



P.K.M. COLLEGE OF EDUCATION

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(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

2.4.7: A variety of assignments given and assessed for theory courses through

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

ASSESSED ASSIGNMENTS



Nature of interneer engagement during internship consists of

Library work

Identifying and using the different sources for stud

Assignments

5

ASSIGNMENT

TOPIC :

**SOCIAL SCIENCE LIBRARY AND
TEXT BOOK**

Submitted by

ANAGHA. K

PKM COLLEGE OF EDUCATION MADAMPAM

Roll. Number : 2244

2022-2024 batch




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adventure, should appear prominently alongside books of information on children's hobbies. Essay, biographics, historical series, animal stories, etc. are favorites with children. Travel stories are really magic carpets to those who cannot leave homes.

2. Reference materials

The library should be fairly well-equipped with reference materials, standard or conventional reference books and non-conventional reference books. Conventional reference books includes dictionaries, encyclopedias, year books, atlases, maps, charts, pamphlets, handbooks, manuals, syllabi, of different classes and books of knowledge. The non-conventional reference material consists of all other library books that may be employed for reference service of any other kind. They include books on miscellaneous information and books on special subjects History, economics, civics, sociology, anthropology, Government and political theory.

3. Non - book resources

The field of social studies is concerned with happenings in the local community, the State, the nation and the world. The following non-book resources should be available in the Social studies library.

- * **Periodicals**:-Some good periodicals and magazines which throw light on current events and various aspects of life showing art, literature, music, dance, etc. should be available in the library.
- * **Pamphlets** :-Pamphlets published by various governmental agencies and bureaus for specialized service also very important source of information about different walks of our social, economic and political life.
- * **Newspapers**:- It is essential that the Social Studies teacher and pupil keep well informed of events of national and international importance. Newspaper is a wonderful source of such information.




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Social Science Text book

What is a Text-book

A text book is a specially written book which contains selective and systematic knowledge regarding the curriculum material prescribed. Every care is taken to maintain coherence and sequence in the presentation of information and learning activities. That is why a text book is said to be "the teacher in print". As far as **Social Science** is concerned, the text-book is an aid which is considered indispensable in all methods adopted for its instruction. In the USA, textbooks are used in Social Science from the earliest classes, but in European schools, Social Science text books are rarely in use in primary classes.




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Text book indispensable in Social Science


1. As a guide to the pupil
2. As an aid to the teacher
3. To give the minimum essential knowledge in a single source
4. As a tool for self-learning
5. To provide material in a logical and comprehensive manner.
6. To ensure uniformity to the expected standard
7. To provide a base from which both the teacher and the pupils may start and continue to work
8. To provide both confirmation and sustenance
9. To rectify the limitations of the classroom situation in most of the Indian schools
10. To ensure intellectual rapport and likeness of people: Good social science text-books can coordinate activities and bring about rapport and mutual agreement among people.

The Functions of the Social Science Text book

1. In the primary classes, it can be relied upon for essential information, so organized as to show order and continuity and so presented as to be lucid, interesting and attractive.
2. In the secondary classes, it should contain well-arranged comprehensive knowledge required to enable them prepare for their successful adult life. The text-book should expand its scope and size to meet the changing conception of what is considered educationally sound and desirable.

Criteria for a good Social Science Text book (Qualities of a Text-book)




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1. It should help in achieving the purpose of learning social science

2. It should be child –centered




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3. It should contain fluent narration
4. It should have a clear and self explanatory arrangement
5. It should open up various avenues of thought and study
6. The language of the textbook should be suitable for the "reading age" of the pupils
7. It should be well-illustrated(use Visual aids, such as photographs,maps, pictures)
8. It should be simple,interesting and attractive enough to take the form of a self study material.
9. It should be free from indoctrination
10. It must be up-to-date
11. It should help in developing international understanding
12. It should contain references for further study and references for collateral reading
13. It should also cater to the needs of backward pupils
14. It should promote group effort




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SREEKRISHNAPURAM, THRISSUR DIST., KERALA

15. It should contain a subject index at the end





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Field exploration
Hands-on activity

Action Research

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Record of Action Research
B.Ed. Course 2021-2023


Name of Student Teacher: PRATINA DAS K.P.
Register no. : PM21EDSS07
Optional Subject : SOCIAL SCIENCE

Certified that this is a bonafide record of
Pratina Das, K.P.

