### Books on B.Ed

- शिक्षा के दार्शनिक, सामाजिक एवं आर्थिक आधार (Philosophical, Sociological and Economic Bases of Education)
- विद्यार्थी, शिक्षा और ज्ञो (Learner, Learning and Cognition)
- भारत में माध्यमिक शिक्षा (Secondary Education in India)
- विद्या विभाजन (School Management) by Dr. Saroj Bala Verma
- योग शिक्षा (Yoga Education)
- शिक्षा वालों का अध्ययन (Education of Exceptional Children)
- स्वास्थ्य एवं शारीरिक शिक्षा (Health and Physical Education)
- पर्यावरण शिक्षा (Environmental Education)
- पाठ्यक्रम एवं विद्यालय व्यवस्था एवं समीक्षित शिक्षा (Curriculum and School Management & Inclusive Education)
- सूचना, संचार एवं शैक्षिक प्रौद्योगिकी एवं साइंस शैक्षणिक (Information, Communication and Educational Technology & Action Research)
- हिंदी शिक्षण (Teaching of Hindi)
- हिंदी शिक्षण (Teaching of Hindi) by Dr. Saroj Bala Verma
- Teaching of English
- संस्कृत शिक्षण (Teaching of Sanskrit)
- सामाजिक शिक्षण (Teaching of Social Science)
- गणित शिक्षण (Teaching of Mathematics)

### Both Hindi & English Version

- पॉट योजना (Lesson Plan)
- हिंदी शिक्षण (Teaching of Hindi)
- Teaching of English
- संस्कृत शिक्षण (Teaching of Sanskrit)
- सामाजिक शिक्षण (Teaching of Social Science)
- गणित शिक्षण (Teaching of Mathematics)
- जीव विज्ञान शिक्षण (Teaching of Life Science)
- भौतिक विज्ञान शिक्षण (Teaching of Physical Science)
- Lesson Plan Note Book & Practical/Project Note Book

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### B.Ed. SYLLABUS

**MAHARISHI DAYANAND UNIVERSITY, ROHTAK**

**SCHEME OF EXAMINATION**

#### PART I: THEORY (PAPERS I - VII)

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Paper Name</th>
<th>Theory</th>
<th>M. M.</th>
<th>Periods per Week (Exam Hours: Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Education: Philosophical &amp; Sociological Bases.</td>
<td>100</td>
<td>6 (3 HRS:100)</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Learner, Learning, and Cognition</td>
<td>80</td>
<td>20</td>
<td>6 (3 HRS:80)</td>
</tr>
<tr>
<td>IIIA</td>
<td>Secondary Education in India</td>
<td>50</td>
<td></td>
<td>3 (1.30 HRS:50)</td>
</tr>
</tbody>
</table>

#### III B Any one of the following:

| Opt. i | Yoga Education                                   | 40     | 10            | 3 (1.30 HRS:40)                   |
| Opt. ii| Educational Vocational Guidance and Counselling | 50     |               | 3 (1.30 HRS:50)                   |
| Opt. iii| Health and Physical Education                  | 50     | 3 (1.30 HRS:50)            |
| Opt. iv| Environmental Education                          | 50     | 3 (1.30 HRS:50)            |
| Opt. v | Distance and Open Learning                      | 50     | 3 (1.30 HRS:50)            |
| Opt. vi| Educational Measurement and Evaluation          | 50     | 3 (1.30 HRS:50)            |
| Opt. vii| Gender Sensitization and School                  | 50     | 3 (1.30 HRS:50)            |
| Opt. viii| Human Rights Education                           | 50     | 3 (1.30 HRS:50)            |

#### IV A CURRICULUM AND SCHOOL MANAGEMENT

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Paper Name</th>
<th>Theory</th>
<th>M. M.</th>
<th>Periods per Week (Exam Hours: Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV A</td>
<td>Curriculum and School Management</td>
<td>50</td>
<td>3 (1.30 HRS:50)</td>
<td></td>
</tr>
</tbody>
</table>

#### IV B INCLUSIVE EDUCATION

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Paper Name</th>
<th>Theory</th>
<th>M. M.</th>
<th>Periods per Week (Exam Hours: Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV B</td>
<td>Information</td>
<td>100</td>
<td></td>
<td>6 (3.00 HRS:100)</td>
</tr>
</tbody>
</table>

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Co-operation with...
National Educational Research Bureau, New Delhi
### PART II-PRACTICALS (PAPERS VIII- XI)

Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) - **PRACS TEAM** as appointed by the University for all Practicals from paper VIII A and VIII B, IX & X i.e School Experience Programme.

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Paper Name</th>
<th>Theory</th>
<th>Internal Practicum / Sessionals</th>
<th>Periods per Week (Exams Hours: Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>ICT enabled Practical/Projects</td>
<td>50</td>
<td>4 (1.30 HRS:50)</td>
<td></td>
</tr>
<tr>
<td>VIII B</td>
<td>Community Based Projects and Work Experience (Any two of the following):</td>
<td>25 each</td>
<td>4 (1.30 HRS:50)</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>School Experience Programme (SEP)-Teaching Practice: School Teaching Subject I (This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by</td>
<td>80</td>
<td>20 CBW/Preparation of printed teaching/learning material (for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required</td>
<td></td>
</tr>
</tbody>
</table>

#### GROUP A

| Opt. i | Teaching of Hindi | 100 | 6 (3 HRS:100) |
| Opt. ii | Teaching of English | 100 | 6 (3 HRS:100) |
| Opt. iii | Teaching of Punjabi | 100 | 6 (3 HRS:100) |
| Opt. iv | Teaching of Sanskrit | 100 | 6 (3 HRS:100) |

#### GROUP B

| Opt. i | Teaching of Mathematics | 100 | 6 (3 HRS:100) |
| Opt. ii | Teaching of Home Science | 80 | 20 | 6 (3 HRS:80) |
| Opt. iii | Teaching of Commerce | 100 | 6 (3 HRS:100) |
| Opt. iv | Teaching of Arts | 80 | 20 | 6 (3 HRS:80) |

#### GROUP C

| Opt. i | Teaching of Life Science | 100 | 6 (3 HRS:100) |
| Opt. ii | Teaching of Geography | 100 | 6 (3 HRS:100) |
| Opt. iii | Teaching of Economics | 100 | 6 (3 HRS:100) |
| Opt. iv | Teaching of Music | 80 | 20 | 6 (3 HRS:80) |
| Opt. v | Teaching of Computer Science | 100 | 6 (3 HRS:100) |

#### GROUP D

| Opt. i | Teaching of Physical Science | 100 | 6 (3 HRS:100) |
| Opt. ii | Teaching of Civics | 100 | 6 (3 HRS:100) |
| Opt. iii | Teaching of History | 100 | 6 (3 HRS:100) |
| Opt. iv | Teaching of Social Studies | 100 | 6 (3 HRS:100) |
Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head- Examiner) and three Members (Subexaminers).

A. Following Five Micro-Teaching Skills with 1 lesson each skill:
Use of Chalk Board including
Handwriting (Compulsory)
Use of Teaching Aids
(Compulsory)
1. Questioning
2. Introducing the Lesson
3. Use of Reinforcement
4. Stimulus Variation
5. Illustration with Examples

Micro Lesson-5
Mega Lesson-5
Discussion Lesson-2
Real Teaching 20 Lessons
Final Discussion-1
To be selected by the candidate out of two teaching subjects.

X School Experience Programme
(SEP)-Teaching Practice:
School Teaching Subject II
(This Programme must help
Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and three Members (Subexaminers)

A) Following Five Micro-Teaching Skills with 1 lesson each skill. Use of Chalk Board including Handwriting (Compulsory) Use of Teaching Aids (Compulsory)
1. Questioning
2. Introducing the Lesson
3. Use of Reinforcement
4. Stimulus Variation
5. Illustration with examples

80 20 CBW/Preparation of printed teaching/learning material (for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required

Micro Lesson-5
Mega Lesson-5
Discussion Lesson-2
Real Teaching 20 Lessons
Final Discussion-1
To be selected by the candidate out of two teaching subjects.

* Each student will attend supervised teaching for 45 days.

XI Participation in Co-curricular School-based Activities (Select any two of the following):
A. Communication skills and Functional use of Language Lab
B. Bharat Scouts and Guides
C. Literary Activities
D. Cultural Activities
E. International and National Days Celebration
F. Sports Activities

Grades from O, A, B, C, and D would be awarded

Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.

Grand Total = 1000 marks

PAPER-I

EDUCATION: PHILOSOPHICAL AND SOCIOLOGICAL BASES

Time: 3 Hours
M. M.: 100

NOTE FOR PAPER SETTER
(i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. There will be 4 short-answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to
- explain the discipline of education in Philosophical and Sociological perspectives
- describe the role of education in desirable social change, sustainability, socioeconomic development
define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged section of the society
- delineate the goal of education in the Indian Society
- describe philosophy of Jainism and Buddhism
- describe philosophy of Western philosophers
- describe the concept of knowledge economy
- explain globalization in the context of Indian education system

**COURSE CONTENTS**

**UNIT-I**

1. **Education: An Introduction**
   - Meaning of Education
   - Agencies of Education (Family, peer groups, mass media, school, and state)
   - Types of Education (Formal, Non-Formal, Informal)
   - Role of Education in Democracy, Secularism, Socialism, Environmental Protection and Conservation

2. **Education and Philosophy**
   - Concept of Philosophy
   - Relationship between Education and Philosophy.
   - Difference between Philosophy of Education and Educational Philosophy

3. **(A) Education to focus on**
   - Learning to know
   - Learning to be
   - Knowledge: Concept, Types, Sources and Methods of acquiring it.

4. **(B) Philosophical analysis of Education, Teaching, Training and Indoctrination**

**UNIT-II**

4. **(A) Educational implications of Western Schools of Philosophy of**
   - Idealism
   - Pragmatism
   - Naturalism
   - Existentialism

5. **(B) Educational implications of Indian Schools of Philosophy of**
   - Sankhya
   - Vedanta
   - Purva-Mimansa,
   - Buddhism

6. **(A) Educational Goals in Indian Society**
   - Ancient Indian Goals: Purusharthas

7. **Indian Constitution and the Status of Education with reference to the following:**
   - Universalization of Primary Education, Directive principles, Article 41, 45, and 46.
   - Education and Fundamental Rights and Duties: Article-14,15,16,30, and 51 A (a to h), and Right to Information (RTI).

**UNIT-IV**

7. **Education, Society and Social Justice**
   - Relationship between Education and Society
   - Social equity and education
   - Within Country: Between region, social class, caste, gender and religious groups
   - Among the Nations: Rich, Poor, Developed and Developing.
   - Equality of Educational Opportunity and National Integration
   - U.N. Declaration of Human Rights and Right to Education
   - Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

8. **National Knowledge Economy**
   - National Knowledge Commission (NKC)
   - Indian Knowledge System: Elementary, Secondary & Higher Education
   - NKC on Management of Education

9. **Globalization and Modernization**
   - Concept
   - Advantages and disadvantages
   - Competition, Collaboration and Partnership

**Paper-II**

**LEARNER, LEARNING AND COGNITION**

**Time:** 3 Hours

**M. M.: 100**

**(Theory: 80, Practical: 20)**

**NOTE FOR PAPER SETTER**

(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(iv) All questions will carry equal marks.

**COURSE CONTENTS**

**UNIT-I**

1. Educational Psychology and the Teaching-Learning Process
   - Educational Psychology: Concept and scope
   - Concept of teaching and learning
   - Variables in the teaching process. The learning task (Instructional objective), Learner Behaviour (Entry Behaviour), and Teacher Behaviour (Competence, Expectation, Personality, and Teaching Style etc.)
   - Role of Educational Psychology in the Teaching-learning process.

2. Growth and Developmental Pattern of Learners
   - Concept of Growth and Development
   - General principles of Growth and Development
   - Factors influencing development
   - General and Environmental aspects of development, Physical and Motor, Cognitive (Piaget, Bruner etc.), Social and Emotional (Eriksen), Moral (Piaget, Kohlberg)
   - Problems and dilemmas of adolescence (with particular reference to the Indian context)
   - Guidance and Counselling

3. Heredity and Environment
   - Concept
   - Relative importance of heredity and environment in learner’s development.
   - Stages and aspects of development with special reference to needs and problems of adolescents in the Indian context.

4. Approaches to Learning
   - Introduction to learning – Concept and importance
   - Behavioral - Trial and Error, Conditioning (Classical & Operant) and Social learning.
   - Cognitive (Insightful learning, and Information Processing Model)
   - Constructivism
   - Concept
   - Planning & Development of learning experience.

**UNIT-II**

5. Nature of the Learner
   - Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston’s group factor theory), Measurement of intelligence and application of intelligence tests.
   - Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
   - Interest and aptitude and their assessment.
   - Personality: meaning, nature and assessment.

6. Factors affecting Learning
   - Maturation: Concept & Educational Implications.
   - Attention: Concept, Types & Educational Implications.
   - Fatigue: Concept, Types & Educational Implications.
   - Motivation: Concept and Theories (Maslow’s Theory of Self-Actualization & Achievement Motivation by David McClelland.)

7. Mental Processes of Learning
   - Thinking Process: Concept & Tools
   - Types of Thinking: Divergent, Convergent, Critical, Reflective & Lateral Thinking.
   - Mental Processes:
     - Memory: Concept, Types & Strategies to develop Memory.
     - Imagination: Meaning, Types and Educational Implications.

8. Group Dynamics/Group Learning Strategies
   - Group Dynamics: Process and its Importance in Learning.
   - Importance of developing Group Mind (Group Cohesiveness)
   - Sociometry: Uses and Importance.
   - Co-operative Learning and Constructivist Learning.

**PRACTICUM/SESSIONALS**

(TO BE EVALUATED BY THE EXTERNAL EXAMINER)

1. Administration and interpretation of any one of the following.
   (a) Intelligence Test
   (b) Interest Inventory
   (c) Aptitude Test
   (d) Personality Test

2. Prepare a Case Study of two students one general and one problem student

3. Plan a Motivational Schedule for enhancing learning.
Paper-III (A)

SECONDARY EDUCATION IN INDIA

Time: 1.30 Hours  M. M.: 50

NOTE FOR PAPER SETTER

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 10 marks only. There will be 2 Short-answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 20 marks each.

COURSE CONTENTS

UNIT-I

1. Education in the Constitution of India
   - Important provisions Article 29, 30, 45 & their implications, 42nd, 72nd & 73rd amendments, and Right to education

2. Problems and issues in Elementary Education
   - Universalization of Elementary Education (UEE), Education for All (EFA), District Primary Education Program (DPEP),
   - Important interventions for UEE
   - National Policies on Education
     - NPE-1968
     - NPE-1986
     - Programme of Action (1992)
     - Sarva Shiksha Abhiyan (SSA-2000) (Features, aims and Objectives)
     - National Curricular Framework -2005 (Needs and Objectives)

3. Problems and Issues in Secondary Education
   - The study of the languages and three language formula
   - Quality of Education- Concept, Parameters, Status and Prospects with focus on Objective outlined in Delor’s Commission Report
   - Vocationalization of secondary education

UNIT-II

4. Teacher Education at Secondary Level and Elementary level
   - Objectives of Teacher Education at secondary level
   - Pre-service and In-service teacher education at Secondary and Elementary level

5. Important Agencies- their roles and functions: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC), State Council of Educational Research and Training (SCERT) & District Institute of Education and Training (DIETs)

6. Examination reforms
   - Concept and importance
   - Implementation of Continuous and Comprehensive evaluation (Programme of Action 1992)
   - Credit based system- concept, merits and limitations

Paper-III (B) Opt (i)

YOGA EDUCATION

Time: 1.30 Hours  M: M.: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short answer type questions of 4 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to
- define the philosophy of yoga
- explain the psychology of yoga
- describe the socio-moral base of yoga
- explain physiology of Yoga
- classify yoga, yogic diet and yogic lifestyle
- explain medical aspects of yoga in terms of improving mental health and reducing stress

COURSE CONTENTS

UNIT-I

1. Philosophy, Psychology and Kinds of Yoga
   - Philosophy of Yoga, goals of life and yoga, fundamental concepts common to all schools of Indian Philosophy; the Triguna, the concept of Prakriti, Purusha-Vishesa (Ishtwar) and their relation with each other; its meaning and kinds of smadhi.
   - Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratayahara, Dharna and Dhyana.
2. Physiology of Socio-moral bases Kinds of Dhyana: Sthuula, Jyotiry and sukshama, niramal Chitta and the final Goal.

UNIT-II

3. Socio-moral base of yoga: The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.


5. Yogic diet & its application in modern context.

PRACTICUM/SESSIONALS
(TO BE EVALUATED BY THE INTERNAL EXAMINER)

M. M.: 10

1. Participating in any five asanas of the following: Shvasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gemukhasana, Matsyanana, Janu- shirasana, Ardhamatsyendrasana, Padmasana and Shirasasana.

2. Participation in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.

3. Preparing a workbook (project reports of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect.)

Paper-III (B) Opt. (ii)

EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELLING

Time: 1.30 hours  
M. M.: 50

NOTE FOR PAPER SETTER

(i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.

(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

OBJECTIVES

Pupil teachers would be able to

• demonstrate the understanding of educational, vocational and personal guidance

• assess the needs of an individual correctly for solving problems.

• use testing devices and techniques of guidance

• describe collection and dissemination of occupational guidance

• explain problems faced by students in the contemporary world.

• describe the working of guidance centers

COURSE CONTENTS

UNIT-I

1. Introduction to guidance

• Meaning, Nature, Scope & Functions of guidance

• Principles of guidance

• Need of guidance at various stages of life

• Types of guidance: Educational, Vocational and Personal guidance (their meaning, objectives, need and importance).

2. Procedures of Guidance

• Individual and group procedures of guidance, their nature and advantages

• Group guidance techniques- class-talks, career-talks, career-conference, group-discussion, field-visits, career-exhibition, audio-visual techniques

• Role of various community agencies in school guidance programme

3. Counselling

• Concept of Counselling

• Theories of Counselling: Theory of Self (Rogers)

• Types of Counselling: Directive, Non-directive, and Eclectic.

• Process of counselling (Initial disclosure, in depth exploration and Commitment to action)

• Skills in counselling (Listening, Questioning, Responding, and Communicating)

• Role of teacher as a Counsellor and professional ethics associated with it.

UNIT-II

4. Understanding the individual

• Studying and appraising an individual: Its need and importance in EVG

• Testing and non-Testing devices for the study of an Individual

• Tests: Intelligence, Aptitude, Attitude, Interest, Achievement and Personality.

• Techniques used in guidance: Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.

• Cumulative Record Cards
5. Job analysis and occupational information
   - Job analysis: Concept and need
   - Job satisfaction: Concept and factors affecting job satisfaction
   - Relation between job analysis and job satisfaction
   - Concept of Occupational Information & Sources of Collection
   - Career-Counselling and Dissemination of Occupational Information

6. Guidance Services and their organization in the Schools
   - Types of Guidance services
   - Role of school personnel in organizing guidance services.

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**Paper-III B Opt. (iii)**

**HEALTH AND PHYSICAL EDUCATION**

Time: 1.30 Hours  
M. M.: 50

**NOTE FOR PAPER SETTER**

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

(ii) Q. No. 1 will be compulsory and carries 10 marks only. It will be comprised of 2 short-answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

**OBJECTIVES**

Pupil-teachers would be able to

- explain the concept, aims and objectives of Health and Physical Education.
- describe hygienic environment along with contributing factors and its importance
- explain various Communicable diseases and first aid.
- demonstrate ability to describe balanced diet.
- explain good posture.
- define general medical standard of an individual.

**COURSE CONTENTS**

**UNIT-I**

1. Health Education
   - Concept
   - Aims and objectives of health education
   - Factors influencing health
   - School health programmes
   - School health services
   - Role of the teacher in School Health programme

2. Physical Education
   - Concept
   - Aim and objectives
   - Misconception
   - Relation with general education.

3. Nutrition and Balanced Diet
   - Components of Balanced Diet
   - Major sources
   - Functions
   - Malnutrition.

---

**UNIT-II**

4. Posture
   - Concept and values
   - Postural deformities and their Management.
   - Personal Hygiene
   - Environmental Hygiene
   - Pollution and Global Warming

5. Communicable diseases: Mode, control and prevention

6. Physical Fitness and First Aid.
   - Physical fitness: Meaning, elements, and importance.
   - First aid in the following: Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

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**ENVIRONMENTAL EDUCATION**

Time: 1.30 Hours  
M. M.: 50  
(External: 40, Internal: 10)

**NOTE FOR PAPER SETTER**

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

(ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short answer type questions of 4 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**COURSE CONTENTS**

1. Environmental Education
   - Concept, definition, principles
   - Need and importance
   - Goals and objectives of environmental education for sustainable development.
   - Methodologies of Environmental Education.

