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Name...........................

Reg. No.........................

FIRST SEMESTER B.Ed. DEGREE EXAMINATION, NOVEMBER 2022

B.Ed.

EDU 05.12—THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

(2017 Scheme)

Time : Three Hours   Maximum : 80 Marks

Part A

Answer all questions.

Each question carries 2 marks.

1. Mention few instances where Physical science can be correlated with fine arts.

2. Suggest two values of teaching physical science in the present context.

3. Give the contribution of the following personalities to Education :

    a) Benjamin Bloom ; and

    b) McCormark and Yager.

4. List the micro elements of micro teaching.

5. Write any *two* important teacher behaviours.

6. What are the components of 'skill of introducing a lesson' ?

7. What are the principles of teaching ?

8. Expand :

    (a) CHEM ; and

    (b) PSSC.

9. What is topic method of science curriculum ?

10. Write any *two* features of Symposium.

(10 × 2 = 20 marks)

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Part B

Answer any **ten** *questions.*
Each question carries 4 marks.

11. Science is a process and a product. Explain the concept.

12. Why is it important that science must be a compulsory subject of school curriculum ?

13. Write a note on Digital Taxonomy.

14. Explain Link Practice and its advantages in the process of teaching.

15. List and explain any six maxims of teaching.

16. Explain grass root approach to curriculum construction ?

17. How Curriculum, Syllabus and Textbook are interrelated ? Explain.

18. Explain the objectives of CBA.

19. Write a short note on problem solving method of science teaching.

20. Writes short note with example :

    (a) Mind map ; and

    (b) Analogies.

21. Suggest four proposals for conducting a debate effectively.

22. Illustrate the difference in objectives and specific objectives with example in science.

(10 × 4 = 40 marks)

Part C

Answer any **two** *questions.*
Each question carries 10 marks.

23. How revised Bloom's Taxonomy is different from Bloom's Taxonomy of educational objectives ? Explain application of Revised taxonomy in a constructivist classroom.

24. There is no best method or strategy of teaching-learning that is applicable to all situations. Substantiate the statement.

25. Discuss the role of a teacher as curriculum developer.

(2 × 10 = 20 marks)