Valued by
Meera Thomas
Meera

Signature [Signature]
Name of Faculty Member: [Signature]
Date: 17/01/23

Signature of the Principal [Signature]
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Principal, P.K.M. College of Education,
Madampam, Kannur - 670631

**CHALLENGES OF TEACHING LEARNING PROCESS IN SOCIAL
SCIENCE AMONG SECONDARY SCHOOL STUDENTS AND
TEACHERS.**

*The action report submitted in partial fulfilment of the requirements for the degree of bachelor of
education.*

Submitted by

PRAJINA DAS K P

Register Number: PM21EDSS07



P K M College of Education

Madampam

2021-2023




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2021-2023

ABSTRACT

The study and title as "challenges of teaching learning process in Social Science among secondary school Students and Teachers. The paper presents an overview of prevailing pedagogic practices of social science. It also offers an understanding of the obstacles in achieving an effective system of student-teacher interaction in actual humanities classroom which appear as hindrance in the achievement of optimal results. In this study, interview technique is used as qualitative research method and utilized as a means of data collection. For this purpose, interviews were conducted with the teachers as well as the students in the humanities study group. This provided us with the dual perspective on the issue, both from the teachers as well as the student point of view. The analysis of teachers' interview revealed that the teaching of social science is a reflection of teacher's own biases and beliefs; dominated by deficit model of thinking and learning. Against this backdrop the paper tries to find a solution to the problem associated with the issue of objectivity in teaching Social Science. The student interviews on the other hand proved as a resource to find the problems faced by them in understanding the various themes dealt by the teachers in the classroom.




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CHAPTER 1 INTRODUCTION

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Action research generates knowledge around inquiry in practical educational contexts. And Action research allows educators to learn through their actions with the purpose of developing personally or professionally. Due to its participatory nature, the process of action research is also distinct in educational research.

Action research in education is known for improving the teachers' and administrators' professional practice and is deemed favourable by most educationists for solving problems in education. It is a formative study usually conducted by teachers and administrators in schools. Action research is a cyclical or spiral process that includes problem identification (by a teacher, a group of teachers or administrators) taking action and fact-finding about the result of the action taken. Action research in education helps the teachers to adopt or craft the most appropriate strategies within teaching-learning environments. Teachers around the world employ action research in their classrooms and schools, as part of their teaching and research.

Action Research involves the careful monitoring of planned changes in practice applied research also known as action research. It's associated with the particular projects and problem. Such relation being of practical values may related to current activity or immediate practical solution. It aim at finding a solution or classroom action research concerned with social problem and is carried on by School personal to improve School practice action research is a philosophy and methodology of research generally applied in the social science. It is transformative change through the Simultaneous process of taking action and doing recipes which are linked Together by critical reflection.

Kurt Lewin, the Professor at MIT first coined the term Action Research in 1944 in 1946 Paper Action Research and minority problem he described action the as a comparative research on


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the condition and effects of various forms of social action and Research leading to social action that uses a spiral of steps each of which is composed of a circle of planning, action and factor-finding about the result of the action.

1.1 What is Action Research

- Is a participating and collaborative, it is Undertaker by individuals with a common purpose.
- It is situation-based and context specific.
- It is develops reflection based on in the partition made by the participants.
- Knowledge is created through action and at the point of application.
- Action research can involved problem solving, is the solution to the problem leads to the improvement of practice.
- In action research finding will emerge as a action develops, but these are not conclusive or absolute.