2. Teaching Environmental Education
   - Various methods (survey, project and field trip)
Role of school and teacher: various activities and associated skills
- Eco magazine
- Exhibition and plantation
- Eco-Club: meaning, objectives, structure, and activities

3. Environment
- Meaning and definition of Environment and its Components
- Principles of environment
- Major environmental problems
- Concept of healthy environment & efforts in this direction
- Conservation of environment: Government commitment in national and international fields.

- Depletion of Ozone layer.
- Global Warming (Green House Effect)
- The major Eco-systems and their conservation - terrestrial and aquatic Eco-system

5. Impact of Technology on Environment
- Environment Pollution
- Water Pollution
- Noise Pollution

6. Miscellaneous Environmental Issues
- Forests and their conservation
- Wildlife and its conservation
- Conservation of energy resources
- Alternate source of energy
- Waste management
- Population and environment: Human population growth and its problems
- Indoor environment.

PRACTICUM/SESSIONALS

Project report based on any local Environmental problem with suggested remedial measure.

PAPER-III (B) Opt. (v)
DISTANCE AND OPEN LEARNING

Time: 1.30 Hours
M. M.: 50

NOTE FOR PAPER SETTER
(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short-answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

OBJECTIVES
Pupil-teachers would be able to
- recall and explain the concept, scope and applications of Distance Education
- describe history and future of distance education
- explain in own words the factors involving Distance Education
- identify the steps for the preparation of self Instructional materials- SIM or self-learning materials (SLM)
- define role of mass media in distance education

COURSE CONTENTS

UNIT-I

1. Concept of Distance Education
- Related terms with Distance Education
- Non-formal Education
- Correspondence education
- Scope of Distance Education.

2. History, importance and Future of Distance Education in India
- Present Status
- History of Distance Education.
- Need and Importance of Distance Education.
- Future of Distance Education in India.

3. Mass media in Distance Education
- Print and Non-Print Media.
- Audio-Visual Computer based media.
- Learning through media.

UNIT-II

4. Distance educator, Distance learners and Self Learning Materials.
- Distance educators and their types

Paper-III B Opt. (vi)

EDUCATIONAL MEASUREMENT AND EVALUATION

Time: 1.30 Hours
M. M.: 50

NOTE FOR PAPER SETTER
(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short-answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

OBJECTIVES
Pupil-teachers would be able to
- define evaluation, assessment and measurement
- explain measurement procedures in respect of cognitive and non-cognitive tests
- describe Norm Referenced and Criterion Referenced Testing (CRT)
- explain approaches of evaluation
- classify and differentiate tools and techniques of evaluation
- explain continuous and comprehensive evaluation

COURSE CONTENTS
UNIT-I

1. Evaluation, assessment and Measurement
   - Fundamental assumptions underlying the concepts of evaluation, assessment and measurement: Similarities and differences
   - Types of scales: Nominal, Ordinal, Interval and Ratio scales
   - Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation

2. Measurement procedures in respect of cognitive and non-cognitive tests
   - Ability testing procedures
   - Disability testing procedures
   - Uses of cognitive and non-cognitive tests

3. Norm-Referenced and Criterion-Referenced Testing (NRT & CRT)
   - Concept of NRT and CRT and difference between NRT and CRT
   - Developing tests under NRT and CRT approaches
   - Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

UNIT-II

4. Evaluation: Concept and Approaches
   - Definition, need, and importance
   - Characteristics of evaluation
   - Formative and Summative evaluation
   - External and Internal evaluation, advantages and disadvantages
   - Norm referenced and criterion referenced evaluation concepts

5. Techniques and tools of evaluation

6. Continuous and Comprehensive Evaluation and Credit Based Evaluation
   - Continuous evaluation
   - Comprehensive evaluation
   - Credit based evaluation
   - Functions, strength, and limitation

Paper-III B Opt. (vii)

GENDER SENSITIZATION AND SCHOOL

Time: 1.30 Hours

NOTE FOR PAPER SETTER
(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short-answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

OBJECTIVES
Pupil-teachers would be able to
- explain the concepts of sex and gender.
- demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- explain the social construction of gender with special reference to family.
- describe women in education and various laws protecting them.
- list the factors contributing to gender inequalities in schooling.
- describe the concept of women empowerment and various roles of women in sustainable development.

COURSE CONTENTS
UNIT-I

1. Sex and Gender
   - Psychological and Sociological perspectives
     - Radical Feminism: Gender, patriarchy, reproductive technology, and motherhood
     - Socialist: Feminism, class, gender and division
2. Social construction of gender
   - Socialization
   - Family
   - Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations

3. Women Education and Law
   - Women access to and participation in formal education
   - Women and non-formal education
   - Media and women
   - National effort to protect women's rights

4. Gender inequalities in schooling
   - Organisation of schooling
   - Gender bias in textbooks
   - Curricular choices and
   - Hidden curriculum (teacher attitude, classroom interaction and peer culture)

5. Gender and Schooling – Education for gender equity
   - Case studies of interventions in school education
   - Reflections from the field and strategies for change
   - The Lok Jumlish Experience

6. Education and Empowerment of Women
   - Concept and importance
   - Women and sustainable development
   - Special role of women as protector of environment
   - Waste management and women
   - Women as workers

PAPER-III (B) Opt. (viii)

HUMAN RIGHTS EDUCATION

Time: 1.30 Hours

NOTE FOR PAPER SETTER

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

OBJECTIVES

- Pupil-teacher would be able to
  - describe various human rights.
  - classify human rights.
  - illustrate human rights commissions.
  - list the domains of human rights.
  - explain constitutional and institutional safeguards.
  - state problems of Refugees.
  - define UN Principles in association with human rights.

COURSE CONTENTS

UNIT-I

1. Human Rights Education
   - Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.
   - Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.

2. Vital Domains of Human Rights
   - Right to information, Poverty, Child Labour, and Environment
   - Human rights in relation to Women, Terrorism, and Disabled
   - Human Rights in India,
   - United Nations and Human Rights

UNIT-II

3. Judicial Activism
   - Human Rights violation and Police
   - Problem of Refugees and internationally Displaced Persons

4. Custodial Justice
   - Guidelines to Police Commissioners and District magistrates
   - Standard Rules for Treatment of Prisoners
   - UN Principles for Protection of Prisoners

Paper-IV (A)

CURRICULUM AND SCHOOL MANAGEMENT

Time: 1.30 Hours

NOTE FOR PAPER SETTER

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short-answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

**COURSE CONTENTS**

**UNIT-I**

1. Curriculum
   - Meaning
   - Importance
   - Bases of Curriculum

2. Curriculum Development
   - Concept, Need and importance of curriculum development.
   - Principles of curriculum development.
   - Factors affecting curriculum development: Philosophical, Social and Psychological.

3. Steps of curriculum development and evaluation of curriculum.

**UNIT-II**

4. School Management
   - School Management: Concept, Need, nature, scope and functions.
   - Management of human and material resources: components of human and material resources, responsibilities and qualities of a headmaster and a teacher; relationship of a headmaster and a teacher, characteristics and maintenance of a school plant.

5. Classroom Management: Concept, principles, problems and solutions, factors and role of a teacher.
   - Maintenance of School-Records: need and importance, advantages, requisites and types of school-records.
   - Time-Table: concept, need, importance, types and Principles of construction of school time table.
   - Co-curricular Activities: meaning, importance, types and principles of organizing co-curricular activities, organization of morning assembly, field trips, school publication, NCC, Dramatics, debates and discussions, declamations and symposia.

**INCLUSIVE EDUCATION**

Time: 1.30 Hours

**NOTE FOR PAPER SETTER**

(i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

(ii) Q. No. 1 will be compulsory and carries 10 marks. It will be comprised of 2 short answer-type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

**OBJECTIVES**

Pupils-teachers would be able to
- develop an understanding of the concept, principles and models of inclusive education in the context of education for all
- identify and address diverse needs of all learners
- familiarize with the trends and issues in inclusive education
- develop an attitude to foster inclusive education
- develop an understanding of the role of facilitators in inclusive education

**COURSE CONTENTS**

**UNIT-I**

1. Introduction to Inclusive Education
   - Concept, Meaning and Need
   - Transition from segregation to inclusion
   - Principles
   - Models
   - National Policy for Person with Disabilities 2006 with reference to inclusive education.
   - Sarva Shiksha Abhiyan-2002 with reference to inclusive education.

2. Special Educational Needs (SEN) of learners in inclusive school
   - Identification of diverse needs of SEN learners and Referrals
   - Types and Use of Assitive Devices for Learners with SEN
   - Barriers in Inclusive Education: Attitudinal, Social and Educational
   - Educational Concessions and Facilities.
3. Planning and managing inclusive curriculum in schools
   - School Readiness and School transition
   - Individualized Educational Plan (IEP): Development & Implementation.
   - Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
   - Curricular and Instructional accommodations
4. Facilitators for inclusive education
   - Need for Multidisciplinary Approach
   - Role and Responsibilities: General, Special and Resource Teachers
   - Role and Responsibilities: Family and Community
   - Parent-Professional Partnership: Need and Relevance

Paper -V
INFORMATION COMMUNICATION AND EDUCATIONAL TECHNOLOGY

Time: 3 Hours M.M.: 100

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long answer type questions will be set from each of the FOUR units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

COURSE CONTENTS
UNIT-I
1. Information and Communication Technology
   - Meaning and Concept
   - Models of Communication, Classroom Communication
   - Concept of Tele-communication and Satellite-communication-Teleconferencing, Video Conferencing
2. Introduction to computers
   - Input and Output devices
   - MS Office-2003 onwards (Word; Excel, MS Access, PowerPoint, Paint)
   - Computer care- Viruses, Security and maintenance
   - Uses and Applications of computer.

3. Networking
   - Internet and its Working-WWW, Educational website, E-mail
   - E-learning and Virtual Classrooms
   - Multimedia: Meaning, Concept, Required Software, and use in education

UNIT-II

4. Educational Technology
   - Meaning and Concept
   - Scope & Significance

5. Training Strategies
   - Demonstration, Programmed Learning, Interaction Analysis, Simulation and Micro Teaching.

6. Thinking Skills
   - Concept, Types, Various strategies for developing Thinking

UNIT-III

7. Innovations in Teaching-Learning
   - System Approach
   - Co-operative learning
   - Personalized Instructional System
   - Language Laboratory

8. Models of Teaching
   - Concept
   - Fundamental Elements of Models of teaching
   - Types of Teaching Model

9. Glaser’s basic Teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model

UNIT-IV

10. Action Research
    - Concept, Need and Importance of Action Research
    - Procedure of Action Research
    - Developing a few action Research Projects in School context.

11. Educational statistics
    - Meaning and Importance
    - Statistical data and its Organization
    - Graphical representation of data: Histogram, Bar Diagram, Frequency Polygon, Ogive

12. Descriptive Statistics: Concept and computation
    - Measures of Central Tendency: Mean, Median and Mode
    - Measures of Dispersion: Quartile deviation and Standard Deviation
    - Correlation: Rank Difference and Product Moment method
Paper-VI & VII (Group A) Opt (i)

TEACHING OF HINDI

Time: 3 Hours

NOTE FOR PAPER SETTER

(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

(iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to

◆ define the nature, need & principles of Hindi language
◆ explain different methods of teaching Hindi
◆ demonstrate the use of various audio visual aids
◆ explain objectives and steps of teaching prose, poetry & grammar of Hindi
◆ explain the meaning of evaluation and types of evaluating techniques

1. मातृ भाषा शिक्षण का अर्थ, स्वरूप महत्त्व एवं ब्युङ्ग द्वारा नियोजित अनुप्रयोग
◆ भाषाई कौशल का सामान्य ज्ञान
(अ) स्वरूप कौशल
(आ) भाषण कौशल
(इ) पाठ कौशल
(ई) लेखन कौशल

2. हिंदी में उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिह्न।
◆ हिंदी शिक्षण में सूचना तकनीकों की उपयोगिता एवं प्रयोग

3. पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा।
◆ हिंदी शिक्षण के अनुसार का अर्थ, विशेषताएँ, प्रशिक्षण, विचित्रित्व एवं अम्पास।

4. कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
◆ पाठ-शिक्षण

5. व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)
◆ वस्तु शिक्षण (कहानी, पत्र एवं निबंध रूप में)

6. हिंदी पादरिक निर्माण एवं संस्कृति।
◆ हिंदी पादरिक की शिक्षा एवं संस्कृति।

7. हिंदी में मूल्यांकन एवं गुहाकार्य
(अ) हिंदी में मूल्यांकन - अर्थ एवं स्वरूप
(आ) विषयों में मूल्यांकन प्रक्रिया
(इ) हिंदी शिक्षण में गुहाकार्य - स्वरूप एवं संरचना

1. हिंदी पादरिक का मूल्यांकन
2. हिंदी पादरिक का मूल्यांकन

Paper-VI & VII (Group A) Opt. (ii)

TEACHING OF ENGLISH

Time: 3 Hours

NOTE FOR PAPER SETTER

(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.

(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.

(iv) All questions will carry equal marks.

COURSE CONTENTS

UNIT-I

1. Language and distinctive features of English
Digital Portfolio: Use of ICT in learning exercise for Language Competency.

PAPER-VI & VII (Group A) Opt. (iii)

TEACHING OF PUNJABI

Time: 3 Hours  
M. M.: 100

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to
- develop awareness about basic concepts related to teaching of Punjabi at the secondary level
- impart training in various skills e.g. language skills, use of techniques of evaluation, teaching skills (micro-teaching skills), etc.
- enable pupil teachers to use current method of teaching Punjabi

COURSE CONTENTS

UNIT-I

   - The nature and importance of language: its origin and development
   - Origin and development of Punjabi language and its script
   - Role of mother tongue in the education of a child
   - Aims & objectives of teaching of Punjabi
   - General Principles and maxims of teaching of Punjabi

UNIT-II

2. Development of Language Skills
   - Listening
   - Speaking
   - Reading
   - Writing

UNIT-IV

3. Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.
   Role of language activities
4. Methodology
Modern methods of teaching language with specific references to:
- Project method
- Discussion method
- Observation method
- Recitation
- Symposium

5. Methods of teaching of prose, poetry, composition and grammar
6. Preparation of lesson plans for each of the above aspects of language.

7. Instructional Material
- Audio-visual aids meaning, importance and their kinds
- Proper use of these in teaching of Punjabi
- Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level
- Qualities of a good Punjabi text book, criteria governing the construction of Punjabi text books.

8. Evaluation:
- Modern concept of evaluation in Language
- Different types of techniques and tests for evaluating different language skills.
- Construction of
  - Oral type tests
  - Objective-type tests
  - Diagnostic tests
  - Short-answer type tests
  - Essay-type tests

Paper-VI & VII (Group C) Opt (ii)

. TEACHING OF SANSKRIT

Time: 3 Hours M. M.: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(iv) All questions will carry equal marks.

OBJECTIVES: Pupil-teachers would be able to:
(i) explain the nature, need & principles of Sanskrit language.
(ii) describe different methods of teaching Sanskrit.
(iii) demonstrate the use of various audio visual aids.
(iv) explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
(v) define the meaning of evaluation and types of evaluating techniques.
(vi) Explain and organise different type of co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other creative competitions)

COURSE CONTENTS

��卡ई-Ⅰ

1. संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन
   - संस्कृत भाषा की पद्धतियों में अनिवार्य (उद्देश्य)

印卡ई-Ⅱ

2. संस्कृत भाषा शिक्षण में सामाजिक सिद्धांत तथा सूत्र
   - संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास।

印卡ई-Ⅲ

3. संस्कृत भाषा शिक्षण की विधियाँ
   - पादरीला विधि
   - पादरीपुस्तक विधि
   - प्रत्यय विधि
   - व्याकरण अनुवाद विधि

印卡ई-Ⅳ

4. संस्कृत भाषा पुस्तक प्रियार

印卡ई-Ⅴ

5. संस्कृत अध्यापन तथा दूसरे अभ्यास साधन प्रयोग

印卡ई-Ⅵ

6. संस्कृत में विचारों का शिक्षण
   - संस्कृत में गत्व-शिक्षण : प्रत्यय उद्देश्य तथा संपादन
   - संस्कृत में गत्व-शिक्षण : प्रत्यय उद्देश्य तथा संपादन
   - संस्कृत में अंकारण शिक्षण : प्रत्यय उद्देश्य तथा संपादन
   - संस्कृत में रचना शिक्षण : प्रत्यय उद्देश्य तथा संपादन
   - संस्कृत में अनुवाद शिक्षण : प्रत्यय उद्देश्य तथा संपादन

印卡ई-Ⅶ

7. संस्कृत भाषा ज्ञान का मूलयक्ष, अर्थ, परीक्षाओं के प्रकार
   (निःशास्त्रिक, सर्वाधिक, सम्बंधित, अभ्यास)
   - गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
8. संस्कृत भाषायी क्रियालेख
   - संस्कृत में उच्चारण शिक्षा-अर्थवित्त उच्चारण के प्रकार अध्यादेश तथा संख्या
     के उपक्रम।
   - संस्कृत में आधार-विधाया शिक्षा-सामाजिक अर्थवित्त, कारण तथा निर्देशन के
     उपक्रम। सूलेख कार्य।
9. संस्कृत विश्लेषण
   - पादरुप: पद्भ, लिख, अस्त्र, भू. (तल्ल, तथा तल्ल)
     शब्द का रूप: पाद, दीर्घ, नृती, तत्त्व
   - प्रत्यय: (अन्न, तपस्या) सामसा (बहुविन्दू इत्यादि)
   - संशोधन तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठक्रम से)

PRACTICUM / SESSIONALS

M. M.: 20

(अ) माध्यमिक स्तर के लिए निर्धारित पाठ्य-पुस्तकों में से किन्हीं दो पाठ्य की विषय-सामग्री
का शिक्षा-प्रशिक्षण निर्माण।

(ब) हरियाणा राज्य शिक्षा बोर्ड तथा संयुक्त बोर्ड ऑफ एजुकेशन के परीक्षा पत्रों के आधार
पर माध्यमिक-स्तर के लिए प्रश्न-पत्र-निर्माण।

PAPER-VI & VII (Group B) Opt. (i)

TEACHING OF MATHEMATICS

Time: 3 Hours  M. M.: 100

NOTE FOR PAPER SETTER

(i) Paper setters will set 9 questions in all, out of which students will be
required to attempt 5 questions.

(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised
of 4 shortanswer type questions of 5 marks each to be selected from the
entire syllabus.

(iii) Two long-answer type questions will be set from each of the four units,
out of which the students will be required to attempt one question from
each unit. Long-answer type questions will carry 20 marks each.

(iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to

- define Meaning, Nature, aims and objectives of Mathematics
- explain the relationship of Mathematics with other subjects

UNIT-I

1. Concept and aims of Mathematics
   - Assumption, postulates, axiom of Mathematics, and Fundamentals
     of logic namely: use of if and then, and If and only if.
   - Values to be taught through teaching of Mathematics.
   - Aims and Objectives of Teaching Mathematics at Secondary stage.
   - Writing objectives in terms of behavioural outcomes of students.

2. Diagnostic Testing and Remedial Teaching for
   - Gifted Learners
   - Slow Learners
   - Learners with Dyscalculia
   - Difficulties Faced by the Teacher in Teaching of Mathematics and
     Suggestive Measures to overcome them.

UNIT-II

3. Methods of Teaching Mathematics
   - Lecture-cum-Demonstration
   - Analytic-Synthetic
   - Laboratory

4. Techniques of Teaching Mathematics
   - Oral work
   - Drill-work
   - Home Assignment
   - Supervised Study

UNIT-III

5. Learning Resource
   - Importance and Organization of Mathematics Club
   - Recreational Activities of Mathematics Club:
PAPER VI & VII (Group B) Opt. (ii)

TEACHING OF HOME SCIENCE

Time: 3 Hours

M. M.: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 shortanswer type questions of 4 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to
- develop understanding of the aim of teaching of Home Science
- develop understanding of the various methods and procedures required for teaching Home Science effectively
- develop basic skills and competencies required for teaching of Home Science
- develop practical skill to organize various activities related to Home Science
- develop skills and competencies required for preparing teaching-aids in teaching of Home Science
- develop competencies and skill for effective evaluation in Home Science

COURSE CONTENTS

UNIT I

1. Home Science
   - The Concept, meaning and components
   - Place of Home Science in Secondary Education.
   - Aims and Objectives of teaching of Home Science.

