS PAPERS

The following guidelines may be strictly followed while developing various Question Texts of the D.Ed course.

- The D.Ed curriculum (2013), the activity manual and source book of the papers concerned may be referred to while developing the concerned Question Text.
- The design of the Question Text given along with the sample Question Text may be adhered while developing Question Text. Slight modifications are admissible.
- The weightage given to the content area of each paper is final. No alteration may be made.
- The directions given in the Question Text may be clear and unambiguous.
- Errors, omissions, vague sentences may not be there in the stem of the question paper.
- The individual score for each Question should be clear.
- The questions developed should be appropriate to evaluate the following:
 - The conceptual understanding of the trainee in the subject matter.
 - The skills to apply the ideas in appropriate situations.
 - The analytical ability of the trainee.
 - The capacity for evaluation and judgement.
 - The scope for evaluation of higher order mental processes.
- Every Question Text should contain the following:
 - The Design of the Question paper.
 - The actual Question Paper.
 - Scoring key and marking scheme.
 - Questionwise Analysis.
- The design of the Question Text should contain.

-The weightage to content

-The weightage to type of questions.

-The weightage to level of questions and

- The blue print prepared by considering all the above weightages.

- A detailed scoring key and marking scheme should invariably be submitted along with the Question Paper.
- A questionwise analysis may also be submitted in order to make sure the time factor and score of each question in the Question Paper.
- Cool off time 15 minutes in total may be given to read and understand the questions.
- If any issue is there with regard to the process of development of Question Text, the matter may be informed to the teacher education department of SCERT for rectification.
- Objective type, short answer type and essay type questions can be included in the Question Paper.
- Objective type Questions with **Multiple choice/ Fill in the blanks/One word** can be limited to 5. Other objective types such as **answer in one sentence, matching type** can also be included. Each objective type Question carries one score only.
- Short answer can be with 2 or 3 value points. If there are 2 value points the score can be 2 and for 3 value points the score can be 3.
- The essay type questions contain minimum 5 Value Points. The score of essay type question is 5
- The maximum number of questions can be limited to less than 29.

Objective type : 1 - 10 questions

Shortanswer : 10 - 16 questions

Essay : 2 - 3 questions

- The formats of various weightages, blue print, scoring key, marking scheme and questionwise analysis are given below.

SPECIAL ENGLISH

S₃ P₁₇ Language and Language use

Semester - III

WEIGHTAGE TO TYPE OF QUESTIONS

| Sl. No. | Type | No. of Questions | Score | Percentage |
|---------|--------------|------------------|-----------|------------|
| 1 | Objective | 10 | 10 | 16.7 |
| 2 | Short answer | 5 | 10 | 16.7 |
| 3 | Short answer | 10 | 30 | 50 |
| 4 | Essay | 2 | 10 | 16.6 |
| | Total | 27 | 60 | 100 |

WEIGHTAGE TO CONTENT

| Sl. No. | Unit | No. of Questions | Score | Percentage |
|---------|---|------------------|-----------|------------|
| 1 | Language and Media | 12 | 22 | 37% |
| 2 | Language of literature | 12 | 27 | 45% |
| 3 | Pedagogic relevance of Media and literature | 3 | 11 | 18% |
| | Total | 27 | 60 | 100 |

BLUE PRINT

| Sl No | Type of Questions | | | | | Total |
|-------|--|-----------------------------|---------------------------|---------------------------|--------------------|---------------|
| | Unit | Objective Type (Score 1) | Short Answer (Score 2) | Short Answer (Score 3) | Essay (Score 5) | |
| 1 | Language and Media | 5(5) | 4(8) | 3 (9) | | 12(22) |
| 2 | language of literature | 5(5) | 1(2) | 5 (15) | 1(5) | 12(27) |
| 3 | Pedagogic relevance of Media and literature | | | 2 (6) | 1(5) | 3(11) |
| | Total | 10 (10) | 5 (10) | 10 (30) | 2 (10) | 27(60) |

Diploma in Education(D.Ed) Examination
SPECIAL ENGLISH

S₃. P₁₇ LANGUAGE AND LANGUAGE USE

Score : 60

Time : 2hrs

Cool off time : 15 minutes

Instructions:

1. Answer all the questions
2. The first 15 minutes are for reading the questions and prioritising the sequence for writing.