1.2 Needs And Importance of Action Research

Action research which is also known as Participatory Action Research (PAR), community based to study, Cooperative enquiry, action science and action learning- is an approach commonly used for improving condition and practice in a range Healthcare environment. It involves Healthcare practitioners conducting systematic enquiry in order to help them improve their own practice is intern come enhance their working environment and the working environment of those who are part of it- clients. Patients and users. The purpose of undertaking action research is to bring about change in specific contexts, as parkin describe it. Through their observation and communication with other people, Healthcare workers are continually making informal evaluation and judgement about what it is they do. The difference between this and caring out and action research project is that during the process of researcher will need to develop and use a range of skills to achieve their aims, such as careful planning, sharpened observation and listening- evaluation, critical reflection.



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1.3 Action research in education

Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Sure, there are all types of methods of teaching in the classroom, but action research works very well because the cycle offers opportunity for continued reflection. In all professional fields, the goal of action research is to improve processes. Action research is also beneficial in areas of teaching practice that need to be explored or settings in which continued improvement is the focus.

Action research challenges the intractability of reform of the education system. Action research techniques can be viewed in terms of the dialectic action research spiral. The spiral is a four-step process made up of identifying of an area of study, taking action, collecting data, analyzing data, and reflecting.

In the field of education, action research is systemic inquiry conducted by educators with a vested interest in the teaching-learning process or environment for the purpose of gathering information about how their school operates, how they teach, and how their students learn. Action research focuses on solving specific classroom or school problems, improving practice, and helping to make decisions at a local site.

Action research generates knowledge around inquiry in practical educational contexts and allows educators to learn through their actions with the purpose of developing personally or professionally. Action research contributes significantly to the professional stance that teachers may adopt because it encourages them to examine the dynamics of their classrooms, ponder the actions of students, challenge existing practices, and take risks in the process. Action research is largely about developing the professional disposition of teachers by encouraging them to be continuous learners in their classrooms and of their practice.

1.4 Action research in a school context

In school action research the first avoid variety of evaluative, investigative and analytical research method designed to diagnose problem or weakness-whether organisational, academic or institutional and help educators developed practical solution to address them quickly and efficiently. Action research can also be applied to program or educational techniques that are not necessarily

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experiencing any problems, but that educators simply want to learn more about and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that lead to increasingly better results for schools, teachers, or programs.

1.5 The Action Research Process

Action research is a cyclical rather than a linear improvement process. That is, it does not proceed from idea to action, but incorporates for in the related moments which are reciprocally related to one another. Two of these movements are concerned with the development of understanding carrying out actions. These are the strategic moments of actions and reflection. These moments are both retrospectively and prospectively related to each other through two organisational moments : planning and observation.

The action research process can be entered at any moment. Sometimes for instance, change happens in a school in a relatively unplanned manner, but if it is to be justified as a educationally worthwhile and/or incorporated into the ongoing life of the school, such changes need to be evaluated (through reflection), on the basis of evidence (observation). Planning for sustaining or modifying the changes might then need to occur. Another occasion changes might need to be planned on the basis of reflection upon rationally generated evidence of what is already happening.

Action research is also called a cycle of action or cycle of enquiry, since it typically follows a predefined process that is repeated over time. A simple illustrative example :

- Identify a problem to be studied.
- Collect data on the problem.
- Organise, analyse and interpret the data.
- Develop a plan to address the problem.
- Implement the plan.
- Evaluate the result of the action taken.
- Identify a new problem. Repeat the process.



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1.6 Needs and importance of the study

Social science is a stream whose relevance and importance as a subject of study has always been questioned in the world over. The current study mainly discusses about challenges in teaching and learning of social science in a dual perspective. Dual perspective refers to the perspective of the teachers as a knowledge giver and the perspective of a learner as an acquirer of knowledge. The idea behind finding the dual perspective was to reach the root cause of the problems faced by teachers in delivering the content on the one hand and also to understand the perspective of the learner on the actual learning in the process. Hence, the dual perspective has helped us in understanding the problem from both sides. This study tries to find the gaps that exist between the knowledge imparted by the teachers and the understanding developed by the students in this process.