2. Writing objectives in behavioural terms
   - Correlation of Home Science with other school subjects.

UNIT II

3. Content and Pedagogical Analysis
   - Foods, Nutrition & Health
   - Child Care
   - Fiber and Fabric

4. Home management
   - Importance of planning
   - Principles of budget making
UNIT-III

5. Methods of Teaching and Micro-teaching Skills
   - General principles and methods of teaching-Project method, Discussion method, Demonstration, Practical and Individual work
   - Micro-teaching skill-Explaining, Questioning, Illustration and Stimulus Variation.

6. Home Science Laboratory
   - Concept and importance
   - Planning of space and equipment for Home Science Laboratory

UNIT-IV

7. Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory
   - Development and designing of curriculum
   - Teaching aids-classification and importance
   - Concept of lesson plan, preparation of lesson plan
   - Development of text-books

8. Evaluation
   - Evaluation in Home Science: Meaning and importance of evaluation
   - Comprehensive and continuous evaluation
   - Evaluation devices-written, oral, observation, practical work, assignment

PRACTICUM/SESSIONALS
(TO BE EVALUATED BY THE INTERNAL EXAMINER)

Submit Report on any one of the following activities:
1. A course of ten practical by the Pupil-teacher in the following:
   - Cooking - Its types
   - Stitching/Embroidery/knitting
   - Home Management
2. Writing of project report in extension education.
3. Preparation of test items (50) - Objective type, short-answer type, and essay-type.

PAPER-VI & VII (Group-B) Opt. (iii)

TEACHING OF COMMERCE

Time: 3 Hours

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

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(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to
   - develop understanding of Importance and Principles of Commerce.
   - acquire knowledge of present Commerce conditions in India.
   - acquire competencies necessary for a Commerce teaching.
   - develop the competencies of a Commerce teacher with the present needs of the environment.

COURSE CONTENTS

UNIT-I

1. Nature and Concept of Accountancy and Business studies
   - Meaning, nature and scope of Accountancy and Business studies
   - Values in Commerce education.
   - Aims, and objectives and importance of teaching Accountancy and Business Studies.
   - Stating objectives in behavioural terms (Bloom’s taxonomy of objectives.)

2. Content and their Pedagogical Analysis
   - Double entry System
   - Final Accounts
   - MNCs
   - Organisational Management

UNIT-II

3. Following points should be followed for pedagogical analysis along with a project report after visiting an industry or Bank:
   - Identification of concept
   - Listing behavioral outcomes
   - Listing activities and experiments.
   - Listing evaluation techniques.

   - Development and designing of Curriculum
   - Analysis of prescribed text book.
   - Development of self-instructional material modules.
   - Development/Utilization of Teaching aids- Modals, Graphs, Charts, Computers with LCD, Internet.
   - Development of lesson plan.
COURSE CONTENT

UNIT-I

(i) Art and meaning of Visual Communication
(ii) Appreciation of Art
(iii) Art in daily Life
(iv) Art in Education

UNIT-II

(i) Methods and material of Art through the ages encaustic, oil, tempera, fresco etc.
(ii) Modern Art movements, Abstraction, Cubism, Expressionism, Realism, Impressionism, Romanticism.

UNIT-III: METHODS OF TEACHING ART

(i) Qualities of an Art Teacher and his role in Education
(ii) How to prepare lesson notes for Art classes?
(iii) How to prepare Art Syllabus for Art classes?
(v) Class room Decoration

UNIT-IV

(i) Stages of development in Children's Art
(ii) How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class?
(iii) Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.

PRACTICAL

(TO BE EVALUATED BY THE INTERNAL EXAMINER)

M.M. :20 Marks

(a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper.
(b) Decoration designs: Pictorial composition in water or tempera.
(c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.
(d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.
(e) Collage making
(f) Presentation of Art-Work
PAPER-VI & VII (Group C) Option-(I)

TEACHING OF LIFE SCIENCES

Time: 3.00 Hours
M. M.: 100

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES
Pupil teachers would be able to
- develop awareness about development in the area of teaching and learning of Life Science at the national and international level.
- develop competencies in the prospective teachers related to Life Science at the lower secondary level with specific reference to Indian School Conditions.
- orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc.
- enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

COURSE CONTENTS

UNIT-I

1. Importance, Aims and Objectives
- Importance of Life Science in School Curriculum.
- General Aims and Objectives of teaching Life Science.
- Bloom’s taxonomy of Educational Objectives.
- Formulation of specific objectives of Life Science in Behavioural terms.

II. Contents and Pedagogical Analysis
1. Contents
- Photosynthesis
- Human systems- Digestive, Respiratory, Excretory, Circulatory systems.
- Cell structure.
- Micro-organism.

UNIT-II

1. Development of Instructional Material
- Transaction of contents
- Unit Planning
- Lesson Planning
- Preparation of teaching aids.
- Development of aquarium, vivarium etc.
- Development of self-instructional material (Linear programme)

UNIT-III

Methods of Teaching and Skills (Practical and Micro-teaching)
1. Methods of teaching
- Lecture-demonstration method
- Project method
- Problem-solving method

2. Practical skills
- Preparation of temporary and permanent mounts
- Collection and preservation of specimen

3. Micro-teaching skills
- Skill of introducing the lesson (set induction)
- Skill of questioning
- Skill of explaining
- Skill of illustration
- Skill of Stimulus variation

UNIT-IV: EVALUATION

- Concept of measurement and evaluation
- Formative evaluation
- Summative evaluation
- Different types of grading
- Attributes of a good achievement test
- Preparation of an objective type achievement test
UNIT-III

Development of Instructional Material
- Development and designing of curriculum
- Development of text-books.
- Development of self instructional material
- Self Instructional Modules
- P.I. Material (Linear style) packages.
- Development utilizing instructional aids.
- Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, Shades utilization of T.V. Video OHP, Computer.
- Development of lesson plan.
- Designing geography laboratory.

UNIT-IV

Methods of Teaching & Skills involved in teaching

1. Methods of teaching
- Story telling
- Observation
- Problem-solving
- Laboratory
- Lecture-cum-discussion.
- Discovery
- Project Method

2. Skill in teaching
- Explaining
- Illustrating with examples.
- Stimulus variation
- Questioning
- Skill of Map reading (using maps).

3. Evaluation
- Meaning and importance of evaluation confirmation & continuous evaluation.
- Evaluation devices-written, oral, practice Assignment, Daily working of the student.

UNIT-II

Contents and their Pedagogical Analysis

1. Contents
- Latitudes & Longitudes
- Agents of denudation
- Cash crops of India
- Rotation & Revolution
- Physical division of India

2. Pedagogical analysis of above units.

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Pupil Teacher would be able to:
- develop understanding of economic principles for growth and development of the Indian economy
- acquire knowledge of present economic conditions in India
- acquire desirable attitudes and to become effective instrument of economic change
- become an effective citizen and good consumer
- acquire appropriate professional behaviour and to develop commitment to leading profession

COURSE CONTENTS

UNIT-I

Meaning, Nature and Concept of Economics
- Meaning, Nature and Scope of Economics
- Place of Economics in secondary schools curriculum.
- Aims, objectives and values of teaching Economics.
- Bloom's taxonomy of objectives.
- Statement of objectives in behavioural terms.

UNIT-II

Contents and their Pedagogical Analysis
I. Content
- Wants and their classification
- Laws of return
- Population-its growth pattern, problems of over population, density of population.
- National income-meaning, methods of measurement.
- Teacher will demonstrate pedagogical analysis of any of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner therefore can ask for pedagogical analysis of any one of the given topics.

II. Following points should be followed for pedagogical analysis:
- Identification of concepts.
- Listing behavioural outcomes.
- Listing activities and experiments.
- Listing evaluation techniques.

UNIT-III

Development of Instructional Material
- Development and designing of curriculum

UNIT-IV

Methods of Teaching & Skills of Teaching
1. Methods
   - Discussion method
   - Problem solving method
   - Project Method
2. Skills of Teaching Economics
   - Skill of narrations
   - Skill of probing questions
   - Skills of stimulus variation
3. Evaluation
   - Meaning & Importance of evaluation
   - Evaluation devices-written, oral, observation, records.
   - Preparation of unit test.

PAPER-VI & VII (Group C) Option-(iv)

TEACHING OF MUSIC

Time: 3 Hours M. M.: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES

Pupil Teachers would be able to:
- develop understanding of aims of teaching of music
- develop competencies and skills for teaching of Music
- develop understanding and awareness of the essential of music
- develop understanding of the importance of evaluative procedures in Music
promote among the student-teachers Aesthetic sense, Time sense, 
tolerance and self-confidence

COURSE CONTENTS

UNIT-I

1. A brief history of Indian Music.
2. Aims and objectives of Music as a subject in the School curriculum.
3. Knowledge of Swaras-differences of Swaras and Sruti: Division of Swaras 
in measures of Sruti.

UNIT-II

4. Possibilities of notation for Indian Music II
5. Voice-culture-information about voice and culture and larynx.
6. Knowledge of Motion and Rhythm.

UNIT-III

8. To prepare Lesson Plans.

UNIT-IV

10. Aids of the teaching of Music.
11. Importance of Classical Music, Suggestions for the popularization of 
classical Music.

PRACTICAL

(To be evaluated by the internal examiner)

Time : 3 Hrs.  M.M. : 20

1. Every candidate should be able to sing a fast Khyaal or play a rezakhoni Gat 
with Tanas and Alaps or Jhala and Toras in each of the following Rages : 
Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhamlashi, Malkauns, Kaffi. 
Every candidate should be able to sing or play a slow Khyaal (Vitambit- 
Bara Khyaal) or Masti Khayal Gat in Asawan and Malkauns Rag.
2. The following Tals are required to be practised in Tha’s and Dvignun Laya 
on Table :
   1. Teen Tal   2. Dadra
   5. Ektal
3. Tuning of the instrumental for the instrument player and tuning of the 
Janpura for vocal music students.
4. Candidate shall be able to read, write music notation either of Bhatkande 
or Vishnu Digamber Pulskar.

Paper-VI & VII (Group C) Opt (v)

TEACHING OF COMPUTER SCIENCE

Time: 3 Hours  M. M.: 100

NOTE FOR PAPER SETTER

(i) Paper setters will set 9 questions in all, out of which students will be 
required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised 
of 4 short-answer type questions of 5 marks each to be selected from the 
entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, 
out of which the students will be required to attempt one question from 
each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to
- explain the importance of computer science in school curriculum.
- define the aims and objectives of teaching computer science.
- explain Bloom’s taxonomy of educational objectives.

COURSE CONTENTS

UNIT-I

1. Importance, Aims and Objectives
   - Importance of Computer Science in School Curriculum.
   - General aims and objectives of Teaching Computer Science
   - Bloom’s Taxonomy of Educational objectives
   - Formulation of Specific objectives in Behaviour terms

2. Contents & Pedagogical Analysis
   - Computer System
   - Operating System
   - Net-Working
   - MS Office
   - Information Technology & Computers.
   - Pedagogical Analysis

Following points should be followed for pedagogical analysis:-
- Identification of concept
- Enlisting behavioural outcomes.
- Enlisting activities and experiments
- Enlisting evaluation techniques

Teachers will demonstrate pedagogical analysis of any one of the topics 
mentioned under contents above. The examiner, therefore, can ask 
the pedagogical analysis of any of the given topics.
UNIT-II

3. Instructional Planning
   - Unit Planning
   - Lesson Planning

4. Development and utilization of Instructional Material
   - Development of Text Books
   - Development of Self Instructional Material
   - Development of Computer assisted instructional material
   - Utilization of TV(Video), Films, OHP, Computer.

UNIT-III

5. Designing and Managing Computer Laboratory
   - Importance of Computer Laboratory and its importance
   - Physical conditions and layout of Computer Laboratory
   - Managing a Computer Laboratory

6. Methods of Teaching
   - Lecture-Demonstrative Method
   - Inductive-Deductive Method
   - Problem-Solving Method
   - Project Method

UNIT-IV

7. Micro-Teaching Skills
   - Skill of Introducing the lesson
   - Skill of Questioning
   - Skill of Illustration with examples
   - Skill of Explaining
   - Skill of Stimulus Variations

8. Evaluation
   - Concept, need and importance types of evaluation
   - Formative Evaluation
   - Summative Evaluation
   - Attributes of Good Achievement Test
   - Types of Tests used in Computer Science

COURSE CONTENTS

UNIT-I

1. Concept
   - Importance of Physical Science in school curriculum.
   - General aims and objectives of teaching Physical Sciences at secondary school stage.
   - Bloom’s Taxonomy of educational objectives
   - Formulation of specific objectives in behavioural terms.

2. Contents
   - Energy-types
   - Atomic structure
   - Friction
   - Transmission of heat
   - Magnetism
   - Water as universal solvent

UNIT-II

3. Following points should be followed for pedagogical analysis
   - Identification of minor and major concepts
   - Listing behavioural outcomes
   - Listing activities and experiments
   - Listing evaluation procedure

4. Transaction of contents
   - Unit planning of teaching aids.
   - Preparation of teaching aids.
   - Development of demonstration experiments
   - Co-curricular activities
UNIT-III

5. Development of self-learning material (Linear programme)
6. Method of teaching
   - Lecture-Demonstration method
   - Project Method
   - Problem-solving method

UNIT-IV

7. Skills
   - Practical demonstration – using laboratory
   - Improvisation of apparatus
   - Skill of introducing the lesson (set induction)
   - Questioning
   - Skill of Illustration with examples (visual)
   - Skill of explaining
   - Skill of sing Black board
   - Skill of stimulation variation

8. Evaluation
   - Concept- Measurement and evaluation and grading
   - Formative evaluation
   - Summative evaluation
   - Diagnostic evaluation
   - Characteristics of a good test
   - Preparation of achievement test-objective tests

PRACTICUM/SESSIONALS

Any Two of the following:
- Development of five demonstration experiments on the topics covered in the syllabus or on topics from Physical Science test books at the lower secondary level in Haryana State.
- Improvisation of apparatus/equipment
- Session work
- Viva-voce

PAPER-VI & VII (Group D) Option-(ii)

TEACHING OF CIVICS

Time: 3.00 Hours

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

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(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 shortanswer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES

Pupil Teachers would be able to
- enable the student teacher to define, discriminate and analyse the concept of civics
- enable the student teacher to formulate aims and objectives of teaching civics at various stages of schooling
- enable the student teacher to critically evaluate the existing schools syllabus of civics and give appropriate suggestions to improve it
- enable the student teacher to understand and apply different methods and techniques of teaching civics and give appropriate suggestions to improve it
- enable him/her to understand the specific role and qualities of a civics teacher
- enable the student teacher to write a review of text book of civics
- enable the student teacher to prepare a good evaluation tool on a given topic
- enable the student teacher to understand the fundamental rights and duties, citizenship and other salient features of constitution of India

COURSE CONTENTS

UNIT-I

- Meaning and importance of civics and the place of civics in the school curriculum. Correlation with other social sciences.
- Aims and objectives of teaching civics.
- Citizenship, fundamental rights and duties and salient features of India constitution.

UNIT-II

- Curriculum of civics at different levels. Principles of curriculum construction, preparing unit curriculum in civics.
- Methods of teaching civics project method, problem solving, socialised recitation, supervised study, Lecture.
- Lesson planning in civics, preparing a lesson plan on a given Unit/topic.
UNIT-III

- Audio-visual aids in the teaching of civics, preparing Audiovisual Aids in civics.
- Importance of civics text-book, qualities of a good text book.

UNIT-IV

- Civics teacher and his qualities.
- Evaluation in civics tools and techniques. Preparing a good tool to evaluate some concepts in civics.

PAPER-VI & VII (Group D) Option-(III)

TEACHING OF HISTORY

Time: 3.00 Hours

M. M.: 100

NOTE FOR PAPER SETTER

(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES

The students will be able to.
- understand the meaning, scope and importance of History
- develop skill and competence to translate general objectives into performance
- describe the principles of curriculum construction in History and analysis content pedagogically
- demonstrate the different important methods of teaching History by selecting appropriate learning contents
- prepare lesson plan using specific methods of teaching History
- prepare appropriate tests for evaluation of some content in History
- prepare a Write-up of the places of historical importance
- use different aids in teaching of History

COURSE CONTENTS

UNIT-I

- Meaning, nature & scope of History
- Place of History in secondary school curriculum
- Aims, objectives and values of teaching History.
- Bloom’s Taxonomy of objectives.

UNIT-II

Contents and Pedagogical analysis.
- Indus Valley Civilization.
- Aryans
- Mughal dynasty
- Modern India

UNIT-III

Development of Instructional Material
- Development & Designing of curriculum in History.
- Development of lesson plans for History
- Development of text-books.
- Development of self-learning modules.
- Development/utilization of instructional aids -
  - Charts
  - Maps
  - Graphs
  - Models
  - Film strips
  - T.V.
  - Computers

UNIT-IV

Methods & skills of Teaching History

1. Methods
- Source method
- Dramatisation (Role Play)
- Teaching History through monuments (Field trips)
- Story telling method.
- Discussion method
- Project Method

2. Skills
- Skill of narration
- Skills stimulus variations.

3. Evaluation
- Meaning & Importance of evaluation
- Evaluation devices
- Written, oral, assignments
PAPER-VI & VII (Group D) Opt. (iv)

TEACHING OF SOCIAL STUDIES

Time: 3 Hours
M. M.: 100

NOTE FOR PAPER SETTER
(i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q. No. 1 will be compulsory and carries 20 marks. It will be comprised of 4 short answer type questions of 5 marks each to be selected from the entire syllabus.
(iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 20 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to-
- define the concept of Social Studies
- explain different methods to teach social Studies
- develop self-instructional material
- explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology
- explain challenging situations in the society

COURSE CONTENTS

UNIT-I

1. Concept, objectives and values:
   - Meaning, Scope, Importance and values of Teaching Social Studies.
   - Aims and objectives of Teaching of Social Studies with special reference to present Indian School.
   - Bloom’s Taxonomy of objectives
   - Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.

2. Content & their Pedagogical analysis (From elementary to Secondary Level)
   - History of Freedom Movement.
   - Globe: General Information about Globe.
   - Indian Constitution.
   - Major issues facing Indian economy, today.

UNIT-II

3. (A) Methods and Skills of Teaching Social Studies(History/Geography/ Civics):
   - Project Method
   - Inductive and Deductive Method.
   - Assignment Method
   - Source Method
   - Story Telling Method
   - Lecture Cum Discussion Method

(B) Skills
   - Skill of Narration
   - Skill of Probing Question
   - Skill of Stimulus Variation

4. Development utilization of Instructional Material
   - Presentation of Lesson Plan with the help of Power Point.
   - Development of Self-Instructional Modules excluding Programme Learning.
   - Development of Self-Instructional Material.
   - Use of Community Resources.
   - Designing of Social Science Lab.

UNIT-III

5. Development/Utilization of instructional aids-
   - Charts.
   - Maps.
   - Graphs.
   - Models.
   - Film strips.
   - T. V.
   - Computers.

6. Curriculum development and transaction

7. Development and utilization of instructional aids

UNIT-IV

8. Text Book: Importance and qualities of a good text book of Social Science i.e. History/Geography and Civics

9. Audio visual aids in the teaching of Social Science i.e. History/Geography and Civics
   - Preparation.
   - Use.
10. Evaluation
- Meaning, importance and Objective of Evaluation.
- Evaluation Devices
  - Oral test
  - Written Test
  - Practical test
  - Diagnostic testing and
  - Remedial Measures
- Observation
- Rating Scale

NOTE
This is only an outline of the syllabus.
For complete and correct, see at university syllabus.

B.Ed. QUESTION PAPER—2008
MAHARISHI DAYANAND UNIVERSITY, ROHTAK

Paper—I
EDUCATION IN EMERGING INDIAN SOCIETY

Time allowed: 3 hours [Max. Marks: 80]
Note:— Attempt five questions in all, selecting one question from each Unit.
All questions carry equal marks.

UNIT—I
1. What do you mean by Education? Discriminate between education training, instruction, schooling and indiscrimination.
2. What do you mean by Truth? Discuss its various theories.

UNIT—II
3. What is the impact of Philosophy on different aspects of Education?

UNIT—III
5. What are the aims of good education? Explain in the light of existing social and economic conditions of our country.
6. Education and Modernization are interdependent on each other. Discuss in detail.

UNIT—IV
7. Education is a powerful weapon of social change. Discuss.
8. What is meant by Nationalism? How can education promote sense of nationalism among students?