Questions 1 to 5 Fill in the blanks using suitable answers (1 score each)

1. A discourse in which the participants present opposing opinions about a topic is called
2. A is a story poem usually with four lined stanzas.
3. In order to attract the attention of the reader, headline writers select words that carry particularly strong
4. “Call me Ishmail.....” “Here is the opening line of a popular novel. The..... narrative style of presentation is used here.
5. A technique in which a poem is performed based on its theme is termed as

Questions 6 to 10 Answer in a word or a sentence (1 score each)

6. Which periodicals can be termed as scholarly periodical?
7. What is the objective of satirical works in literature?
8. Folk tales of various cultures across the world have similarities. What does this suggest to you?
9. Name one English novel that you would suggest for extended reading to a child who is fond of adventure.
10. What is an elegy?

Questions 11 to 15 Answer in 2 or 3 sentences (2 scores each)

11. Mention any two strategies for using newspapers as TLM
12. Differentiate between intended meaning and interpreted meaning of a printed text.
13. Write any two uses of biscuit/soap wrappers for language generation.
14. "Headlines also have a visual function" What does this statement imply?
15. What methods would you adopt to ensure that students are able to read and comprehend children's literature.

Questions 16 to 25 Answer in not less than 50 words (3scores each)

16. How can a film be used in a classroom to address the present social issues?
17. What are the measures to be taken by the teacher before presenting a TV programme in the classroom?
18. What is a plot? How does it differ from a theme?
19. Write an appreciation note on any poem you have read.
20. Can folk tales be used for inculcating social values in primary school children? How?
21. The teacher gives a brief summary of a reading text to the students prior to assigning a reading task to them .What is your comment on this method?
22. Your classmates have developed advertisements as part of an assignment. Fix any three indicators for assessing their effectiveness.

23. *Life, like a dome of many coloured glass,
Stains the white radiance of eternity.*

The above lines are taken from a famous English poem. Analyse the poetic craft in these lines.

24. Based on any English Short Story you have read, list out three instances where the culture of the society is reflected in the story
25. What are the main objectives of preparing the reflection notes at the end of a teaching manual?

Question 26 and 27 Answer in not more than 250 words (5 scores each)

26. Develop a story based on the poem given below

There was a young man of high rank

Who went to sea in a tank

They said “It is sad,

He surely is mad!”

And he proved they were right when he sank. Give a suitable title to the story.

- 27 Prepare a teaching manual for a forty five minute class exploring the possibilities of the use of visual media for transacting the unit “A Snake in the grass” in STD VII.

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3. SCORING KEY & MARKING SCHEME

SCORING INDICATORS |||||

| Qn. No. | Value points | Total Scores |
|---------|---|--------------|
| 1 | Debate | 1 |
| 2 | Ballad | 1 |
| 3 | Connotations | 1 |
| 4 | First person | 1 |
| 5 | Choreography | 1 |
| 6 | Those that contain report on experiments, research studies, book reviews, reviews of scholarly books | 1 |
| 7 | To Expose /criticise peoples stupidity or vices through humour irony or ridicule | 1 |
| 8 | Transmitted orally, carried over through trade relations etc., | 1 |
| 9 | Moby Dick, The old man and the sea, Adventures of Huck Finn etc. | 1 |
| 10 | A poem moaning the death of someone | 1 |
| 11 | Any two strategies one score each | 1x2=2 |
| 12 | Each definition one score | 1x2=2 |
| 13 | Any two techniques 1 score each | 1x2=2 |
| 14 | Since Head lines are short, they appeal to the eyes.Their brevity arouses curiosity_____ (any Two) | 1x2=2 |
| 15 | Any two strategies that promote motivation, create interest or develop comprehension | 1x2=2 |
| 16 | Pointing out the issues depicted in the filmDiscussing the authors views versus students \ own viewsHolding debates on the issueProviding opportunities for critical reviews _____ (Any three to be detailed) | 1x3=3 |
| 17 | Ensure the suitability of the programmePrepare the students, Discuss the points for observation, | 1x3=3 |
| 18 | Definition of plotDefining themeStating the difference(1score each) | 1x3=3 |
| 19 | Description of the central idea of the poemReferences to the figures of speech and other stylistic featuresHigher level interpretations of the theme(1 score each) | 1x3=3 |
| 20 | Affirmation, Folk tales as reflections of the cultural beliefs of the societyas means of influencing and thought channelizingfor touching on the inner feelings of the students _____ (Any 3) | 1x3=3 |