1.7 Various problems have been discovered in the process of teaching and learning

Teacher's perspective	Learner's perspective
Responsibility of teaching History, Political Science, Geography and Economics on one teacher makes it difficult to handle.	Major difficulty is till secondary level as all the different social science subjects are clubbed under one single paper which makes it very complicated to understand.
Large classroom size makes teaching difficult as an effective teaching cannot take place without catering to the personal needs of individual learners.	They find it difficult to relate the content to the current events which makes the subject appear impractical.
Time management is a major challenge as the content to be delivered in a specified time is too vast.	Lack of use of modern technology and audio-visual while teaching makes the subject appear dull.


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1.8 Objectives of the Study

1. Identity the problem faced by both the student and teacher while teaching and learning process of Social Science subject.
2. Understand the possibilities for improving pedagogue of Social Science.
3. Find out the solution to overcome the challenges in teaching and learning social science.

1.9 Hypothesis of the study

1. Both the student and teacher faced a some challenges in teaching and the learning social science.
2. There are different field of studies in social science subject like political science, history, geography, economics etc. So it make difficult to handle the both the teaching and learning process.

1.10 Statement of the problem

The study entitle challenges in teaching and the learning of Social Science among high school level is mainly focused on the high school level students and teachers. Found the difficulties in terms of teaching and learning of Social Science subject. So the research trying to find out to overcome the challenges in teaching and learning of Social Science subject.

1.11 Methodology of the study

This present study try in to understand the challenges in the teaching and the learning of Social Science for this purpose research adopted both the primary and secondary data The primary data are the first-hand data which are mainly collected from the high school students of 9 th standard and Social Science teacher's data for the study are collected from websites. In order to collect the data, a structured questionnaire was used. Secondary

1.12 Limitations of the study

- The sample of the study was limited to 399 only.
- Due to the tight schedule of the students the researcher was not able to cover the related subject in depth.

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CHAPTER 2

REVIEW OF LITERATURE

Telileanu Angela (2013) "Challenges to meaningful learning in social studies". This article focuses on meaningful learning installation studies and discusses methodological solution to implemented theoretical innovations in school practice. The article then explores some approaches to meaningful learning opportunities for social studies and the possible challenges that can be found in their design, ways to overcome these and benefits for the students.

Rudy Gunawan (2015) "student perception of Social Studies learning problem in the era 4.0". This journal focuses on Social Sciences Learning in junior high schools is still constrained by various problems. Problems that often arise are too much material, while the lesson hours are too few, teachers who teach not teach do not come from the social sciences education study program, but come from social science study programs such as history, geography, economics and sociology.

Murat KCEC (2014) "problem related to the teaching of Social Studies and suggestion for solution". This journal focuses on teaching of Social Studies, views of teachers and the problems of Social Studies. This journal determine opinion and the suggestions of teacher about the problem encountered in teaching Social Studies in Secondary School.

Cristina Yanez (2022) "challenges with complex situation in teaching and learning of Social Science in initial teacher education". Article focused on a paradigm shift as a methodological model for teaching heritage and social science also offers a methodological foundation for challenges based learning methodology.


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CHAPTER III

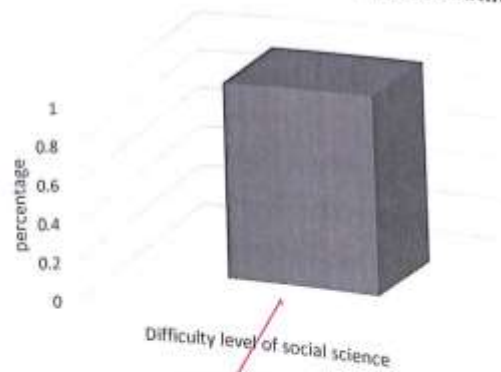
DATA ANALYSIS

3.1 Difficulty level of social science learning

Table 3.1 shows the difficulty level of social science learning. The below table shows that 57.14 % students are facing difficulty in learning social science, 28.57 are not difficult to learn and only 14.28 % are sometimes difficult to learn the concepts in social.