UNIT—V
10. Discuss educational implications of Futurology with reference to school education and higher education.
UNIT-I
1. शिक्षा से आप क्या समझते हैं? शिक्षा का अर्थ, प्रतीक्षण, विधालयकरण तथा प्रतिपादन से अन्तर स्पष्ट करें।
2. लघु से आपका क्या अभिव्यक्ति है? इसके विभिन्न सिद्धांतों को व्याख्या करें।

UNIT-II
3. शिक्षा के विभिन्न पहलुओं पर दर्शन का क्या प्रभाव है?
4. रागीनियात की परिभाषा व भूमिकाओं। दर्शन के क्षेत्र के बारे में अपने विचार प्रकट करें।

UNIT-III
5. अच्छी शिक्षा के क्या उद्देश्य हैं? अपने दर्शन की वर्तमान सामाजिक व आर्थिक परिस्थितियों को ध्यान में रखते हुए स्पष्ट करें।
6. शिक्षा तथा आधुनिकीकरण एक-दूसरे पर निपटे हैं। विचार से चर्चा करें।

UNIT-IV
7. शिक्षा सामाजिक परिवर्तन का सहायक रूप है स्पष्ट करें।
8. रागीनियात से आपका क्या अभिव्यक्ति है? शिक्षा विचारधाराओं में रागीनियात का विकास कैसे कर सकती है?

UNIT-V
9. What is counselling? Discuss with examples non-directive counselling.
10. Write short notes on the following:
(a) Need of vocational guidance,
(b) Identification and management of mentally retarded children.

Paper-II
PSYCHOLOGY OF TEACHING AND LEARNING
Time allowed: 3 hours  [Max. Marks: 80]
Note:— Attempt five questions in all, selecting one question from each Unit. All questions carry equal marks.

UNIT-I
1. What is meant by psychology? Illustrate how its knowledge is useful for teachers?
2. How will you define levels of teaching? Discuss the essential features of understanding level of teaching.

UNIT-II
3. Explain the general principles of growth and development and discuss their educational importance.
4. What is mental development? How does the knowledge of mental development useful for the teacher?

UNIT-III
5. Define motivation. Describe the factors that affect motivation.

UNIT-IV
7. Define Personality. What are the different methods of assessment of personality? Discuss any two of them.
8. Write a short note on the following:
   (a) Concept of Creativity,
   (b) Measurement of Aptitudes.

UNIT-V
9. What is counselling? Discuss with examples non-directive counselling.
10. Write short notes on the following:
(a) Need of vocational guidance,
(b) Identification and management of mentally retarded children.

Note:— प्रयोक्तु इकाई से एक प्रश्न चुनने हैं, कुल पाँच प्रश्नों को ऊपर चिीजें। सभी प्रश्नों के मंजिल समाह हैं।

UNIT-I
1. मानोशिक संसाधन के माध्यम से ज्ञान अभिव्यक्ति के लिए किस प्रकार सामाजिक और सांस्कृतिक समझदार है?
2. आप शिक्षा स्तरों की किस प्रकार परिभाषित करेंगे? बोध स्तरों के शिक्षण की विरोधाभास का वर्णन करें।

UNIT-II
3. बुद्धि एवं विकास के सामान्य सिद्धांतों की व्याख्या कीजिए एवं उनकी साक्ष्यात्मक उपयोगिता की चर्चा कीजिए।
4. मानसिक विकास के माध्यम से ज्ञान अभिव्यक्ति के लिए किस प्रकार उपयोगी है?
UNIT – I

1. Discuss important recommendations of Secondary Education Commission (1952-53) regarding Secondary Education.

2. Write brief notes on the following:
   (a) Salient features of Acharya Ram Murti Committee.
   (b) Designed changes in Secondary Education.

UNIT – II

3. What do you understand by Secondary Education? What steps will you take to improve the quality of Secondary Education?

4. How ‘Distance Education’ is different from ‘Open Learning’? Enumerate the various steps you will take to make distance mode more effective for distance learners.

5. Describe the role of a Librarian in a School Library.

6. Write short notes on any two of the following:
   (a) Co-curricular activities
   (b) School Time-table,
   (c) Causes of indiscipline
   (d) Class management.

UNIT – III

1. माध्यमिक शिक्षा के परिप्रेक्ष्य में माध्यमिक शिक्षा आयोग (1952-53) की महत्त्वपूर्ण संस्थापन की विवेचना कीजिए।

2. निम्नलिखित पर सूचित टिप्पणियों लिखिए:
   (अ) आचार्य राम मूर्ति की मूल की निर्देशन,
   (ब) माध्यमिक शिक्षा में होने वाला परिवर्तन।

3. माध्यमिक शिक्षा से आप क्या समझते है? माध्यमिक शिक्षा की गुणवत्ता बुझिये के लिए आप कौन-सी कार्यवाही (उपाय करें)?

4. 'मुक्त शिक्षा-प्रायिक' से 'दूरस्थ शिक्षा' किस प्रकार प्रसारित है? दूरस्थ शिक्षाधारियों के लिए दूरस्थ विधि का अधिक प्रभावकारी बनाने वाले उपायों को बताइए।

5. शैक्षणिक पुस्तकालय में पुस्तकालयाध्यापक की भूमिका का वर्णन कीजिए।

6. निम्नलिखित में से किन्हीं से पर सूचित टिप्पणियों लिखिए:
   (अ) सहायक पुस्तकालयाध्यापक की जिम्मेदारी,
   (ब) शैक्षणिक घटनाओं,
   (स) अनुशासनीय घटना का कारण,
   (इ) शिक्षा प्रबंधन।
EDUCATION OF EXCEPTIONAL CHILDREN

UNIT-I

1. How is 'impairment' different from 'handicap'? Why should children with special needs be identified early? Suggest some measures to detect their disabilities.
2. 'An impairment may be a handicap in one situation but not in the other.' Illustrating with examples discuss the statement.

UNIT-II

3. Discuss the intellectual, social and behavioural characteristics of children with special needs.
4. What are the functional limitations imposed upon an individual by different disabilities? Explain.

UNIT-III

6. What is the difference between blindness and low vision? How can children with impaired vision be identified?

हिन्दी माध्यम

नोट: प्रयेक इकाई से कम से कम एक प्रश्न चुनें हुए, कुल तीन प्रश्न कीजिए। सभी प्रश्नों के अंक उनके सामान दर्जे पर हैं।

इकाई-III

1. 'क्षति' किस प्रकार 'अक्षमता' से मिला है? विशिष्ट आवश्यकताओं वाले बालकों की पहचान कुल से के का करने का चाहिए? उनकी आवश्यकताओं के आधार के अनुसार कैसे चीज़े?
2. 'एक परिस्थिति' में अक्षमता क्षतिपूर्ति का हो सकता है कितने परिस्थितियों में नहीं? उत्तर दें। बालक की व्याख्या कीजिए।

इकाई-II

3. विशिष्ट आवश्यकताओं वाले बालकों की जीवित, सामाजिक एवं व्याख्याताओं की विवेकशीलता कीजिए।
4. एक व्यक्ति पर विभिन्न अक्षमताएं बाल व्यवहारिक सीमाओं लागू करती हैं? समझाइये।
B.Ed. Syllabus-cum-Question Papers

PAPER-III—B(iii)
POPULATION EDUCATION

Time allowed : 1½ hrs.  Max. Marks : 50

Note:— Attempt three questions in all, selecting at least one question from each Unit. Questions carry equal marks as shown against them.

UNIT-I

1. Define Population Education. What are the general objectives of Population Education in India? Explain.  17
2. Explain the strategies that should be followed for introducing Population Education as a separate subject at secondary stage.  17

UNIT-II

3. Distinguish between ‘Family Planning’ and ‘National Family Welfare’. Explain the impact of Family Welfare Programme in India.  17
4. What do you mean by Population Growth? What are the determinants of Population Growth Rate? Explain.  17

UNIT-III

5. Explain the use of ‘Discovery Approach’ in Population Education.
6. State the different methods that are being utilised in teaching of Population Education. Explain the use of ‘value classification method’ in Population Education.

EDUCATIONAL & VOCATIONAL GUIDANCE

Time allowed : 1½ hrs.  Max. Marks : 50

Note:— Attempt three questions in all, selecting at least one question from each Unit.

UNIT-I

1. Discuss the nature and meaning of guidance.  17
2. What is the need and importance of appraising and individual?  17

UNIT-II

3. How does personality testing help in imparting educational and vocational guidance?
4. Discuss the features and importance of Cumulative Record Card.  17

UNIT-III

5. What is the use of educational and occupational information?
6. How does a teacher help in organization of guidance?

HINDI MAHAYAM

नोट—प्रत्येक इकाई से कम से कम एक प्रश्न चुनने हुए, कुल तीन प्रश्न की जिजिये। प्रश्नों के अंक उनके समान ही हैं।

इकाई-1

1. जनसंख्या शिक्षा की परिभाषा दीजिए। भारत में जनसंख्या शिक्षा के सामान्य उद्देश्यों की व्याख्या कीजिए।
2. संकेतही स्तर पर जनसंख्या शिक्षा को एक प्रमुख विषय के रूप में शामिल करने के लिए कौन-कौन-सी रचना शीर्षक अपनानी चाहिए? व्याख्या कीजिए।
3. "हमारे किसानों में मानसिक अस्थिरता दिखाई देती जा रही है।" इस कथन पर टिप्पणी करें तथा उनमें व्यापक मानसिक अस्थिरता संबंधी रोकथाम हेतु विभिन्न उपायों का उल्लेख कोशिए।

अथवा
मानसिक स्वास्थ्य के संबंध में उसका पूरा प्राप्त करें: प्राप्त के संदर्भ में किसे जाने वाले यथार्थ हों हेतु मानसिक स्वास्थ्य के नियमों की विभाजन से चर्चा कोशिए।

Paper – III B(vii)

HEALTH AND PHYSICAL EDUCATION

Time allowed : 1½ hrs. Max. Marks : 50

Note: Attempt all the questions.

1. What are the objectives of Physical Education? What are its misconceptions? Explain its relation with General Education. 6 + 5 + 6

OR
Discuss in detail the essential health services that a good school should provide. Are these services available in our present day schools? 17

2. Explain the structure and functioning of Respiratory System with the help of diagram. 5 + 5 + 7

OR
Define Environmental Hygiene and give its importance. Discuss the role of teacher in maintaining Environmental Hygiene. 5 + 5 + 7

3. Explain the meaning, elements and importance of Physical Fitness. 4 + 6 + 6

OR
What are the importance of First-Aid? As First-aider, how will you help your friend in case of haemorrhage and wounds? 4 + 6 + 6

हिंदी माध्यम

नोट – सभी प्रश्नों के उत्तर देने हैं। प्रश्नों के अंक उनके समान दिये गये हैं।

1. मानसिक स्वास्थ्य क्या है? हमारे विद्यार्थियों में इसके अस्वास्थ्य का अस्वास्थ्य का विवेचना कीजिए। 7, 10

अथवा
हमारे यह दो की किसी में व्यापक मानसिक अस्वास्थ्य से सम्बंधित कारणों का विवरण कीजिए।

2. अन्य चीजों का अस्वास्थ्य क्या है? अन्य अंश तथा आयुव हर साल यह किस प्रकार भिन्न है? इसके कारणों और उपचारकाल की उपायों पर प्रकाश दाँतिये। 4, 4, 5, 4

अथवा
हिन्दी, अवसर और विद्यार्थी-व्यवहार संबंधित इन तीनों असामान्यताओं को उनके लक्षण एवं कारणों सहित व्याख्या कीजिए। 6, 6, 5

नोट – सभी प्रश्नों के उत्तर देने हैं।

1. शारीरिक शिक्षा के क्या उद्देश्य हैं? इसके बारे में क्या अवधारणाएं हैं? शारीरिक शिक्षा का समानता शिक्षा का साथ संबंध का वर्णन कीजिए। 6 + 5 + 6

अथवा
एक स्कूल का जो अवसर सेवाएं बाहर, उनकी विभिन्न पूरक व्याख्या कीजिए। क्या ये सेवाएं हमारे धर्मांतर स्थूलता में उपलब्ध हैं? 17

2. रक्तसंत-तन्त्र का संरक्षण एवं कार्यप्रणाली का विवरण सहित वर्णन कीजिए। 5 + 5 + 7

अथवा
पर्यावरण को स्वच्छता को परिवर्तित करें तथा इसके महत्त्व पर प्रकाश दाँतिये। पर्यावरण की स्वच्छता को बनाए रखने में अवधारणा की विवेचना कीजिए। 5 + 5 + 7
3. What do you understand by Environmental Education? Which method do you suggest for teaching environmental education to secondary level students?  

OR  
Discuss some important projects related to environmental education in India and Abroad.

UNIT-II  

2. Mention the various causes of soil pollution. What can be your contribution to curb soil pollution?  

OR  
Name the green house gases. Why the Ozone layer, which is present in the atmosphere, needs to be protected?

UNIT-III  

3. Describe briefly the reasons for increasing need for energy resources.  

OR  
Write short notes on:  
(a) Conservation of wild life,  
(b) Waste management.

Paper-IV  

EDUCATIONAL TECHNOLOGY  

Time allowed : 3 hrs.  
Max. Marks : 80  
Note:— Attempt five questions in all, selecting at least one question from each Unit. All questions carry equal marks.

UNIT-I  

1. Explain the concept of Educational Technology. Discuss the scope of Educational Technology in Indian context.  

UNIT-II  

2. Explain the various types of communication. Discuss the different barriers in communication process.

UNIT-III  


4. What is action research? Discuss the significance of action research in teacher education.

UNIT-IV  

5. What are the different styles of programming? Discuss in detail one of the widely used styles of programming.  

6. Discuss the concept and principles of programmed learning.

UNIT-V  

7. What do you understand by concept attainment? Describe the structure and characteristics of Burner’s concept attainment model.
8. Describe the various elements of Mastery Learning Model. Explain its uses also.

UNIT-V

9. Discuss the nature and significance of Information Technology in teaching learning process.

10. Write short notes on the following:
   (i) Internet and its tools
   (ii) Computer virus

Paper V, VI Gr—A(i)

TEACHING OF ENGLISH

Time allowed: 3 hours
Max. Marks: 100

Note:— Attempt all the five questions, selecting one question from each Unit. All questions carry equal marks.

UNIT-I

1. Describe the nature of language and write the importance of English language.
   10 + 10
   OR
   What are the different functions of language? Give a detailed note on the objectives of teaching English language.
   10 + 10

UNIT-II

2. Write the importance of grammar. What are the methods of teaching grammar.
   10 + 10
   OR
   Define poetry and write the steps of teaching poetry.
   5 + 15

UNIT-III

3. Define Structural Approach of teaching English. How will you do the gradation and teaching of structures?
   10 + 10
   OR
   What do you understand by Bilingual Method of teaching English? Describe its merits and demerits.
   10 + 10

4. Write the importance of audio-visual aids in the teaching of English. How will you make effective use of Radio and Films in English teaching?
   10 + 10
   OR
   Write short notes on language laboratory and charts.
   10 + 10

UNIT-IV

5. What are the basic principles of testing in English? Differentiate between measurement and evaluation.
   10 + 10
   OR
माध्यमिक स्तर पर संस्कृत शिक्षण के महत्व का वर्णन करते हैं, जिसके लिए आप क्या चुनते हैं?

1. संस्कृत पाठ्यक्रम का महत्व स्पष्ट करते हैं, जिसके लिए विषय समाधि का चयन करते हैं, साथ ही विषय वस्तु को किस क्रम में व्यवस्थित करते हैं?

2. संस्कृत शिक्षण की विभिन्न पद्धतियों का आलोचनात्मक विश्लेषण किए जाते हैं, माध्यमिक स्तर पर विभिन्न पद्धतियों की अपनी अनुमति की?

3. संस्कृत शिक्षण का भूमिका पद्धति का अनुसरण करने का व्याख्या करते हैं, उसके गुणों की व्याख्या करते हैं?

4. संस्कृत पद्धति को विभिन्न पद्धतियों को व्याख्या करने के लिए अनुमति प्रदान करते हैं?

5. संस्कृत पद्धति का व्याख्या करने के लिए आप क्या चुनते हैं?

अवधारणा
Paper V, VI Group B (i)

TEACHING OF MATHEMATICS

Time allowed: 3 hours

Note—Attempt five questions in all, selecting at least one question from each Unit.

UNIT-I

1. Explain the aims and objectives of teaching Mathematics. Write objectives on topic ‘Area’ in behavioural outcomes. 10,10

2. Write notes on the following:
   (a) Number and metric system 10,10
   (b) Ramanujam

UNIT-II

3. Discuss the importance, merits and limitations of Laboratory Method in Mathematics. 20

4. Explain the following:
   (a) Written work 10,10
   (b) Supervised study

UNIT-III

5. Analyse one of the following units pedagogically in terms of objectives formulation, learning experience, choosing methods, material and evaluation:
   (a) Sets 10,10
   (b) Volume

6. How the concept of pedagogical analysis of unit is useful to a Mathematics teacher? Discuss. 20

UNIT-IV

7. Prepare a lesson plan on any topic for X class. 20

8. Prepare micro lessons on any two skills. 10,10

UNIT-V

9. Write notes on the following:
   (a) Comprehensive evaluation 10,10
   (b) Continuous evaluation

10. Write note on the following:
   (a) Diagnostic testing 10,10
   (b) Achievement test

Hindi Maaity

नोट: प्रत्येक इकाई से एक प्रश्न चुनाव हुए, कुल पांच प्रश्नों के उत्तर दीजिए।

इकाई-I

1. गणित शिक्षण के उद्देश्य तथा प्रायः उद्देश्य का वर्णन कीजिए। 'क्षेत्रफल' उपविषय के उद्देश्यों को व्याख्यात्मक रूप से लिखिए। 10,10

2. निम्नलिखित पर दिशाकर्ताओं ने लिखिए:
   (अ) संख्या एवं मापन प्राप्ति
   (ब) रामानुजम 10,10

इकाई-II

3. प्रोग्रामात्मक प्रश्न की गणना में महत्ता, उपरोक्त ने कीमत का सम्बन्ध कीजिए। 20

4. निम्नलिखित का वर्णन कीजिए:
   (अ) लिखित कार्य 10,10
   (ब) पर्यवेक्षण आधार

इकाई-III

5. निम्नलिखित में से किसी एक इकाई का शिक्षण विश्लेषण, उद्देश्य निर्धारण, अधिकार आदि विषयों, विद्यार्थियों का चयन, समस्याएँ तथा मूल्यांकन के आधार पर कीजिए: 10,10
   (अ) समूहीय
   (ब) आधार

इकाई-IV

6. गणित अध्यापिक के लिए इकाई का शिक्षण विश्लेषण के सम्बन्ध में कैसे उपयोगी हैं? 10,10

7. इसके कारण के लिए किसी भी उपविषय पर पाठ योजना तैयार कीजिए। 20

इकाई-V

8. किसी दो कौशलों पर सुझाव पाठ योजना तैयार कीजिए। 10,10

9. निम्नलिखित पर टिप्पणियों कीजिए:
   (क) व्यापक मूल्यांकन
   (ख) सत्य मूल्यांकन

10. निम्नलिखित पर टिप्पणियों कीजिए:
    (अ) निदानकार्य परीक्षण
    (ब) उपरेखण परीक्षण।
Paper-V, VI [Group B (ii)]

TEACHING OF HOME-SCIENCE

Time allowed: 3 hours  Max. Marks: 50

Note:— Attempt five questions in all, selecting at least one question from each Unit.

