Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++'Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I – February 2025

SEMESTER- II

Class : I B.Ed/I B.Ed Spl.Ed | Max. Marks: 60
Time: 2 Hrs

23BEDB12/23BDSB12- School Subject I- Methods and Techniques of Teaching Biological Science

Course outcomes

CO1 identify the components of different micro teaching skills
CO2 provide constructive, focused feedback to fellow participants on micro training activities reflect on and assess micro training as a teacher development tool
CO3 apply the micro teaching in their teaching sessions
CO4 practice the different methods and techniques of teaching
CO5 select and plan the academic activities for a year, month and week

PART – A

Choose the correct answer **6 x 1 = 6**

1. Microteaching Technique was first adopted in the year CO1K1
   a. 1975 b. 1963 c. 1979 d. 1969
2. The term used to bridge the gap between microteaching and macroteaching is CO1K1
   a. Lesson plan b. microlesson c. macrolesson d. Link lesson
3. Lecture method is also called as CO2K1
   a. Learning by doing b. Heuristic method
   c. Chalk and talk method d. Play way method
4. The first step in scientific method is CO2K2
   a. framing a hypothesis b. making an observation
   c. conducting an experiment d. predicting the result of experiment
5. The method proceeds from from general to particular is CO3K2
   a. Inductive method b. Deductive method
   c. Guided method d. Unguided method
6. Brainstorming method can be used for CO3K2
   a. out-of-box thinking b. coherent thinking
   c. critical thinking d. generating new ideas in the area of interest

PART – B

Answer ALL questions **3 x 6= 18**

Each answer should not exceed 200 words

7. a. Analyse the need for link lesson CO1K3

(OR)

7. b. Describe the components of skill of introduction in microteaching CO1K3
8. a. Explore the criteria of good demonstration CO2K4

(OR)

8. b. Write the applications of instructional technology in teaching biology CO2K3
9. a. Write down the objectives and principles of Team teaching technique CO3K3

(OR)

9. b. Compare symposium and panel discussion techniques used to teach Biological Science CO3K5

PART – C

Answer ALL questions **3 x 12 = 36**

Answer should not exceed 800 words

10. a. Explain the various steps involved in Microteaching cycle CO1K3

(OR)

10. b. Explicate the components of skill of stimulus variation in microteaching CO1K5
11. a. Analyse the steps involved in problem solving method CO2K4

(OR)

11. b. Discuss the advantages and uses of e-learning in teaching biological science CO2K5
12. a. Describe the objectives and roles of seminar technique CO3K5

(OR)

12. b. Explain the steps involved in organising workshop CO3K4

Staff in-charge: Dr. R. Sowbaraniga
No. of Copies: B.Ed : 10 + Spl Edn.: 5 = 15