Sl. No	Difficulty level of Social Science	Respondents	Percentage
1	Yes	20	57.14
2	No	10	28.57
3	Sometimes	5	14.28
4	Total	35	100

DIFFICULTY LEVEL OF SOCIAL SCIENCE LEARNING



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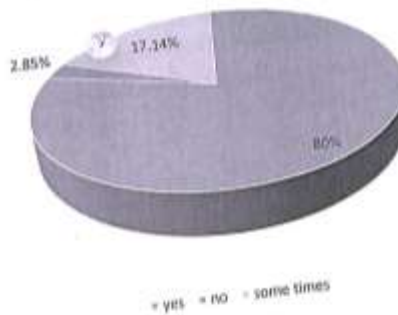
Sl. No	Difficulty level of Social Science	Respondents	Percentage
1	Yes	20	57.14
2	No	10	28.57
3	Sometimes	5	14.28
4	Total	35	100

3.2 Usefulness of social Science learning

The Table 3.2 shows that usefulness of social science learning. The below table shows that 80% of the students are agree that the social science subject are useful, 2.85 only disagree and 17.14% are along with sometimes only the subject are useful in learning.

Sl. No	Usefulness of Social Science	Respondents	Percentage
1	Yes	28	80
2	No	1	2.85
3	Sometimes	6	17.14
4	Total	35	100

USEFULNESS OF SOCIAL SCIENCE LEARNING



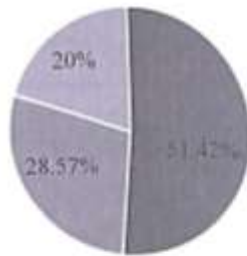
3.3 Problem facing understanding the concept of social science.

The table shows that the problems facing understanding the concept of social science. The below table shows that 51.42% of the students are facing the problem in understanding the concept of social science in the area of chronological order and 28.57 students belong to events studying and only 20 % are faced problem to study persons.

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SL No	Problems in the concept of learning	Respondents	Percentage
1	Chronological order	18	51.42
2	Event's	10	28.57
3	Person's	7	20
4	Total	35	100

PROBLEMS IN CONCEPT LEARNING



■ CHRONOLOGICAL ORDER ■ EVENTS ■ PERSONS

3.4 More Difficult subject under the field of social Science

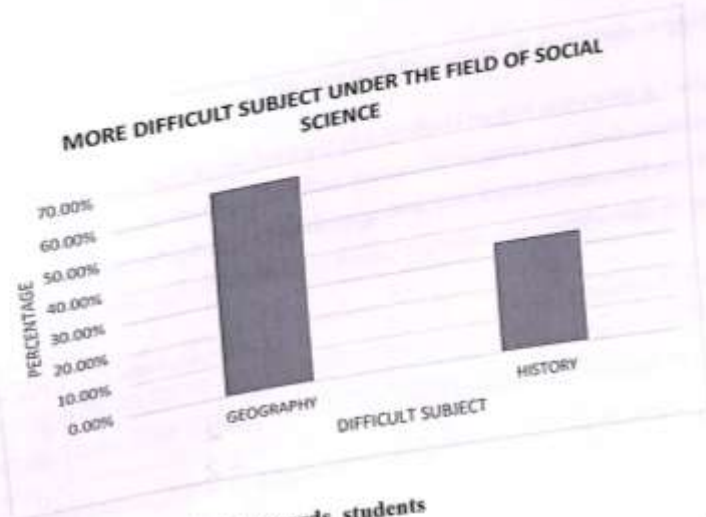
The table 3.4 shows that more difficult subject under the field of social science, 65.71% of student are belongs to the Geography is the more difficult subject in the field of social Science and 34.27% are belongs History was the difficult subject under the field of social science subject.

SL No	Difficult subject	Respondents	Percentage
1	Geography	23	65.71
2	History	12	34.27
3	Total	35	100



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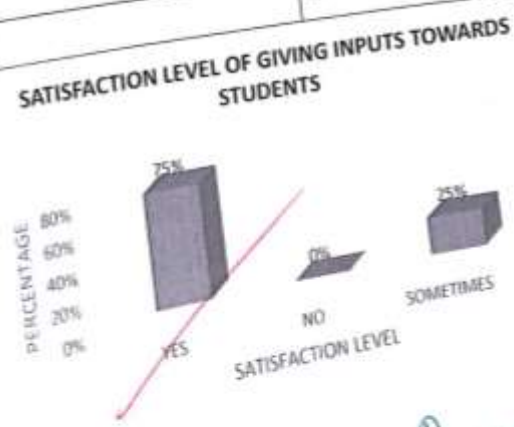
Difficult subject	Respondents	Percentage
Geography	23	65.71
History	12	34.27
Total	35	100