UNIT-I

1. Clarify the concept of Home-Science and discuss its place in secondary education in your state. 4+6
2. What are the aims and objectives of teaching Home-Science at secondary level? Give suitable examples. 10

UNIT-II

3. Do pedagogical analysis of any one of the given topics:
   (i) Child care,
   (ii) Principles of budget making 10
4. What is pedagogical analysis? What is its importance in teaching? 4+6

UNIT-III

5. What are the general principles of teaching? Support your answer with suitable examples. 10
6. Name various micro-teaching skills and discuss any one in detail. 3+7
7. Which principles should be kept into consideration while developing curriculum for secondary school students of Home-Science? 10
8. Prepare a lesson plan on any topic of your choice of class VII. 10

UNIT-V

9. Clarify the term 'Evaluation'. Discuss its need and importance in teaching learning process. 4+6
10. What are various evaluation devices? Discuss any one device in detail. 5+5

Paper-V, VI Group B (iii)

TEACHING OF COMMERCE

Time allowed: 3 hours  Max. Marks: 100

Note:— Attempt five questions in all, selecting at least one question from each Unit. All questions carry equal marks

UNIT-I

1. What is teaching of commerce? Explain in detail the values of teaching commerce. 20
2. What is the importance of commerce in everyday life? Why should it be given an important place in the school curriculum? 20
UNIT-II

3. Explain the points that are kept in mind while carrying out pedagogical analysis. 20
4. Write down the content and their pedagogical analysis on one of the following topics:
   (a) Insurance,  
   (b) Bank. 20

UNIT-III

5. Describe the importance of commerce text-book. What criteria will you keep in mind for recommending the text-book of commerce at senior secondary level? 20
6. What do you understand by audio-visual aids? What is their importance in teaching of commerce? Discuss the use of Computer and T.V. as teaching aids. 20

UNIT-IV

7. What do you mean by Project Method? Describe the steps of this method. 20
8. What are its merits and demerits? 20
9. State the meaning of "skill of probing questions". What are the components of this skill? Make a micro lesson on any topic on this skill. 20

UNIT-V

9. What do you mean by evaluation? Explain the need and devices of testing students performance in the subject of commerce. 20
10. What is objectives based evaluation? Describe different types of objectives tests with two examples of each. 20

हिन्दी माध्यम

नोट: प्रयोगी कक्षा से एक प्रश्न चुनें हुए, कुल पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

इकाई-I

1. वाणिज्य शिक्षण क्या है? वाणिज्य शिक्षण के मुख्य क्षेत्र का विस्तार से वर्णन कीजिए। 20
2. ग्रामीणों के जीवन में वाणिज्य का ब्यय महत्त्व है? इस विषय को स्कूल पाठ्यक्रम में महत्त्वपूर्ण स्थान क्यों दिया जाता चाहिये? 20

इकाई-II

3. शिक्षण विश्लेषण करते समय जिन बिन्दुओं का ध्यान रखना चाहिये उनकी व्याख्या कीजिए। 20

इकाई-III

5. वाणिज्य पादर्श-प्रस्तुति की महत्ता का वर्णन कीजिए। उच्च-माध्यमिक स्तर पर वाणिज्य पादर्श-प्रस्तुति का प्रयोग देने समय आप किन क्षेत्रों को ध्यान में रखेंगे? 20
6. शिक्षा-दान सामग्री से आप कैसे सहायता करते हैं? वाणिज्य शिक्षण में इसका क्या महत्त्व है? सहायक सामग्री के रूप में कम्प्यूटर और टीवी के उपयोग की विशेषता कीजिए। 20

इकाई-IV

7. योजना विधि से क्या अभिप्रयास है? इस विधि के विभिन्न संपर्कों की व्याख्या कीजिए। इसके गुण तथा योग भी व्यक्त। 20
8. चित्रायुक्त प्रश्न कीशोल से क्या अभिप्रयास है? इस कीशोल के तत्त्व कौन-कौन से हैं? किसी भी उपविषय पर एक सूची शिक्षण पाठ योजना तैयार कीजिए। 20
9. "पूर्वाधिकार" से क्या अभिप्रयास है? वाणिज्यिक शिक्षण में विद्यार्थियों की उपलब्धि के परीक्षण हेतु विभिन्न तकनीकों तथा उनकी आवश्यकता का वर्णन कीजिए। 20

�काई-V

10. वस्तुनिष्ठ आधारित सूतराक व्याख्या क्या है? विभिन्न प्रकार के वस्तुनिष्ठ परीक्षणों का प्रयोग के दो उदाहरण साहित समझें। 20

Paper-V, VI-(iv)

TEACHING OF ARTS

Time allowed: 3 hours
Max. Marks: 50

Note: Attempt any five questions. All question carry equal marks.

1. What are the fundamental factors of Art? Describe any two factors with example. 10
2. Write a short essay on 'the art in education'. 10
3. What is 'Abstractionism'? Describe the works of its main Artists. 10
4. Describe the qualities of an ideal Art teacher. 10
5. Describe the stages of development of Children's Art. 10
6. Prepare a syllabus of Art for Primary Classes. 10
7. Describe the relation of Art and Crafts with other school subjects. 10
8. Write short note on any two of the following: 5+5
   (i) Cubism  
   (ii) Realism
(iii) Romanticism.
9. Prepare a lesson plan on any topic for teaching Art to X class. 10
10. Discuss the process of development of taste of Art among the students. 10

हिंदी माध्यम

नोट : किसी पाँच प्रश्नों के उत्तर दीजिए भरी प्रश्नों के अंक समान हैं।
1. कला के मूलतः क्या है? किसी भी तरह का उद्देश्य सही वर्णन कीजिए। 10
2. ‘शिक्षा में कला’ पर एक सहिष्णु निबंध लिखिये। 10
3. अभ्यास क्या है? इसके मुख्य कलाकारों के कार्य का वर्णन कीजिए। 10
4. एक आदर्श कला दिखाएं की विषयों का वर्णन कीजिए। 10
5. बालक और बालिकाओं की कला का वर्णन कीजिए। 10
6. प्रारंभिक कक्षाओं के लिए कला का पादरक बनाइए। 10
7. कला एवं शिल्प के अन्य मूलतः विषयों का वर्णन कीजिए। 10
8. निम्नलिखित में से किसी दो पर स्पष्टता के लिए निम्न लिखित। 10
   (i) चित्रकला (क्रूरिन्द्र)
   (ii) शिल्पकला (वियनालिंगम)
   (iii) नृत्यकला (रोमान्दिलिंगम)
9. कला इतिहास की कला शिक्षण सम्बन्धी किसी भी एक प्रकरण पर वितरित करें। 10
10. विद्यालयों में कला के प्रातः रोज़काला विकसित करने की प्रभाविता का वर्णन करें। 10

Paper-V, VI Group-C (I)

TEACHING OF LIFE SCIENCE

Time allowed : 3 hours Max. Marks : 60

Note— Attempt all the five questions. All questions carry equal marks.

1. Justify the inclusion of life science subject in school curriculum, keeping in view the general aims of teaching this subject. 20

OR
Formulate specific objectives in behavioural terms for teaching photosynthesis and cell structure in X class. 20

2. Perform pedagogical analysis of subject content on human circulatory system for X class. 20

OR
What are the different steps of planning a lesson? Prepare a lesson plan for class X on a topic on food chain. 5,15

3. Explain the project method of teaching life science. Discuss the merits, demerits and practicability of this method for secondary classes. 10,10

OR
Explain the lecture-cum-demonstration method of teaching life science. How this method is suitable for secondary classes? 15,5

4. Differentiate between measurement and evaluation. Explain the attributes of a good test. 10,10

OR
Explain the procedure of construction of an objective type achievement test. 20

5. Write notes on :
   (a) Micro-teaching skills.
   (b) Preparation of teaching aids.

OR
   (a) Problem solving teaching method.
   (b) Development of an aquarium. 10

हिंदी माध्यम

नोट : सभी पाँच प्रश्नों के उत्तर दीजिए सभी प्रश्नों के अंक समान हैं।
1. जीवविज्ञान विषय पढ़ने के विभिन्न सामान्य लक्ष्यों को ध्यान में रखते हुए इस विषय को विद्यालय पादरक में सम्मिलित करने का आध्यात्मिक वाद। 20

अथवा
इसमें कक्षा के लिए प्रकाश संस्करण और कोशिका रचना शिक्षण में विस्तार उद्देश्यों को व्याख्यातारिक रूप में लिखिये।

2. इसमें कक्षा के लिए मानव रक्त संरचना तंत्र पाद्य सामग्री का शिक्षा शास्त्रीय विस्तारण कीजिये।

अथवा
पाद योजना के विभिन्न चरण क्या हैं? खाद्य-पुष्टि उपविषय पर इसमें कक्षा के लिए पाद योजना तैयार कीजिये। 20

3. प्रोजेक्ट पाद्य विषय की उपक्रम कीजिए। माध्यमिक कक्षाओं के लिए इस विषय के गुण, दोष और प्रयोगिता का विवरण कीजिए। 10,10

अथवा
जीवविज्ञान शिक्षण में भाषण-प्रदर्शन पाद्य विषय की उपक्रम कीजिए। माध्यमिक कक्षाओं के लिए इस विषय की उपक्रम के व्याख्या क्यों है?

4. मानव और मृदुलाकन में अंतर स्पष्ट कीजिए। एक अच्छे प्रति-पृथ्वी की विशेषताओं की उपक्रम कीजिए। 10,10

अथवा
एक वस्तुनिष्ठ उपश्रेष्ठ प्रति-पृथ्वी की संरचना विषय की उपक्रम कीजिए। 10

5. निम्नलिखित लिखिये :
   (क) शून्य-शिल्पकला कीजिये।
   (ख) पाद्य सहायक सामग्री तैयार कीजिये।

अथवा
(क) समस्या समाधान पाद्य विषय।
(ख) जल जीवन शास्त्र का विवरण।
8. Prepare a micro lesson plan for developing the "skill of Explaining" and "skill of using Maps" among student-teachers of Geography.  

UNIT-V

9. What is evaluation? How can we make evaluation an effective tool of learning Geography through Oral and Objective Type tests?

10. What is formative (continuous) evaluation? How is it different from summative (early or half yearly tests) evaluation? What are the uses of continuous evaluation?

UNIT-I

1. Examine critically the modern concept of geography. Why should we teach geography in schools? Specify its scope.

2. What are instructional objectives? How would you write the objectives of teaching any topic of your choice in behaviour terms?

UNIT-II

3. How would you make pedagogical analysis of any one of the following topics?
   (a) Physical Divisions of India
   (b) Sugarcane as a cash crop of India
   (c) Formation of seasons and Revolution of Earth
   (d) Wind as an agent of Denudation

4. Explain each of the following concepts in a para:
   (a) Equator
   (b) Arctic circle and North Pole
   (c) River cliff
   (d) Floodplain
   (e) Loess/Sand Dunes

UNIT-III

5. Discuss the uses and limitation of the following types of instructional aids while teaching geography:
   (a) Globes
   (b) Graphs
   (c) Maps
   (d) Film strips
   (e) Computers

6. How would you design and establish a geography laboratory in a secondary school?

UNIT-IV

7. Discuss the nature, procedure, uses and limitations of Observation method of teaching Geography.

UNIT-III

3. दिन में आप किसी एक विषय का रैलीकिण्ड विवरण किस प्रकार करेंगे?
   (अ) भारत के प्राकृतिक विवाद
   (ब) भारत में गन्ना गायदी कसल के रूप में
   (ग) बहुलों का बनना एवं पृथ्वी की परिसंरक्षण
   (ड) जोश आपच्छाय दो स्पेसिय के रूप में

4. दिन प्रत्येक अवधारणाओं को एक अनुपात में वर्णक कीजिए:
   (अ) भूमध्य रेखा
   (ब) उत्तर सूर्योदय वृत्त एवं उत्तरी हुज़ूर
   (ज) नीचे पृथ्वी
   (क) बाबुर बैठना
   (ड) लोटोश/बाड़ टिकाएँ
UNIT-I

1. What do you understand by Economics? Why should it be given an important place in school curriculum?

2. Explain the objectives of teaching Economics at secondary stage. Discuss the need of writing objectives in behavioural terms.

UNIT-II

3. Write down the pedagogical analysis on any one of the following topics:
   (a) Problems of over population,
   (b) National Income.

UNIT-III

4. Describe the importance of an Economics text book. Discuss the essential qualities of a good Economics text book.

5. Write notes on the following:

UNIT-IV

6. Describe the various methods of teaching Economics. Which is the best and why?

7. What do you mean by 'Skill of Probing Questions'? Explain its essential components.

UNIT-V

8. What do you understand by objective type tests? In what way are they better than essay type tests? Explain.

9. Define unit-test. Discuss the different steps followed for the construction of a unit test.

HINDI MASTH

प्रत्येक इकाई से कम से कम एक प्रश्न चुनते हुए, कुल पाँच प्रश्न कीजिए। सभी प्रश्नों को अंक समान हैं।

1. अर्थशास्त्र का क्या अर्थ है? स्कूल पादरक्रम में इस विषय को महत्वपूर्ण स्थान कैसे दिया जाए काफिल?

2. माध्यमिक स्तर पर अर्थशास्त्र शिक्षण के उद्देश्य की व्याख्या कीजिए। उद्देश्यों को व्यवहारिक रूप में लिखने की आवश्यकता की व्याख्या कीजिए।

3. निम्नलिखित उदाहरणों में से किसी एक उदाहरण पर शैक्षिक विवेचन तैयार कीजिए:
   (क) अधिक जनसंख्या की समस्याएं (ख) राष्ट्रीय आयाम

4. अर्थशास्त्र की पादगुप्तक को महत्व की व्याख्या कीजिए। अर्थशास्त्र की अटकी पादयो गुप्तक के आवश्यक गुणों की विवेचना कीजिए।

5. निम्नलिखित पर टिप्पणी लिखिए:
   (क) अर्थशास्त्र शिक्षण में ग्राहक तथा तत्त्वात्मक का प्रयोग।
   (ख) अर्थशास्त्र शिक्षण में बोली. तथा कम्युनिटी का प्रयोग।

6. अर्थशास्त्र को पढ़ने की विविध विषयों को-से हैं? इनमें से कौन से बिच अच्छी है और कैसे?
### Paper: VI, VI-C(iv)

#### TEACHING OF MUSIC

**Time allowed: 3 hours**  
**Max. Marks: 50**

*Note:* Attempt five questions in all, selecting at least one question from each Unit. All questions carry equal marks.

**UNIT-I**

1. Give the definition of Shruti and Swara and show the difference between Shruti and Swara.

**UNIT-II**

3. Discuss the process of Voice-Culture. What steps would you adopt during this process? Discuss.
4. Write an essay on the importance of Rhythm and Taal in music.

**UNIT-III**

5. What methods will you adopt to teach music to your class? Write in detail about your plan.
6. Prepare a lesson plan on any two Alankars to teach Class IX.

**UNIT-IV**

7. Describe some of the Audio Visual aids that can be used to teach music in an interesting and effective manner.
8. Discuss the place and importance of the teacher in music.

**UNIT-V**

10. Do any one of the following:
   (a) What are the advantages of the essay type examination? How can a teacher avoid the weakness of this type of examination?
   (b) Who was the writer of ‘Sangeet-Ratnkar’? Explain briefly the main points of Sangeet Ratnakar.
UNIT-I
1. Differentiate between aims and objectives. What are the main objectives of teaching physical science? Discuss any five objectives. 20
2. How will you formulate specific objectives in behavioural terms in teaching of Physical Science? 20

UNIT-II
4. Give Pedagogical analysis of energy types. 20

UNIT-III
5. How can you prepare different types of teaching aids? 20
6. Name various co-curricular activities in Physical Science. Discuss science club in detail. 20

UNIT-IV
7. Describe the Lecture-cum demonstration method for teaching science. Discuss its merits and demerits. 20
8. Describe the skill of stimulus variation for effective classroom teaching. 20

UNIT-V
9. Explain the formative evaluation and characteristics of a good test. 20
10. Prepare an achievement test–objective type test for IX class of 30 minutes duration. 20

Hindi Madhyam
 Chunot: Prateek Ikkaai se ek prabandh bhavate hua, kuch paay shishyoon ko surat diwijaye. Sabhi shishyoon ko okch samhan hain.

Ikkaai-I
1. Lehnoo aur uttaran mein ashesh kariye. Phaltik vidhan ke mukhy uttaran koun se hain? Kinhai paay chhaya ke visesha kariye. 20
2. Aap phaltik vidhan ke shikshan me visesh uttaran ke abhayaayak shabdo mein bane svere kariye? 20

Ikkaai-II
3. Karya ke parisamaran ka shikshan visesha gun kariye. 20
4. Shabda ke prakar ka shikshan visesha gun kariye. 20

Ikkaai-III
5. Vebhima prakar ka sahayak shikshan samajh ko kaise banaye? 20

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6. Phaltik vidhan ke Vishaya prakar ke kriyakaran ke samman ke liye. Vishaya samman ka visesh vishvas kariye. 20

Ikkaai-IV

7. Vishaya shikshan ke liye vyakya prakar ke bhavishya kriya ka shikan kariye. Isko gun shyam aur abhyas ki visvesh kariye. 20

Ikkaai-V

8. Shikshan me prabhav ke shikshan ke liye utthayan pariksha kriya ka shikan kariye. 20

Ikkaai-V

9. Nirmanayak skrituryay akh naye ke kriya ke lakanon ke shikan kariye. 20
10. Utthaya prakar prakar utthayan pranavali ka karya ke liye tisam motiv kariye. 20

Paper: V, VI (iii)

TEACHING OF SOCIAL STUDIES

Time allowed: 3 hours  Max. Marks: 100

Note— Attempt five questions in all, selecting at least one question from each Unit. All questions carry equal marks.

UNIT-I
1. Distinguish between Social Studies and Social Science. Discuss the importance of Social Studies in the curriculum of Secondary School. 20
2. Explain Bloom’s Taxonomy of educational objectives. 20

UNIT-II
3. Give pedagogical analysis of ‘Salient features of Indian Constitution and Fundamental Duties’. 20
4. Discuss the concept of pedagogical analysis by giving its steps. How pedagogical analysis of a unit is useful for Social Studies teacher? 20

UNIT-III
5. Define textbook. What points will you keep in mind while selecting a textbook in Social Studies? 20
6. Write notes on the following:
(a) Use of Community resources in Social Studies. 10
(b) Importance of Social Studies Laboratory. 10

UNIT-IV
7. What do you mean by project method? Explain the various steps of using project method with the help of an example. Discuss its merits also. 20
8. Explain the meaning of skill of questioning. Describe its components. 20
UNIT-V

9. What do you mean by objective type tests? Explain the characteristics and advantages of objective type tests.

10. Write notes on the following:
   (a) Importance of evaluation in teaching of Social Studies.
   (b) Oral tests.

हिन्दी माध्यम

नोट: प्रत्येक इकाई से कम से कम एक प्रश्न चुनने हेतु, कुल पाँच प्रश्नों के उत्तर दिनें। सभी प्रश्नों के अंक समान हैं।

इकाई-1

1. सामाजिक अध्ययन तथा सामाजिक विज्ञान में अंतर बताएं। सामाजिक स्तर के पादरीय में सामाजिक अध्ययन के महत्व की व्याख्या कीजिए।

2. क्यों को किस तरीके प्रश्नों के तत्वांकित की व्याख्या कीजिए?

इकाई-2

3. ‘भारतीय सामाजिक किराए स्वाप तथा मौलिक कल्याण’ इस उपविष्ट्य पर शिक्षण विश्लेषण करें।

4. शिक्षण विश्लेषण के संदर्भ में व्याख्या इसके संदर्भ संगठित करें। एक युगदार्श विश्लेषण सामाजिक अध्ययन अध्याय के लिए किस प्रकार सहायक हो सकता है?

इकाई-3

5. पादरी-पुजार की परिप्रेक्ष्य दीजिए। सामाजिक अध्ययन में पादरी-पुजार का युगाध करने समय किन-किन बातों का ध्यान रखना चाहिए?

6. निम्नलिखित पर नोट दिखाएँ:
   (क) सामाजिक अध्ययन में समुदाय के साथों का प्रयोग।
   (ख) सामाजिक अध्ययन प्रयोगात्मक का महत्व।

इकाई-4

7. योजना विधि का क्या अधिक है? योजना विधि के प्रयोग करने के लिए विभिन्न संपादकों को उद्भव महत्व व्याख्या कीजिए। इस विधि के गुणों की भी व्याख्या कीजिए।

8. ‘प्रश्न क्रेडिट’ के अंदर की व्याख्या कीजिए। इस क्रेडिट के माध्यम प्रश्न की विशेषता कीजिए।

इकाई-5

9. संस्तुतिपत परिषदों का क्या अधिक है? संस्तुतिपत परिषदों की विशेषताओं तथा गुणों की व्याख्या कीजिए।

Paper-V, VI-(iv)

TEACHING OF HISTORY

Time allowed : 3 hours
Max. Marks : 100

Note: Selecting at least one question from each unit, attempt five questions in all. All questions carry equal marks.

UNIT-I

1. Define History? Discuss briefly the aims and values of teaching History. 20

2. What are instructional objectives? Discuss Bloom’s Taxonomy of Educational objectives in cognitive domain. 20

UNIT-II

3. Give a pedagogical analysis of any one of the following topics:
   (a) Indus Valley Civilization, (b) Administration of Akbar,
   (c) Downfall of Mugal Empire in India.