| | | |
|-----------|---|--------------|
| 21 | It curtails the interest and the element of curiosity The purpose of reading is lost. The aspect of constructing knowledge through negotiation of meaning loses its importance. (Any three) | 1x3=3 |
| 22 | Message is short, but aptThe pictures or illustrations are suitable to the context. The layout is attractiveIt appeals to the senses (Any 3) | 1x3=3 |
| 23 | Discuss the figures of speech. comparisons, Interpretation of inner meaning | 1x3=3 |
| 24 | I score for each reference | 1x3=3 |
| 25 | To get a proper direction for further planningTo consolidate CE scores at the end of the termTo present before the SRG and discuss remedial measures | 1x3=3 |
| 26 | based on the theme of the poem——1 use of prosodic features and interesting style ——2 Accuracy of language used.2 | 5 |
| 27 | Sequential development of the manual——1Use of visual media——2Novelty and the feasibility of the activities suggested——2 | 5 |

Questionwise Analysis

| Qn.No | Unit | Type | Level | Score | Time |
|--------------|------|-------------------|-----------|-----------|-------------------|
| 1 | III | MCQ | Easy | 1 | 1.5 minute |
| 2 | I | MCQ | Easy | 1 | 1.5 minute |
| 3 | III | MCQ | Easy | 1 | 1.5 minute |
| 4 | I | MCQ | Easy | 1 | 1.5 minute |
| 5 | III | MCQ | Easy | 1 | 1.5 minute |
| 6 | III | One word/Sentence | Easy | 1 | 1.5 minute |
| 7 | II | One word/Sentence | Easy | 1 | 1.5 minute |
| 8 | II | One word/Sentence | Easy | 1 | 1.5 minute |
| 9 | I | One word/Sentence | Easy | 1 | 1.5 minute |
| 10 | I | One word/Sentence | Easy | 1 | 1.5 minute |
| 11 | I | Short answer | Easy | 2 | 3 minute |
| 12 | II | Short answer | Average | 2 | 3 minute |
| 13 | I | Short answer | Average | 2 | 3 minute |
| 14 | II | Short answer | Average | 2 | 3 minute |
| 15 | III | Short answer | Average | 2 | 3 minute |
| 16 | I | Short answer | Average | 3 | 6 minute |
| 17 | II | Short answer | Difficult | 3 | 6 minute |
| 18 | III | Short answer | Average | 3 | 6 minute |
| 19 | II | Short answer | Difficult | 3 | 6 minute |
| 20 | III | Short answer | Difficult | 3 | 6 minute |
| 21 | III | Short answer | Average | 3 | 6 minute |
| 22 | I | Short answer | Average | 3 | 6 minute |
| 23 | I | Short answer | Average | 3 | 6 minute |
| 24 | II | Short answer | Average | 3 | 6 minute |
| 25 | I | Short answer | Difficult | 3 | 6 minute |
| 26 | II | Essay | Average | 5 | 15 minute |
| 27 | I | Essay | Average | 5 | 15 minute |
| Total | | | | 60 | 120 minute |