3.5 satisfaction level of giving input towards students

The table 3.5 shows that the satisfaction level of giving input toward students by the teachers. The below table shows the satisfaction level of giving input towards students most of the teachers are satisfied (75%) and only 25 % teacher's are belongs sometimes option and no one can't dissatisfied with it.

SL No	Satisfaction level	Respondents	Percentage
1	Yes	3	75
2	No	0	0
3	Sometimes	1	25
4	Total	4	100

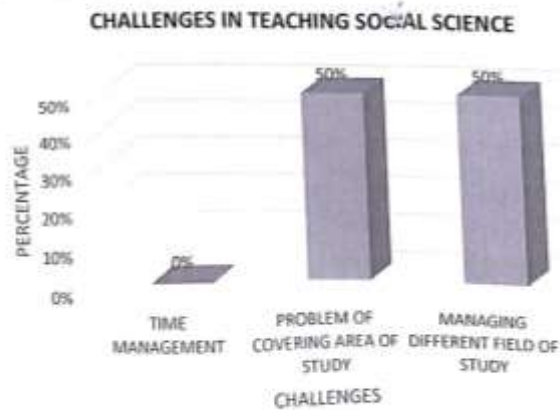


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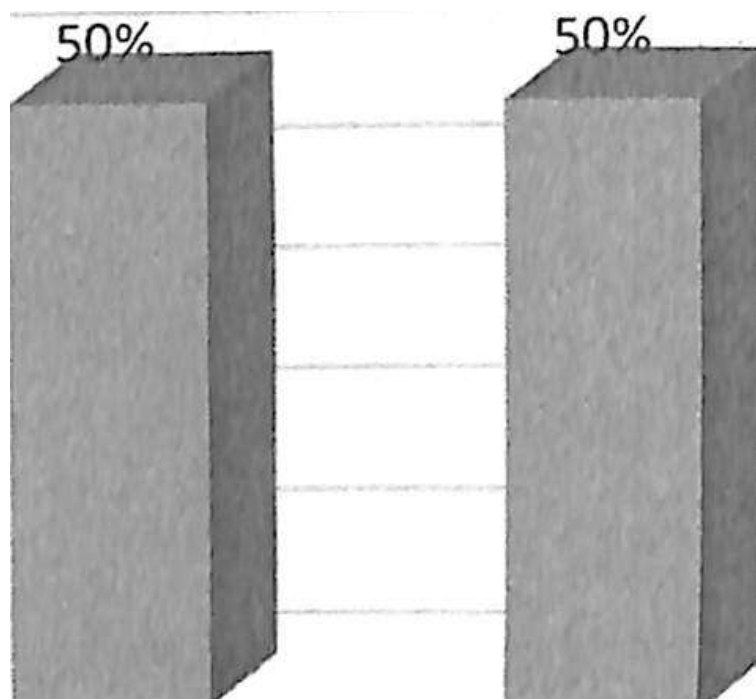
3.6 Biggest challenges in teaching Social science

The table 3.6 shows that biggest challenges in teaching Social Science. The below table shows that 50% of teachers are facing Challenges in teaching social science with the problem of covering areas in studies, 50% of teachers opinion in the that managing the different field of study is the main challenges in the teaching social science.