4. "Shah Jahan was an architect emperor." Comment and discuss the buildings, forts and gardens developed by Shah Jahan. 20

UNIT-III

5. What is a self-learning module? How would you develop a SLM (self-learning module) in History? List its uses and limitations. 20

6. Discuss the uses of the following instructional aids in teaching of History:
   (a) Maps (b) Computers (c) T. V. (d) Graphs. 20

UNIT-IV


8. Develop a micro lesson plan for developing the "skill of probing questions" in History teaching among student-teachers of B. Ed. class. 20

UNIT-V

9. Explain briefly the different types of evaluative devices often used by History teachers for appraising the students, attainment in History. 20

10. Write short notes on the following:
   (a) Subjectivity in evaluation of students achievement,
   (b) Uses of Oral tests in History,
   (c) Effective use of written assignments in History,
   (d) Preparation of Historical Maps as home assignments. 5
हिन्दी माध्यम

नोट : प्रथम इकाई से एक प्रश्न चुनने हुए, कुल पाँच प्रश्न कीजिए। सभी प्रश्नों के अंक साबित हैं।

इकाई-I

1. इतिहास की परिभाषा कीजिए। इतिहास शिक्षा के उद्देश्य एवं मुद्दों का समन्वय में समन्वित रूप से किजिए।
2. शिक्षा उद्देश्य क्या है? संसाधनात्मक क्षेत्र में व्यूह की विविधता के साथ-साथ उद्देश्य को व्याख्या कीजिए।

इकाई-II

3. निम्नलिखित में से किसी एक का शैक्षिक विषय-विषयक विवेचना कीजिए:
   (अ) सिंहु धर्म, (ब) अर्जुन का प्रस्ताव, (स) धर्म, (त) प्रताप साम्राज्य का पताका।
4. ‘‘साहिजाहर एक वात्रुकार समझा है।’’ साहिजाहर द्वारा निर्मित पत्रों, किलों एवं बागों में आलोचनात्मक विवरण दीजिए।

इकाई-III

5. स्वतंत्रता सीखने का महत्त्व क्या है? इतिहास में आप इसे जैसे विकसित करेंगे? इसके प्रयोग एवं सीमाओं को व्याख्या कीजिए।
6. इतिहास में निम्न शिक्षण साधनों के प्रयोग को व्याख्या कीजिए:
   (अ) ग्राम, (ब) क्रांतिकारी, (स) ठी. जी.

इकाई-IV

7. मौलिक विधि क्या है? इतिहास में आप मौलिक विधि का प्रयोग करने हुए मौलिक आयोजन कैसे करेंगे?
8. इतिहास में जीवन-प्रति के कौशल के विकास के लिए और फल के विद्वान-शिक्षकों के लिए शुष्क पाठ योजना तैयार करें।

इकाई-V

9. इतिहास में विद्वानों की उपलब्धि के मूल्यांकन के लिए इतिहास के अध्यापकों द्वारा समन्वय: प्रयोग में लाई जाने वाली लघुविधि मूल्यांकन विविधता की संख्या में व्याख्या कीजिए।

10. निम्न पर संशय उत्तर लिखिए:
    (अ) विद्वानों की उपलब्धि के मूल्यांकन में व्यक्तिविशेषताएं 5
    (ब) इतिहास में मौलिक विधि का प्रयोग 5
    (स) इतिहास में विविधता का प्रयोग के प्रभाव 5
    (ड) गुर्गकार्य के रूप में ऐतिहासिक नक्से तैयार करना 5

B. Ed. QUESTION PAPER-2009
MAHARISHI DAYANAND UNIVERSITY, ROHTAK

Paper-I

EDUCATION IN EMERGING INDIAN SOCIETY

Time allowed : 3 hours  Max. Marks : 80

Note : Attempt five questions in all, selecting one question from each Unit.
All questions carry equal marks.

UNIT-I

1. Explain the concept of education. Using appropriate examples distinguish education from training and in doctrination.
2. Explain the different types of knowledge and methods of obtaining these.

UNIT-II

3. Discuss the relationship between education and philosophy. Explain why teachers need to study educational philosophy.
4. Discuss the contribution of Mahatma Gandhi to Indian education system.

UNIT-III

5. Discuss the aims of education in the contemporary Indian society.
6. What is meant by the concept “Modernization”? How can you help your students develop modern democratic outlook?

UNIT-IV

7. Describe the main features of the structure of Indian society. What educational provisions have been made by the Govt. of India to minimize the social and economic inequalities existing in the society?
8. Explain the concept of social change. Also discuss the role of education in effecting desirable social change.

UNIT-V

9. What are the different aspects of national development? How can school contribute to bring national integration and cohesion?
10. Taking cognizance of the fast developing educational technology, what kind of class-room do you visualize in the year 2020 in India? Discuss
पीयूसी का अध्याय 1
1. शिक्षा का अध्याय 1 का व्याख्या कीजिए। उपयुक्त उपायों का प्रयोग करें।
2. जाने की विभिन्न विधाओं तथा उनकी प्रारंभिक की विधियों का व्याख्या कीजिए।

पीयूसी का अध्याय 2
3. शिक्षा तथा दर्जन के संबंध की व्यवस्था कीजिए। स्पष्ट नीतियाँ के अंतर्गत कोई दर्जन पढ़ने की आवश्यकता ज्ञात है।
4. महात्मा गांधी द्वारा भारतीय शिक्षा प्रणाली में दिया गया योगदान की व्यवस्था कीजिए।

पीयूसी का अध्याय 3
5. समस्त शिक्षा का उद्देश्य की विशेषता कीजिए।
6. “व्यक्तिशक्तिकरण” का व्याख्या करें। आपने अन्य विद्वानों में आध्यात्मिक लोकतांत्रिक दृष्टिकोण विकसित किया में कौन से सहायता कर सकते हैं?

पीयूसी का अध्याय 4
7. भारतीय समाज के संबंध की मुख्य विलोटताओं का वर्णन करें। समाज में विनिमय सामाजिक तथा आर्थिक विषयों को कम करने के लिए भारत सरकार ने कौन-कौन से शैक्षिक प्रारंभिक क्रियाओं का प्रचार किया है? व्याख्या करें।
8. सामाजिक परिवार की अवधारणा की व्याख्या करें। सामाजिक परिवार को प्रभाव में लाने के लिए शिक्षा की भूमिका की विशेषता भी करें।

पीयूसी का अध्याय 5
9. राष्ट्रीय विकास के विभिन्न पक्ष जोन से है? राष्ट्रीय एकता तथा संबंधता प्राप्त करने में विश्वास की भूमिका की व्याख्या करें।
10. तीन माह से विकसित होती है शैक्षिक प्रौद्योगिकी का संस्थान लेता है। आप भारत में वर्ष 2020 में किस प्रकार के क्षेत्र-क्षेत्रों की कृत्या कर रहे हैं? ऐसे परिस्थितियों का समान करने के लिए अध्यापकों के लिए विशेषता साझामानों का व्याख्या करें।
UNIT-I


UNIT-II

3. Distinguish between pre-service and in-service education of teachers. Discuss the achievements and failures of in-service education programmes of teachers in your state.

UNIT-III

5. Describe the nature of secondary education in USA and UK.

6. Write short notes on the following:
   (a) Concept of class management
   (b) Organization of co-curricular activities.

Hindi Prayog

Note-Prayog इकाई से एक प्रश्न चुनते हुए, कुल तीन प्रश्नों के उत्तर कीजिए।

UNIT-I

1. भारतीय शिक्षा आयोग (1964-66) के विषय सन्दर्भ में भारत में व्यावस्था के बारे में मालिकों शिक्षा पर पी-वी-चेयर का वर्णन कीजिए।

UNIT-II

3. पूर्व सेवाकालीन व सेवाकालीन शिक्षक शिक्षा में अंतर समझ कीजिए। अपने राज्य में सेवाकालीन शिक्षक शिक्षा कार्यक्रमों की उपलब्धियां व असरकारी नोट पर लिखित कीजिए।

UNIT-III

5. विद्यालयी समस्या-सारणी के महत्व का वर्णन कीजिए। स्कूल के अंतः समय-सारणी की मुख्य शिक्षायामों का वर्णन कीजिए।

6. निम्नलिखित पर संख्या नोट लिखिता:
   (अ) काश्य प्रेरणा की अवधारणा
   (ब) पद्धतियाँ लागू का आयोजन।
EDUCATION OF EXCEPTIONAL CHILDREN

Time allowed : 1½ hrs. Max. Marks : 50

Note: Attempt three questions in all, selecting at least one question from each Unit.

UNIT-I

1. Discuss the concept of disability. Briefly describe the children who come under this category. 17
2. Explain the need for early-detection of exceptional children. 17

UNIT-II

3. Describe the characteristics of disabled children. 17
4. Discuss the role of teacher for teaching the disabled. 17

UNIT-III

5. What are the causes of hearing impairment? Can these be prevented? 16
6. Explain the following:
   (i) Speech Impairment
   (ii) Learning disabilities.

YOGA EDUCATION

Time allowed : 1½ hrs. Max. Marks : 30

Note: Attempt all the three questions. All questions carry equal marks.

1. Discuss the fundamental concepts common to all schools of Indian Philosophy. 10
   OR
   What do you mean by Chitta? Discuss the various methods of Chitta control.
2. Discuss the kinds of Dhyana in detail. 10
   OR
   How YAMAS and NIYAMAS lead to ideal adjustment in social and personal life?
3. Differentiate between Hatha Yoga and Sankhya Yoga. 10
   OR
   Is there any difference between Yogic diet and Balance diet? Discuss.

HINDI MAAHYAM

नोट – सभी तीन प्रश्नों को कोई नहीं। सभी प्रश्नों के अंक समान हैं।

1. भारतीय दर्शनों की आधारभूत अवधारणाओं का वर्णन करें। 10
   अव्या
   फिर से आय क्या समझते हैं? फिर-निष्पन्न की विभिन्न विधियों का वर्णन कीजिए।
2. धार्मिक विभिन्न प्रकार का वर्णन कीजिए। 10
   अव्या
   किस प्रकार यम और नियम सामाजिक और व्यक्तित्वीय जीवन में आदर्श समाजकोश में सहायक है?
3. हठ योग और सौंदर्य योग में अन्तर कीजिए। 10
   अव्या
   क्या योगिक आहार और सन्तुलित आहार में कोई अन्तर है? वर्णन कीजिए।

EDUCATIONAL AND VOCATIONAL GUIDANCE

Time allowed : 1½ hrs. Max. Marks : 50

Note: Attempt three questions in all, selecting one question from each Unit.

UNIT-I

1. What do you understand by Guidance? Discuss the nature and need of Guidance.
2. Define Vocational Guidance. Highlight the importance of Vocational Guidance at Secondary School Level in Indian context.

UNIT-II

3. What do you mean by 'Counselling'. Describe its procedure.
4. Write short notes on any two of the following:
   (a) Measurement of Intelligence and Aptitude in the context of Educational and Vocational Guidance,
   (c) Counselling Interview,
   (c) Cumulative Record Card.

UNIT-III

5. What type of Guidance services should be organised in Indian Schools? Discuss in detail.
6. Write a detailed note on 'Role of Teachers in Guidance Programme'.

Paper-III-B, (vii)

HEALTH AND PHYSICAL EDUCATION

Time allowed : 1½ hrs.  Max. Marks : 50

Note : Attempt all three questions in all, selecting One question from each Unit.

UNIT-I

1. Define physical education. How you will relate it with general education? State few popular misconceptions about physical education.

OR

Discuss the various factors influencing school health programme.  17

UNIT-II

2. Explain Respiratory System with the help of a diagram.

OR

Explain the need and importance of nutritious diet.  17

UNIT-III

3. Write notes on any one of the following :
   (a) Importance of Good Posture
   (b) Qualities and duties of a first aider

Paper-III-B-(viii)

ENVIRONMENTAL EDUCATION

Time allowed : 1½ hrs.  Max. Marks : 50

Note : Attempt three questions in all, selecting at least one question from each Unit.

UNIT-I

1. Discuss the concept of Environmental Education and its need at school level.

2. Describe various method of teaching environmental education used by Secondary School Teachers.

UNIT-II

3. What do you understand by the term 'Environmental Conservation'. Discuss various efforts of Government in this direction at national level.  5,12

4. Describe causes, effects and preventive measures to check Air Pollution. 17
UNIT-III

5. Write short notes on the following:
   (i) Conservation of Energy Resources. 8
   (ii) Waste Management. 8

6. Write short notes on the following:
   (i) Alternate sources of energy. 8
   (ii) Population and Environment. 8

UNIT-I

1. पर्यावरण शिक्षा के प्रत्यय और विवाहार स्तर पर इसकी आवश्यकता की विवेचना कीजिए। 17

2. माध्यमिक विद्यालय के अध्यापनों द्वारा उपयोग की जाने वाली पर्यावरण शिक्षा की विविधता विधियों का वर्णन कीजिए। 17

UNIT-II

3. ‘पर्यावरण संरक्षण’ शब्द से अनुभव या समझते हैं? इस दिशा में सरकार द्वारा राष्ट्रीय स्तर पर किए जाने वाले प्रयासों की विवेचना कीजिए। 5, 12

4. वातु प्रदूषण के कारणों, उपायों और निरूपण उपायों का वर्णन कीजिए। 17

UNIT-III

5. निर्दिष्टिक पर संक्षिप्त नोट लिखिए—
   (अ) ऊर्जा संसाधनों का संरक्षण। (ब) अपशिष्ट प्रदूषण। 9

6. निर्दिष्टिक पर संक्षिप्त नोट लिखिए—
   (अ) बैकलिपिक ऊर्जा स्रोत। (ब) जलसंरक्षण और पर्यावरण। 9

UNIT-IV

7. पर्यावरण इकाई से कम से कम एक प्रश्न चुनिए। तीन तौर पर प्रश्न कीजिए। 9
What are the objectives of Teaching English language in Indian Schools? Explain the need of stating objectives in Behavioural terms.  

UNIT-II

2. Define Pedagogical Analysis. Make a pedagogical lesson plan on Composition by selecting a topic of your choice for VII class. 10 + 10

OR

What are the aims of teaching prose in schools? Prepare a lesson on prose selecting a topic of your choice for IX class students.

UNIT-III

3. What is the importance of speaking skill? How can a teacher develop this skill among students. Give examples. 5 + 10

OR

How a method is different from an approach? How for direct method is better than translation method? Support your answer with suitable examples.

4. Discuss the importance of Audio Visual Aids in Teaching English language. What precautions do you suggest in their selection and presentation? 10 + 10

OR

Write short notes on the following:
(a) Chalk Board,
(b) Chart,
(c) Language Laboratory,
(d) Radio.

UNIT-IV

5. What are the basic principles of testing English language? Discuss the characteristics of a good test of English language. 10 + 10

OR

What is the meaning of continuous and comprehensive evaluation? Explain its significance.
2. सूचक शिक्षण से आफका क्या अभ्यास है? सूचक शिक्षण द्वारा किन-किन कौशलों का ज्ञान दिया जा सकता है? समूह करें।

अवधि
सूचक शिक्षण व सामान्य शिक्षण का अंतर सम्पन्न करते हुए सूचक शिक्षण द्वारा पढ़ाया जाने वाले कितने दो कौशलों का वर्णन करें।

3. हिंदी का विचारण विषयों से आवश्यक करते हुए कंटेन्ट शिक्षण विषय पर पाठ-योजना की रूपरेखा तैयार करें।

अवधि
रचना शिक्षण के अंतर्गत आने वाले कहानी, चित्र व निर्माण विषय का साहित्यिक विवरण दें व इनके उदाहरणों व विषयों का अंतर भी सम्पन्न करें।

4. आयुष्मानी गुरु के बदले परिपक्व के अनुकूल आयुष्मानी भाषा के पादपक्रम प्रस्तावना हेतु कुछ सुझाव प्रस्तुत करें व आज के पादपक्रम की कमियों को भी दर्शाएं।

अवधि
क्या हिंदी भाषा शिक्षण का पादपक्रम आयुष्मानी गुरु को सुझावें देने के लिए उपयुक्त है? यदि हां तो कैसे? सम्पन्न करें। यदि नहीं तो सुझाव हेतु सुझाव प्रस्तुत करें।

5. हिंदी भाषा शिक्षण में मूल्यक्षेत्र की आवश्यकता दर्शाते हुए मूल्यक्षेत्र की विभिन्न प्रतिविधियों का वर्णन सम्पन्न करें।

अवधि
गूह कार्य का अंतर व सम्पन्न दर्शाते हुए दिखाइये कि गूह कार्य संस्थान में अभ्यास को किन-किन सामाजिकों को मध्य नजर रखते हुए आगे बढ़ाना है, ताकि गूह कार्य का अर्थव्यवस्था सही आंका जा सके।

Paper-V, VI Gr-A (iv)  
TEACHING OF SANSKRIT

Time allowed : 3 hours  Max. Marks : 100

नोट: सभी पॉइंट प्रश्नों के उत्तर दिए गए। प्रारंभ प्रश्न के अंक उसके सामने दिए गए हैं।

1. संस्कृत भाषा का महत्त्व सम्पन्न करते हुए बताइये कि विद्यालय पादरक्रम में इसका क्या स्थान होना चाहिए और क्यों?

अवधि

15 + 5
What are objectives in Mathematics? Describe various objectives of teaching Mathematics at secondary stage.

2. Write notes on the following:
   (a) Oral work
   (b) Self Study
   (c) Home assignment

   OR

   Explain ‘Inductive-Deductive’ method for teaching of mathematics in detail.

3. Analyse one of the following units in terms of pedagogical analysis:
   (a) Sets
   (b) Area of Triangle

   OR

   Discuss the concept of pedagogical analysis of unit. How pedagogical analysis of a unit can be useful to a teacher? Discuss the procedure of pedagogical analysis.

4. Prepare a detailed lesson plan on any one of the following topics for class X:
   (a) Equations
   (b) Volume of sphere

5. Write notes on the following:
   (a) Criterion and on reference test
   (b) Comprehensive and continuous evaluation

   OR

   What is a objective types test? Prepare on objective type test related to any topic of class VIII.

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Paper-V, VI Gr-B (ii)

TEACHING OF HOME SCIENCE

Time allowed : 3 hours Max. Marks : 50

Note: Attempt five questions in all, selecting one question from each unit. All questions carry equal marks.

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UNIT—I

1. Why should Home Science be included in the secondary school curriculum? Explain with reason.

   OR

2. Define the term objectives of Teaching. Describe any six aims of teaching of Home Science which appeal you the most.

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UNIT—II

3. Do pedagogical analysis of any one of the given topics:
   (a) Vitamin,
   (b) Baby Bath,
   (c) Classification of fibers.

   OR

4. Do pedagogical analysis of any one of the given topics:
UNIT-III
5. What are the characteristics of a good demonstration method? How will you teach by demonstration method? Explain with the help of suitable examples.

OR
6. What are the various micro-teaching skills? Discuss any one skill in detail.

UNIT-IV
7. Classify teaching aids and give importance of teaching aids for teaching of Home Science.

OR
8. Construct the lesson plan on any topic of your choice.

UNIT-V
9. What are the importance of evaluation in teaching of Home Science? Discuss the importance of practical work in Home Science.

OR
10. What is evaluation? Classify the devices of evaluation and explain them.

हिंदी माध्यम
नोट – प्रत्येक इकाई में से एक प्रश्न चुनिए हुए कुल पांच प्रश्नों के उत्तर दीजिए।

इकाई-1
1. माध्यमिक स्तर के पाठ्यक्रम में गृह विज्ञान को कहाँ सम्बन्धित किया जाना चाहिए? इसके प्रयोग क्ख्या कीजिए।

अवधा
2. शिक्षण के उद्देश्यों को परिलक्षित कीजिए। गृह विज्ञान के किनारे हर सड़कों का वर्णन कीजिए जो आपको सबसे अधिक अच्छा लगते हैं।

इकाई-2
3. दिये गये उपशन्यों में से किसी एक का अध्यापक का विशेषण कीजिए:
   (अ) गृहपत्र, 
   (ब) विश्लेषण, 
   (ि) रैकिया का वर्णकरण।

अवधा
4. दिये गये उपशन्यों में से किसी एक का अध्यापक का विशेषण कीजिए:
   (अ) गृहपत्र, 
   (ब) विश्लेषण, 
   (ि) रैकिया का वर्णकरण।

इकाई-III
5. अच्छे प्रदर्शन की क्या महत्वपूर्ण है? आप प्रदर्शन किरदार द्वारा शिक्षण किस प्रकार करेंगे उदाहरण सहित व्याख्या कीजिए।

अवधा
6. सूक्ष्म शिक्षण के वित्तविद्यालय कौन-कौन से है? किसी एक कौशल का विस्तारण कीजिए।

इकाई-IV
7. शिक्षण सहायता समग्र का वर्णकरण कीजिए। गृह विज्ञान विषय में इसका क्या महत्व है?

अवधा
8. अपनी पसंद के विषय पर एक पाठ योजना बनाए।

इकाई-V
9. गृह विज्ञान शिक्षण में मूल्यवृक्ष का क्या महत्व है? गृह विज्ञान में प्राप्तिगणक मूल्यवृक्ष के महत्व की व्याख्या कीजिए।

अवधा
10. मूल्यवृक्ष क्या है? मूल्यवृक्ष को प्राप्तिगणक का वर्णकरण कीजिए व व्याख्या कीजिए।

Paper-V, VI Gr-B (iii)
TEACHING OF COMMERCE
Time allowed : 3 hours Max. Marks : 100
Note — Attempt five questions in all, selecting one question from each unit. All questions carry equal marks.