SL. No	Challenges	Respondents	Percentage
1	Time management	0	0
2	Problem of covering area study	50	50
3	Managing different field of study	50	50
4	Total	4	100



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CHAPTER IV

4.1 FINDINGS

1. The 51.42% of the students are facing the problem in understanding the concept of social science in the area of chronological order and 28.57 students belong to events studying and only 20 % are faced problem to study persons.
2. The 57.14 % students are facing difficulty in learning social science, 28.57 are not difficult to learn and only 14.28 % are sometimes difficult to learn the concepts in social Science.
3. Most of the student agree (80%) that the social science subject are useful, 2.85 only disagree and 17.14% are along with sometimes only the subject are useful in learning.
4. 65.71% of student are belongs to the Geography is the more difficult subject in the field of social Science and 34.27% are belongs History was the difficult subject under the field of social science subject.
5. The satisfaction level of giving input towards students most of the teachers are satisfied (75%) and only 25 % teacher's are belongs sometimes option and no one can't dissatisfied with it.
6. 50% of teachers are facing Challenges in teaching social science with the problem of covering areas in studies, 50% of teachers opinion in the that managing the different field of study is the main challenges in the teaching social science.

4.2 SUGGESTIONS

1. The burden of social Science syllabus should be reduce.
2. The objectives which was prepared in the disciplinary approach should be given more space in social studies curriculum.
3. Continuous teacher evaluations should be done.
4. Techer should be provided with the third regular and a meaningful training session.
5. The curriculum should be planned very systematically and chronologically in order to avoid any chances of confusion on any topic.
6. Personalised relationship and bonding between parent- Teacher – Should be developed.

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4.3 CONCLUSION

The social sciences encompass diverse concerns of society and include a wide range of content areas.

REFERENCE

1. *Statistics America 2014*. - p. 12.

REFERENCE

1. *Telileanu Angela* (2013) " *Challenges to meaningful learning in social studies*".
2. *Rudy Gunawan* (2015) " *student perception of Social Studies learning problem in the era 4.0*".
3. *Murat KCEC* (2014) " *problem related to the teaching of Social Studies and suggestion for solution* ".
4. *Cristina Yanez* (2022) " *challenges with complex situation in teaching and learning of Social Science in initial teacher education* "
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APPENDIX
QUESTIONNAIRE

Students Perception

Name of the students :

Boy/Girl :

Age :

1. Do you think social science is difficult subject?

- a) Yes
- b) No
- c) Sometimes

2. Do you think social science subject is useful learning?

- a) Yes
- b) No
- c) Sometimes

3. What are the problem you face in understanding the concept in Social Science learning.

- a) chronological order
- b) Events
- c) Person's

4. Do you think what is the more difficult subject under the field of social Science?

- a) Geography
- b) History




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Teachers Perception

Name of the Teachers :

Age :

5.Are you satisfied with the input you give for students?

a)Yes

b) No

c) Sometimes

6.What is the biggest challenge you face while teaching social science.

a) Time management

b) problem of covering areas study


c) managing different field of study.




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Preparation of term paper

24.7



P.K.M. COLLEGE OF EDUCATION, MADAMPAM
B.Ed. Degree II Semester Model Examination, August 2022
BED P 202. 3. ASSESSMENT FOR LEARNING ENGLISH
Time: 3 hours Max. Marks : 80

Part : A

Answer all the questions. Each question carries 2 marks.

1. Mention how the measures of Central Tendency is useful for an English teacher.
2. What are rubrics?
3. Write a note on Computer Assisted Assessment.
4. List two scoring indicators for assessing skill of speaking.
5. What is e-portfolio?
6. List down two merits of objective type questions.
7. Why is it necessary to keep learners' record of observation?
8. Define Diagnostic test.
9. Write two benefits of online assessment.
10. What is special about Very Short Answer type questions?

(10 X 2 = 20 Marks)

Part : B

Answer any EIGHT questions. Each question carries 5 marks.

11. Differentiate 'Assessment for learning' and 'Assessment of learning'.
12. Bring out the importance of oral tests in English.
13. How will you test the creative talents of second language learners?
14. 'Report writing' can be utilized as a mechanism to improve skills of writing. Illustrate.
15. Suggest two follow up activities that can be given for the poem 'Taj Mahal'.
16. Compare Quantitative and Qualitative aspects of assessment.
17. Prepare a vocabulary exercise for a set of 5 words of your choice based on a Reading Passage of std X.
18. Make a short note on self assessment and peer assessment.
19. Explain the qualities of a good test in English.
20. Make a set of five different comprehension questions based on a Reading passage prescribed for std IX.