UNIT-I
1. Discuss the nature and scope of teaching commerce at the school stage.
2. Distinguish between aims and objectives. Explain Blooms’s taxonomy of educational objectives.

UNIT-II
3. Explain the pedagogical analysis of the topic ‘Insurance’.
4. Define Pedagogical analysis. Explain its steps also.
UNIT-III

5. Explain the examples, the use of charts, models, T.V. and computer in the teaching of commerce.

6. What do you mean by lesson planning? Discuss the need and importance of lesson planning in teaching of commerce.

UNIT-IV

7. What do you mean by problem solving method? Discuss the merits and demerits of the use of this method.

8. Discuss the various components of the ‘skill of probing questions’

UNIT-V

9. Define evaluation. Discuss the need and importance of evaluation in teaching of commerce.

10. Describe various techniques of evaluation. Which is the best and why?

Hindi Madhyam

Note-प्रख्यात इकाई में से कम से कम एक प्रश्न चुनते हुए, कुल पाँच प्रश्नों के उत्तर दीजिए।

इकाई-1

1. रेखा स्तर पर कामों पदवनें की प्रकृति एवं क्षेत्र की ध्यान की कीमती?

2. लघू एवं उद्देश्य में विभिन्नता बनाई। ब्रूम्स को उपस्थिति के अनुसार शिक्षण उद्देश्यों का वर्णन कीजिए।

इकाई-2

3. ‘इंटरलेव’ विषय की ‘शैक्षिक विरोधिता’ की ध्यान की कीमती.

4. शैक्षिक विरोधिता को परिभाषित कीजिए। उनके चरणों का वर्णन भी कीजिए।

इकाई-3

5. कामों के दीर्घमें उदाहरण सहित चार्ट, मॉडल्स, टीवी एवं कम्प्यूटर के प्रयोग की ध्यान कीमती?

6. पाठ योजना से आपको क्षेत्र पाठ का प्रश्न है? कामों शिक्षण में पाठ योजना की आलोचना एवं महत्त्व की ध्यान कीमती?

इकाई-4

7. समस्या समाधान विधि से आप कह समझते हैं? इस विधि के प्रयोग की लाभ एवं हानियों की ध्यान कीमती?

Paper-V, VI (iv)

TEACHING OF ARTS

Time allowed : 3 hours

Max. Marks : 50

Note—Attempt five questions. All questions carry equal marks.

1. What is Art? Discuss its scope and functions.

OR

Explain the importance of art & craft in daily life.

2. What is pedagogical analysis? Write pedagogical analysis of principles of art.

OR

How to develop the self learning material to teach art in schools?

3. Prepare a lesson plan on natural design for class 8th students.

OR

Art is not a subject at pre-primary stage. In this context, explain how can art be taught at this stage?

4. How to develop the skill for preparation of art lesson?

OR

Describe the stages of development of children’s art.

5. How will you arrange an art exhibition in your school? Explain.

OR

Write short notes on any two of the following:
(i) Still life
(ii) Composition
(iii) Design
(iv) Art Material.

Hindi Madhyam

Note : किसी पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

1. कला क्या है? इसके क्षेत्र एवं कामों की वर्णन कीजिए।

अन्यप्रभाव

दिनरात्म में कला एवं शिल्प के महत्त्व की ध्यान की कीमती?

2. शिक्षाशास्त्रीय विश्लेषण क्या है? कला सिद्धांतों का शिक्षाशास्त्रीय विश्लेषण कीमती?

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24. Explain the following:
(a) Preparation of Teaching aids.
(b) Linear Programming.

UNIT-IV

7. Explain the Lecture-Cum Demonstration method in Life Sciences. Discuss its merits and demerits.

OR

8. What do you mean by teaching skills? Explain in detail skill of stimulus variation.

UNIT-V

9. What are the attributes of good test? Describe the different types of objectives tests.

OR

10. Write short notes on the following:
(a) Concept of Measurement and Evaluation.
(b) Essay type tests.
Describe the uses of following instructional aids in Economics. What precautions should be taken while using them in the class?

(i) Charts, 7
(ii) Maps, 7
(iii) Film Script, 6

4. What do you mean by discussion method? How will you use it? Explain its merits. 4, 8, 8

OR

What is skill of narration? Explain its components. Prepare a micro lesson plan based on this skill. 4, 8, 8

5. Write short notes on any two of the following:

(i) Preparation of unit test, 10 + 10
(ii) Importance of evaluation,
(iii) Different types of objectives types tests.

Hindi Madhyam

नोटः— सभी पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

1. विशेषताओं को आधिकारिक स्तर पर अर्थशास्त्र का विषय क्यों पढ़ाए जाना चाहिए? अपने उत्तर के समक्ष में उपाद्योग दीजिए। 20

अवधारणा

अंदुशास्त्रके उद्देश्यों को व्यवहारिक शास्त्रविद्या में लिखने की क्या आवश्यकता है? उद्देश्यों को व्यवहारिक शास्त्रविद्या में लिखने की महत्वपूर्ण विधियों का उपयोग उद्देश्यों सहित विश्वास दीजिए। 20

2. शैक्षिक स्विलेशन से आपका क्या अभिप्राय है? निम्नलिखित इकाइयों में से किसी एक का शैक्षिक स्विलेशन कीजिए। 20

(क) आवश्यकताएं तथा उसका वास्तविक
(ख) प्रकिकेस के नियम

3. अर्थशास्त्र का पाठ्य-पुस्तक में क्या-क्या गण्य होने चाहिए? अपने अपने शिक्षण अभ्यास में इस पाठ्य-पुस्तक का प्रयोग किया हो, उसका आलोचनात्मक परीक्षण कीजिए। 12, 8

अवधारणा

अर्थशास्त्र में निम्नलिखित अनुशासन समारोह में उपाद्योग का वर्णन कीजिए क्या में इसका प्रयोग करते समय क्या-क्या संकेतावलीं रखनी चाहिए?

(क) चार्ट,
(ख) मानक मात्र,
(ग) फिल्म पट्टी 7, 7, 6

4. विचार-विमाश्व विधि से आपका क्या अभिप्राय है? इसका प्रयोग किस प्रकार करेंगे?

इसके लाभ का वर्णन कीजिए। 4, 8, 8
Paper-V, VI (i) Group-D

TEACHING OF PHYSICAL SCIENCE

Time allowed : 3 hours  Max. Marks : 100

1. What are the general aims of teaching physical science in schools. Discuss.
2. Describe the specific objectives in behavioural terms on any topics of IX Class.

UNIT-II

3. Describe the contents of water as a Universal Solvent and give pedagogical analysis of it.

UNIT-III

5. What is the need and importance of a lesson plan?

UNIT-IV

7. Discuss the steps of problem solving method, its merits and demerits.
8. What is skill? Prepare a micro lesson plan on stimulus variation with its components.

UNIT-V

9. Write characteristics of a good test in detail.
10. Discuss the relative merits and demerits of long answer, short answer and objective type test used in the evaluation.

Paper : V, VI–(iii)

TEACHING OF SOCIAL STUDIES

Time : 3 hrs.  Max. Marks : 100

Note:—Attempt all the five questions. All questions carry equal marks.

1. Explain the meaning and nature of Social Studies. Differentiate Social Studies and Social Sciences with examples.
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OR
Why aims are necessary? Explain the values of teaching of Social Studies.

2. Explain in brief the fundamental duties mentioned in the Constitution of India. Also prepare the pedagogical analysis on this topic. 20

OR
Explain in brief the major issues facing Indian Economy today. Prepare the pedagogical analysis on this topic.

3. What is Curriculum? Evaluate the curriculum of Social Studies for secondary classes of your state. 20

OR
Write notes on the following:
(a) Map and Charts,
(b) Importance of Community Resources.

4. What is the difference between Project and Problem? Describe the Project Method. 20

OR
Explain the skill of questioning. How can it be practised through micro-teaching?

5. Write notes on the following:
(a) Criteria of a good test in Social Studies,
(b) Remedial teaching in Social Studies.

OR
Mention various evaluation devices. Explain objective type tests with examples.

हिन्दी माध्यम

नोट: सभी पॉइंट प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

1. सामाजिक अध्ययन का अर्थ व प्रकृति का वर्णन कीजिए। सामाजिक अध्ययन व सामाजिक विज्ञान में अंतर उद्देश्य सहित कीजिए।

अथवा
उद्देश्य क्यों आवश्यक हैं? सामाजिक अध्ययन की शिक्षा के मूल्य की व्याख्या कीजिए।

2. भारतीय सामाजिक अध्ययन में लिए गए औचित्य कर्तव्यों का संघर्ष व मायक्य कीजिए। इस उपश्रेष्ठ पर शिक्षा विश्लेषण भी तैयार कीजिए।

अथवा
वर्तमान भारतीय अर्थव्यवस्था के मुख्य गुणों की संख्या की व्याख्या कीजिए। इस प्रकरण पर शिक्षा विश्लेषण तैयार कीजिए।

3. पाठ्यक्रम क्या है? अपने रूप की माध्यमिक कक्षाओं के सामाजिक अध्ययन पाठ्यक्रम का, सूचीकरण कीजिए।

अथवा

Paper–V, VI (iv)

TEACHING OF HISTORY

Time allowed : 3 hours
Max. Marks : 100

Note— Attempt five questions in all, selecting one question from each unit. All questions carry equal marks.

UNIT-I

1. What is the difference between aims and objectives? Give reasons to show that teaching of history produces appropriate and values in life. 6, 14
2. What do you understand by the term “History”? Discuss nature and scope of History in secondary school curriculum. 6, 14

UNIT–II

3. Give pedagogical analysis of any one of the following topic in context of identification of concepts, listing behavioural out comes, listing activities and experiment & listing evaluation techniques:
(a) Indus valley Civilization.
(b) Mughal Dynasty.

UNIT–III

4. What are the characteristics of a good text book of History? What are the defects of the prevalent text books of History? Discuss. 10, 10
5. Discuss the importance and use of the following teaching aids in teaching learning process of History:
   (a) Charts and models.
   (b) Film strips and computers.

6. Write notes on:
   (a) Discussion Method
   (b) Project Method

UNIT-IV

7. Explain the skill "Probing Question." Prepare a micro lesson plan on this skill on any one concept of History.

UNIT-V

8. What do you mean by ‘Evaluation’? How Evaluation is different from examination? Describe various evaluation devices.

9. Write notes on:
   (a) Essay Type Tests
   (b) Objective Type Tests

HINDI MAHYAM

Note: प्रश्नकीय इकाई से एक प्रश्न निर्मित है, कुल परीक्षा प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के समान अंक हैं।

प्रश्नकीय इकाई-1

1. लक्ष्य और उद्देश्य में व्याख्या संबंधित है? व्याख्या का संदर्भ अन्य माध्यमिक स्कूलों में इतिहास शिक्षण उचित प्रदर्शित करता है?

2. इतिहास से आप क्या जानते हैं? माध्यमिक स्कूलों के शिक्षकों के प्रश्न क्रम में इतिहास को प्रकट करते हैं?

प्रश्नकीय इकाई-II

3. Give pedagogical analysis of any one of the following topic in context of identification of concepts, listing behavioural out comes, listing activities and experiment & listing evaluation techniques:
   (a) Indus valley Civilization.
   (b) Mughal Dynasty.
B.Ed. QUESTION PAPER—2010
MAHARISHI DAYANAND UNIVERSITY, ROHTAK

Paper—I
EDUCATION IN EMERGING INDIAN SOCIETY

Time Allowed: 3 hrs. M. M.: 80

Note: Attempt five questions in all, selecting one question from each Unit. All questions carry equal marks.

UNIT—I

1. Explain the concept of education and discuss the different types of education giving appropriate example in each case.

2. What exactly do you mean when you say, you know something? Explaining the meaning of knowledge discuss with examples the different theories of truth of knowledge.

UNIT—II

3. Explain the main tenets of Naturalism. Discuss the educational philosophy of naturalism highlighting the role of teacher and nature of discipline.

4. Compare and contrast the educational ideologies of Gandhi and Tagore with special reference to aims of education, discipline and methods of teaching.

UNIT—III

5. Explain different kinds of agencies of education. Discuss the role of home and community in education of children.

6. What is meant by ‘Values’? Explain different kinds of values that the Indian education in the 21st century should aim at.

UNIT—IV

7. What, in your opinion, are the main concerns of the modern Indian society? Discuss, how the social structure of India is obstructing the realization of these concerns?

8. What is meant by Environmental Degradation? Discuss its causes with special reference to India and explain how education can help in minimizing such causes.

(1)
9. राष्ट्रीय विकास से आप क्या समझते हैं? राष्ट्रीय विकास किस भूमिका का विवेचना करें?

10. वैश्विक स्तर पर जीवन के विभिन्न पक्षों में हो रहे परिवर्तनों को कल्पना करते हुए सन 2020 में भारतीय शिक्षा पद्धति की एक रूपरेखा तैयार करें।

Paper-II

PSYCHOLOGY OF TEACHING AND LEARNING

Time Allowed: 3 hrs. M. M. : 80

Notes:— Attempt any five questions in all, selecting one question from each Unit. All questions carry equal marks.

UNIT-I

1. How can the knowledge of psychology improve Teaching Learning Process? Explain. OR 16
2. Describe the Levels of Teaching in detail? 16

UNIT-II

3. Why we call adolescence a period of storm and strain? How can a teacher help them? OR 12, 4
4. Describe the needs and problems of social development during adolescence stage. 16

UNIT-III

5. Define Learning and explain the factors affecting Learning and Motivation. OR 4, 12
6. Elucidate the learning theory of Skinner’s operant conditioning and explain its educational implications 12, 4

UNIT-IV

7. What is Aptitude? Explain the various uses and limitations of Aptitude Tests OR 4, 12
8. What is personality? Briefly explain different methods of assessing personality. 4, 12

UNIT-V

9. What is Guidance? Why is it essential to make provision for Guidance services in schools? OR 16

10. Enumerate the characteristics of Mentally Retarded children and how can you solve their educational problems in your school? 8, 8

Hindi माध्यम

नोट-प्रश्नक काही से एक प्रश्न चुनता हुए, कुल पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

इकाई-1

1. योग्यता का ज्ञान शिक्षण अभियान प्रारंभिक में कैसे योग्यता दे सकता है? वर्णन कीजिए। 16
2. विषय का शिक्षण स्तर की विवेचना कीजिए। 16

इकाई-II

3. हम किसीप्रभाव को तुफान और संघर्ष का काल क्यों कहते हैं? एक अभाव में उनके सहायता कैसे कर सकता है? अर्थव्यवस्था 12, 4
4. किसी प्रभाव में सामाजिक विकास से सम्बन्धित जरूरतों व समस्याओं का वर्णन कीजिए। 16

इकाई-III

5. अभियान की परिधान दीजिए और अभियान का अभिप्रेत करने वाले कारकों का वर्णन कीजिए। अर्थव्यवस्था 4, 12
6. अभियान के विकार द्वारा प्रतिक्रियाएँ फ्रेम-प्रेरण-सिद्धांत को स्पष्ट कीजिए और इसके शीर्षण निहितार्थ का वर्णन कीजिए। 12, 4

इकाई-IV

7. रूढ़िन मान क्या है? रूढ़िन परिवारों का उपयोग कर तथा सीमाओं का वर्णन कीजिए। अर्थव्यवस्था 4, 12
8. व्यक्तित्व क्या है? इसके मापन का सिद्धांत विविधता का संक्षेप में वर्णन कीजिए। 4, 12

इकाई-V

9. निदेशन क्या है? स्कूलों में निदेशन संस्थाओं का आयोजन क्यों आवश्यक है? अर्थव्यवस्था 16
10. मानसिक रूप से छिपे बच्चों की विशेषताएँ लिखिए और अपने स्कूल में उनकी शीर्षक समस्याओं का समाधान कैसे करें?
Paper—III—A

SECONDARY EDUCATION AND SCHOOL MANAGEMENT

Time Allowed : 1½ hrs. M. M. : 50

Note:— Attempt three questions in all, selecting one question from each Unit. All question carry marks as shown against them.

UNIT—I

1. Write a critical note on the recommendation of Indian Education Commission (1966) in regard to the aims of secondary education in India. 17

2. What do you mean by Secondary Education? Discuss the historical background of modern secondary education in India. 17

UNIT—II

3. What are the objectives of Pre-Service and In-Service Teacher Education? What are the major defects in the present Teacher Education System? 17

4. “Secondary Education is the weakest link in our educational system”. Comment on the statement, highlighting major problems in the field. Suggest measures for solving these problems. 17

UNIT—III

5. Give the importance of school time table in realizing the true goals of instructions. What points would you bear in mind while drawing up the time table in schools? 16

6. Write short notes on the following:
   (a) School Library,
   (b) Co-Curricular activities.

प्रेक्षक का उद्देश्य इस इकाई से एक प्रश्न का चयन करते हुए कुल तीन प्रश्न करें। सभी प्रश्नों के अंक उनके सामने दिए गए हैं।

प्रेक्षक का उद्देश्य इस इकाई से एक प्रश्न का चयन करते हुए कुल तीन प्रश्न करें। सभी प्रश्नों के अंक उनके सामने दिए गए हैं।

1. भारतीय शिक्षा आयोग (1966) द्वारा प्रस्तावित भारत में माध्यमिक शिक्षा के उद्देश्यों की आलोचनात्मक दिक्षा सिखें।

2. माध्यमिक शिक्षा से क्या तार्किक है? भारत में आधुनिक माध्यमिक शिक्षा का प्रतिक्रियात्मक पूर्वपूर्ण को व्याख्या कीजिए।
हिंदी माध्यम

नोट—प्रत्येक इकाई से एक प्रश्न चुनते हैं, कुल तीन प्रश्नों के उत्तर दीजिए।

इकाई—I

1. श्रेष्ठ, अस्मात और अपेक्षा की संकल्पना की विचरणा कीजिए। ये एक दूसरे से किस प्रारम्भ मिला है? 17

2. विशिष्ट बालकों का शरीर परिवर्तन में प्रयुक्त विधियों की विवरणपूर्वक व्याख्या कीजिए। 17

इकाई—II

3. असम बालकों के अध्यापन के लिए अध्यापक की पूर्वकड़ की विचरणा कीजिए। 17

4. असमानताओं के कारण होने वाली कार्यवाही सीमाओं का वर्णन कीजिए। उनके शैक्षिक

प्रभावों की व्याख्या कीजिए। 17

इकाई—III

5. अनुष्ठापन एवं कपमंजर श्रृंखला का क्या कारण है? क्या इस्लें रोका जा सकता है? 16

6. निम्नलिखित पर संक्षिप्त दिव्यांगाँवर लिखिए:

(क) अभिमान अस्माताएं 8

(ख) मानसिक मंदन 8

Paper—III-B(ii)

YOGA EDUCATION

Time Allowed : 1½ hrs. M. M. : 30

Note— Attempt all questions. All questions carry equal marks.

1. व्‍यक्ति का जीवन के लक्ष्य क्या है तथा योग कैसे हमें सहायक है? 10

2. योग क्यों है? तथा इसके मुख्य प्रकार क्या हैं? विस्तार से लिखिये। 10

3. योग का जीवन से जोड़ना अच्छा उपाय सहित क्या है? 10

अध्याय

आधार-विचार और व्यवहार में गहरा संबंध है। योग की आधार विचार के परिपेक्ष में इस क्षण पर उपयोगी करें।

UNIT—I

1. व्‍यक्ति का जीवन के लक्ष्य क्या है तथा योग कैसे हमें सहायक है? 10

2. व्‍यक्ति का जीवन के लक्ष्य क्या है तथा योग कैसे हमें सहायक है? 10

3. व्‍यक्ति का जीवन के लक्ष्य क्या है तथा योग कैसे हमें सहायक है? 10

4. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

5. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

6. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

7. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

8. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

9. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

10. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

11. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

12. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

13. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

14. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

15. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

16. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

17. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

18. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

19. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

20. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

21. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

22. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

23. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

24. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

25. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

26. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

27. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

28. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10

29. मानसिक मं�न को कैसे नियंत्रित किया जा सकता है? 10

30. मानसिक मंदन को कैसे नियंत्रित किया जा सकता है? 10
हिंदी पाठ्यपत्र

नोट—प्रत्येक इकाई से एक प्रश्न चुनकर करें। कुल 10 प्रश्न को कीजिए।

इकाई—I

1. मानविक शिक्षा स्तर के लिए जनसंख्या शिक्षा के लिए विद्यालयों की जिम्मवादी कीजिए।
2. वर्तनीवादियों के लिए जनसंख्या शिक्षा के लिए आप की सी सीविभाजन नीतियों अपनाएं?