(8 X 5 = 40 Marks)


Part : C

Answer any TWO questions . Each question carries 10 marks

21. Explain the steps in the construction and administration of an Achievement Test in English.
22. Critically review the current evaluation practices followed in the state of Kerala for English as a Second Language in high school classes.
23. Find out the Quartile deviation of a data of your choice.

(2 X 10 = 20 Marks)





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P.K.M. COLLEGE OF EDUCATION, MADAMPAM
III Semester B.Ed. Degree Model Examination, February 2023
BED P 301.3. PEDAGOGY OF SCHOOL SUBJECT- PART-II- ENGLISH

Time: 2 hours

Max. Marks : 50

PART - A

Answer all questions. Each question carries 1 mark

1. Expand CALL.
2. Recommend any one dictionary for your students.
3. What is the purpose of preparing a class magazine?
4. Name some projected aids used by you.
5. State two merits of M learning.
6. Suggest any two websites for accessing e-books.

(1X6=6 marks)

PART - B

Answer all questions. Each question carries 2 marks

7. From your experience, cite some activities which increase creativity among students.
8. Blogs are effective e-resources for enhancing reading skill. Justify.
9. State the importance of enrichment activities.
10. What do you mean by authentic resourcing?
11. Write two merits of live listening tasks.

(2X5=10 marks)

PART - C

Answer any six questions. Each question carries 4 marks

12. Explain the educational importance of TV in English teaching.
13. Elaborate the concept: 'Teacher Development'.
14. Explain the role of English in Indian Context.
15. What are the professional qualities of English Language Teacher?
16. Write down the significance of professional ethics.
17. List the merits and demerits of downloaded resources for teaching English.
18. Discuss the role of Professional communities.
19. Give a short note on 'teacher as a Reflective Practitioner'.

(4 X 6=24 marks)

PART - D

Answer any one question which carries 10 marks

20. Explain the role of remedial teaching. Describe how you carried out remedial teaching in your classrooms.
21. Discuss the scope and challenges of TPCK in English language teaching.

(1X10=10 marks)



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P.K.M. COLLEGE OF EDUCATION, MADAMPAM
B.Ed. DEGREE FIRST SEMESTER MODEL EXAMINATION, DECEMBER 2023
Time: 2 hours Maximum marks: 50

BED P 101.7. Understanding Discipline and subject –Mathematics

PART: A

Answer all questions. Each question carries 1 mark.

1. What is ZPD and who coined this term?
2. Write two specifications of the objective "understanding"?
3. Who wrote the book "The Joy of Numbers"?
4. Write any two basic Mathematical Skills.
5. What is meant by a theorem?
6. Enumerate curriculum reforms in India.

(6 X 1 = 6 Marks)

PART: B

Answer all questions. Each question carries 2 marks.

7. What is MSG?
8. List out the steps in Project Method.
9. What are the functions of SCERT?
10. Describe the curriculum approach developed by Bruner.
11. What is the significance of Homogeneous grouping of pupils in the class room?

(5X 2 = 10 marks)

PART: C.

Answer any six questions. Each question carries 4 marks.

12. How brainstorming can be adopted in the teaching of Mathematics?
13. Explain the contributions of Pythagoras to Mathematics.
14. What are the roles of Mathematics teacher in a constructivist learning environment?
15. Distinguish between student-centred and teacher-centered learning in Mathematics.
16. "Deduction is to serve as the complement of induction". Justify.
17. "Mathematics is a way to settle in the mind a habit of reasoning". Comment.
18. Explain Bloom's Taxonomy of educational Objectives with respect to Cognitive Domain.
19. Write a short note on the correlations of Mathematics with daily life.

(6 X 4 = 24 marks)

PART: D.

Answer any one question. It carries 10 marks.

20. Explain analytic-synthetic method of teaching Mathematics with suitable example. Also discuss its merits and demerits.
21. Explain the theory of cognitive development by Piaget. What are the educational implications of this theory in Mathematics learning?

(1 X 10 = 10 marks)