इकाई—II

1. निर्देशन का अर्थ स्पष्ट कीजिए। भारतीय शिक्षा परिस्थितियों में इसको प्रकृति व महत्व की भी व्याख्या कीजिए।
2. परिस्थितियों के अंतर्गत जनसंख्या की विद्यालयों के लिए शैक्षिक व व्यवसायिक निर्देशन का आवश्यकता का महत्व दर्शाइए।

इकाई—III

1. प्रश्न का अर्थ स्पष्ट कीजिए। इसकी प्रक्रिया का भी वर्णन कीजिए।
2. सामाजिक आयुक्त शिक्षा से आप की समझ है? इसकी प्रक्रियाओं, विषयों तथा घटनाओं का वर्णन कीजिए।

Paper—III-B (iv)

EDUCATIONAL AND VOCATIONAL GUIDANCE

Time Allowed : 1½ hrs. M. M. : 50

Note:— Attempt three questions in all, selecting one question from each Unit.

UNIT—I

1. Explain the meaning of Guidance. Also describe its nature and importance in the Indian Educational context.
2. Highlight the need of Educational and Vocational Guidance for the students of Senior Secondary School stage.

UNIT—II

3. Explain the meaning of counselling. Also discuss its process.
4. What do you mean by Cumulative Record Card? Describe its types, content and advantages.

UNIT—III

5. What type of Guidance Services can be organised in Schools? What steps do you suggest for the effective organisation of Guidance Services in Schools?
6. Write a detailed note on ‘Educational and Occupational Information’.

मेंटल हाइज़नी

Time Allowed : 1½ hrs. M. M. : 50

Note:— Attempt all questions in all. Questions carry marks as shown against them.

1. What is Mental Hygiene? Explain its need and importance in our schools.
   OR
   Discuss the causes of Mental illness at adolescence.
   17
2. What is Juvenile delinquency? How will you prevent it? Explain.
   OR
   Explain neurotic and psychotic behaviour in details.
   17
3. How the teacher can preserve the Mental health of the students? Discuss.
   OR
   What are the rules of Mental health? Explain its limitations also.
   16

हिंदी पाठ्यपत्र

नोट—सभी प्रश्नों के उपर देने हैं। प्रश्नों के अंक उनके सामने दिये गये हैं।

1. मानविक शिक्षा स्तर का अर्थ नि? हमारे विद्यालयों में इसके महत्व तथा आवश्यकता की व्याख्या कीजिए।
   अध्याय 17
Paper-III-B, (vi)

ADULT & CONTINUING EDUCATION

Time Allowed : 1½ hrs.   M. M. : 50

Note:— Attempt three questions in all, selecting at least One question from each Unit. All Questions carry marks as shown against them.

UNIT-I

1. Write short notes on the following:
   (a) Meaning of Continuing Education. 17
   (b) Population Education.

2. What do you mean by Adult Education? Briefly explain the scope of Adult Education. 17

UNIT-II

3. Describe the importance of mass media as a method of Adult Education. Explain how radio and television can be used for Adult Education. 17

4. Discuss the organization of Adult Education at different levels in Haryana State. 17

UNIT-III

5. What do you mean by National Literacy Mission? How is this mission helpful in promoting Adult Education? 16

6. Enlist various Govt. Agencies involved in Adult Education programme. Explain the role of anyone such agency. 16

हिन्दी माध्यम

नोट:- प्रथम इकाई से एक प्रश्न चुंबने हुए, कुछ तीन प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक उनके सामने दिए गये हैं।

इकाई- इ

1. निम्न पर संक्षिप्त टिप्पणी लिखें: (क) निरस्त शिक्षा के अर्थ (ख) जनसंख्या शिक्षा. 17
2. प्रौद्योगिकी से ज्या तात्पर्य है? प्रौद्योगिकी के विस्तार को संक्षिप्त व्याख्या करें। 17

Paper-III-B, (vii)
UNIT III

3. Write a note on the ‘Importance of forests in our life’.

OR

Write short notes on:
(a) Population and environment
(b) Conservations of Energy resources

Paper III-(B)-(viii)

ENVIRONMENTAL EDUCATION

Time Allowed: 1½ hrs.  M. M.: 50

Note: Attempt any three questions, selecting at least one question from each Unit.

UNIT I

1. What do you mean by environmental education? Discuss its importance. **OR**
   Give in detail the objectives and specification of environmental education for classes VI to VIII.

UNIT II

2. Discuss Green-house effect as an impending catastrophe. **OR**
   List the major air pollutants and describe their effect on human health.
Discuss the instructional approach in various S.T.S. programmes.

3. Give the concept of Evaluation. Discuss the various types of Evaluation in S.T.S. programme.

OR

What do you mean by Methods of teaching? Describe any one method of teaching of S.T.S.

Hindi माध्यम

नोट—चूँकि तीन प्रश्नों को हल कीजिए।

1. एस. टी. एस. के उद्देश्यों की विशेष व्याख्या कीजिए।

2. सिछ में एस. टी. एस. के प्रयोजनों की व्याख्या कीजिए।

3. मूल्यांकन का सम्पूर्ण विवेचना कीजिए।

Paper-IV

EDUCATIONAL TECHNOLOGY

Time Allowed : 3 hrs. M. M. : 80

Note—Attempt five questions in all, selecting at least one question from each Unit. All questions carry equal marks.

UNIT-I

1. Define Educational Technology. What are the different types of Educational Technology? Discuss.

2. Explain the communication process. What are the different media of communication? Discuss.

UNIT-II

3. What is interaction analysis? Discuss Flander's category system along with its procedure of coding and encoding.

4. What is role playing? Discuss the procedure of role playing as a teacher training strategy.

UNIT-III

5. Describe the term 'programmed learning'. Discuss its nature and characteristics.

6. Discuss the various steps for development of linear programme. Also write its limitations.

UNIT-IV

7. Describe the various elements of a teaching model. Explain them with reference to concept attainment model.

8. Describe the structure and characteristics of inquiry training model.

UNIT-V

9. Define information technology. How it can be effectively used in Indian classrooms?

10. What is a computer virus? How will you identify it? What steps you can take to remove it?

Hindi माध्यम

नोट—प्रत्येक इकाई से एक प्रश्न चुनिए हुए, कुल पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।
7. दीर्घकालिक मॉडल के विभिन्न तत्त्वों को व्याख्या कीजिए। कान्सेप्ट अस्ट्रेन्मेंट मॉडल के संबंध में उसकी विवेचना कीजिए।
8. इन्फारमेशन मॉडल की बनावट एवं विशेषताओं का वर्णन कीजिए।

9. सूचना प्रौद्योगिकी को परिभाषित कीजिए। पालतू पर्चा में उसका प्रभाव उपयोग किस प्रकार किया जा सकता है?
10. कस्टमर चाहता क्या है? आप उसे कैसे पहचानें? उसको हटाने के लिए आप क्या विधि अपनाएं?

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**Paper V, VI Group-A (i)**

**TEACHING OF ENGLISH**

*Time Allowed : 3 hrs. M. M. : 100*

Note:— Attempt all the five questions, selecting at least one question from each Unit. All questions carry equal marks.

**UNIT-I**

1. Define language. What are the linguistic principles governing the nature of language? What should be the aims of teaching English at school level? How can these aims be realised? 5 + 5 + 10

**UNIT-II**

2. What is guided composition? What are its advantages? How is guided composition different from free composition? What do you mean by pedagogical analysis? Make a pedagogical lesson plan on a poetry lesson by choosing a poem of your choice for class IX. 5 + 5 + 10

**UNIT-III**

3. What is ‘Bilingual Method’ of teaching English? How is this method different from Translation-Grammar Method and Direct Method of teaching English? What do you mean by communicative approach? Discuss its merits and demerits. 10 + 10

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4. Write a detailed note on the importance of instructional material and their effective use in teaching of English. 20

OR

Write short notes on the following instructional aids in teaching of English:
(a) Flash cards, (b) Pictures and charts, (c) Overhead Projector, (d) Language Laboratory. 5+5+5+5

**UNIT-IV**

5. What is evaluation? How is evaluation different from measurement? 5 + 15

What do you mean by ‘objective type test’? Prepare a test, containing at least five test items to evaluate active vocabulary of IX class students.

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**Paper V, VI Group-A (ii)**

**TEACHING OF HINDI**

*Time Allowed : 3 hrs. M. M. : 100*

Note:— Attempt all the five questions, selecting at least one question from each Unit. All questions carry equal marks.

1. व्याख्या द्वारा किये गए हिंदी शिक्षण उद्देश्यों की व्याख्या कीजिए। इन उद्देश्यों को योग्य प्रकार से शिक्षा में प्रस्तुत किया जा सकता है? स्पष्ट कीजिए। 10, 10

**अध्ययन**

हिंदी भाषा शिक्षण से सम्बन्धित कोन-कोन से क्षेत्र हैं? भाषा की शिक्षा में इन कोनों के विकास का क्यों महत्त्व है? विस्तार में वर्णन करें। 10, 10

2. सूचना शिक्षण का क्या अर्थ है? प्रकार वैकल्पिक का विकास करने के लिए एक सूचना पाठ योजना प्रस्तुत कीजिए। अध्ययन 5, 15

हिंदी शिक्षण में पाठ योजना की आवश्यकता और महत्त्व पर प्रकार डालते हुए, एक अच्छी पाठ योजना की विवेचना हेतु आवश्यक है। 10, 10

3. गद्दी शिक्षण और पाठ शिक्षण में क्या अंतर है? गद्दी पाठ में मायू के रूप से कोन शब्दों की व्याख्या किस प्रकार करनी चाहिए? उदाहरण सहित स्पष्ट करें। 5, 15

**अध्ययन**

रचना शिक्षण के सामान्य उद्देश्यों की व्याख्या करते हुए बताएं कि रचना शिक्षण की कोन-कोन से विभिन्नता है? आप माध्यमिक कस्तो में इन विभिन्नताओं का प्रयोग करते हैं और क्यों? 5, 10, 5

4. आपके प्राप्त माध्यमिक स्तर के हिंदी पाठ्यक्रम की समीक्षा करते हुए बताएं कि इसमें क्या दोष हैं और उन्हें किस प्रकार दूर किया जा सकता है? 10, 10

**अध्ययन**
5. निम्नलिखित में से किस-किस को पूर्णता दिखाते?

(क) हिंदी शिक्षण विषय में गुरुकोश का स्वरूप एवं उद्देश्य,
(ख) गुरु का कार्य के प्रभाववाती बनाने के साधन एवं संस्कृति विकासकर,
(ग) माध्यमिक शिक्षण के मूल्यांकन में बहुदिगत परीक्षा का महत्त्व एवं कारक,
(घ) हिंदी की भिंतिया विचारों के मूल्यांकन की प्रक्रिया।

Paper-V, VI Group-A (iii)

TEACHING OF PUNJABI

Time Allowed : 3 hrs. M.M. : 100

नोट:-सभी प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न के अंक उसके सामने दिए गए हैं।

इकाई-I

1. वर्तमान समय में सामाजिक कक्षणों में संस्कृत भाषा और उसके साहित्य के शिक्षण की अवधारणा पर प्रक्रिया द्वारा। अथवा
   संस्कृत शिक्षण के उद्देश्यों के व्यवहारपर्य संबंधीत में लिखित की प्रक्रिया के वर्णन उद्देश्य सहित करें।
   20

2. जब भी श्रीकृष्ण बाबा का विवाहका कबला आवश्यक है? श्रीकृष्ण बाबा का विवाह करने के लिए तीन-दोनों से साझा, शिक्षियों या उद्देश्यों विषय में लाइ जा सकती है?
   5, 15

अथवा
   शिक्षण आयोजन के दौरान आपने संस्कृत की विवाह का पहला था, उसकी पादप पुस्तक के आन्तरिक एवं बाह्य भाषा की समीक्षा करे।
   20

इकाई-II

3. संस्कृत में व्यक्तिगत शिक्षण की तीन-सी विचारों हैं? 'श्रीमद्र भागवत' को अग्रणी विधि द्वारा पढ़ने के लिए एक पाठ योजना तैयार करें।
   3, 17

अथवा
   संस्कृत गद्य पाठ में आए हुए वायन रचनाओं की व्याख्या करने के लिए अपनाई जाने वाली विचारों का उद्देश्य सहित वर्णन करे।
   20

इकाई-III

4. संस्कृत शिक्षण के भाषाएँ एवं पादप पुस्तक पद्धति का वर्णन करे।
   10, 10

अथवा
   संस्कृत शिक्षण की पद्धतियों का वर्णन करते हुए बताएं कि आप किस पद्धति को उपयुक्त समझते हैं और क्यों?
   16, 4

5. निम्नलिखित में से किस-किस को प्रश्नों के उत्तर दें:

(क) संस्कृत शिक्षण में 'गुरुकार्य का महत्त्व एवं नियोजन' विषय पर निबंध लिखिए।
(ख) योगके सर्वोपरिवर्तन एवं अभिनवीकरण प्रतियोगिता पर नोट लिखिए।
(ग) संस्कृत शिक्षण में सहयोग की क्या संबंध है?
(घ) संस्कृत शिक्षण में विचार उद्देश्यों की प्रतीति की उत्तर करने के लिए आप मूल्यांकन की किस विचारों का प्रयोग करेंगे? वर्णन करें।
Paper-V, VI Group-B (I)

TEACHING OF MATH

Time Allowed : 3 hrs.  M. M. : 100

Note—Attempt five questions in all, selecting one question from each Unit.

All questions carry equal marks.

UNIT-I

1. Why mathematics should be introduced at the secondary level in schools? Differentiate between aims and objectives with examples. Why objectives should be written in behavioural terms?

2. Discuss the main principles of curriculum construction in Mathematics at the secondary-stage level.

UNIT-II

3. Discuss with the help of examples: Analytical and synthetical methods of teaching mathematics.

4. Write the importance of:
   (a) Oral work in mathematics
   (b) Written work in mathematics

UNIT-III

5. Analyse one of the following units pedagogically in terms of objective formulation, learning experiences, choosing methods and material and evaluation.
   (i) Area
   (ii) Ratio and Proportion

6. What do you mean by pedagogical analysis? Write down the pedagogical analysis of the topic congruency.

UNIT-IV

7. Prepare a lesson plan on any one of the following topics to teach students of class VII during a period of 35 minutes.
   (i) Profit Percentage, formula and problem.
   (ii) Pythagoras theorem.

8. Discuss the importance of skill of explaining and its components. Prepare a micro-lesson plan highlighting the components.

UNIT-V

9. Write short notes on the following:
   (i) Comprehension and continuous evaluation.
   (ii) Diagnostic testing.

10. How does a diagnostic test differ from an achievement test? Explain with examples.
UNIT-I

1. What is the meaning of Home Science? Discuss its importance in our life.

OR

2. Clarify the meaning of Home Science. What are the objectives of teaching of Home Science?

UNIT-II

3. Do pedagogy analysis of any one of the given topics:
   (a) Food,
   (b) Hygiene,
   (c) Importance of Budget-making

UNIT-III

4. Which is the most effective method of teaching of Home Science? Give a comparative account of other methods.

5. What is micro teaching? Describe questioning skill in detail.

UNIT-IV

6. What are audio-visual aids? Discuss the importance of teaching aids in the teaching of Home Science. OR

7. Prepare a lesson plan on any topic in Home Science for Class IX.

UNIT-V

8. Clarify the term evaluation. Discuss comprehensive and continuous evaluation.

9. What are the importance of evaluation? Classify the evaluation devices.

UNIT-V

1. यूट्यूब विज्ञान का क्या अर्थ है? हमारे मीडिया में इसकी क्या उपयोगिता है?

2. गूड विज्ञान का अर्थ स्पष्ट कोई नहीं। यूट्यूब विज्ञान के उद्देश्य जीन-कीन से है?
UNIT-III

5. What is the need and importance of a text-book? Explain the criteria which should be kept in mind while evaluating a text-book of commerce. 10, 10

6. Discuss the educational uses of the following aids in teaching of commerce.
   (a) Models  (b) Maps  (c) Film Strip  (d) Graphs  5, 5, 5, 5

UNIT-IV

7. What are the various methods of teaching commerce? Discuss in detail the discussion method of Teaching of Commerce with its merits and demerits. 10, 10

8. Explain the meaning of 'skill of stimulus variation'. Describe its essential components with the help of examples. 20

UNIT-V

9. 'What do you mean by evaluation? Explain the need and devices of testing student performance in the subject of commerce.' 10, 10

10. What are objective type tests? Give some suitable examples of such tests from the field of Commerce, mentioning their utility. 10, 10

HINDI MAHYAN

नोट-प्रश्नों के एक प्रश्न चुनकर हुए कुल पाँच प्रश्नों के ऊपर दीजिए। सभी प्रश्नों के आंक सम्म 15 है।

इकाई-1

1. लड़कों तथा लड़कियों में क्या अंतर है? माथामेटिक विद्यालय में वाणिज्य शिक्षण के मुख्य लक्ष्यों की संख्या में विवेचना कीजिए। 5, 15

2. क्या तकनीकी उपकरणों के बारे में ध्यान करना की चाहिए? 20

इकाई-2

3. भारतीय असंवेदित, अनुदेशक रूप से, प्रबन्धकरण तथा मूल्यांकन इन विकल्पों को ध्यान में रखते हुए एक अखंड आधार नमूना उपयोग का वैश्विक, विश्लेषण कीजिए। 20

4. कौन-कौन से इकाई के शिक्षण विवेचना के संपूर्ण एवं प्रक्रिया का वर्णन उद्देश्य बताएं इसके प्रकार हुए लिखिये। 20

इकाई-III

5. ‘किस पदार्थ मुद्रण की आवश्यकता एवं रूप से क्या है? वाणिज्य की पदार्थ मुद्रण का मूल्यांकन करते समय कितने साइंटिस्ट सामग्री का ध्यान रखना चाहिए, वाणिज्य कीजिए। 10, 10

Paper-V, VI (iv)

TEACHING OF ARTS

Time Allowed: 3 hrs. 

Note:— Attempt any five questions. All questions carry equal marks.

1. What is Art? Write pedagogical analysis of its principles. 10

OR

What are the factors of Art? Describe. 10

3. Describe the methods of teaching Art to teach High School classes. 10

OR

4. How to develop the self learning material to teach art in schools? 10

5. What is the importance of art in daily life? Explain. 10

OR

6. What is the role of art teacher in school education system? Explain. 10

OR

7. What is the co-relation of art with other school subjects? Explain. 10

8. Write an essay on child art. 10

9. How will you arrange an ‘Art Exhibition’ in your school? Explain. 10

10. What is the use of ‘Art Museum’ in education? Explain. 10
TEACHING OF LIFE SCIENCE

M. M. : 100

Time Allowed : 3 hrs.

Note.—Attempt all five questions. Each question carries twenty marks.

1. Explain the general aims of teaching the science. Also justify the inclusion of this subject in secondary school curriculum. 10

2. Explain problem-solving method of teaching the science. Discuss the merits and demerits. 10

3. Explain Bloom’s Taxonomy of educational objectives. Formulate specific objectives in behavioural terms on a topic on cell structure in section IX. 10

4. What do you mean by unit planning? Prepare a lesson plan on some topic for class IX. 10

5. For any two of the following topics—
(a) Condensed form of respiration
(b) Photosynthesis
Explain the procedure of preparation of objective type achievement test. 10

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9. Discuss the uses and limitations of the following types of Evaluation devices:
   (a) Oral tests,  
   (b) Assignments,  
   (c) Written tests-essay type,  
   (d) Objective type tests.

10. What is the difference between continuous formative evaluation and year-end summative evaluation? Which of these two is superior system of evaluation? Discuss the uses of both types of evaluation systems.

UNIT-V

India Map

Note: In the examination, each question carries equal marks. Attempt any five questions in all, selecting at least one question from each Unit. Units are not equal in length.

UNIT-I

1. “Geography studies the differential character of areas.” In the light of this statement examine the meaning, nature and scope of Geography.

2. What is Bloom’s taxonomy of educational objectives in cognitive domain. What are the uses of this taxonomy in teaching of Geography to school students?

UNIT-II

3. How would you make pedagogical analysis on any one of the following topics:
   (a) Rotation and Revolution of the earth.
   (b) Tea as a cash crop of India.
   (c) Running water as an agent of denudation.
   (d) Deccan plateau as one of the physical divisions of India.

4. Explain in a paragraph each of the following geographical concepts:
   (a) Latitudes,  
   (b) Longitudes,  
   (c) Formation of night and days,  
   (d) Formation of waterfalls,  
   (e) Formation of a delta.

UNIT-III

5. How would you develop and utilize the following types of instructional aids:
   (a) Self Instructional Modules,  
   (b) Globes,  
   (c) Maps,  
   (d) Atlases,  
   (e) Graphs.

6. Select a topic of your own choice and develop lesson plan on any topic of your choice for ninth grade geography students.

UNIT-IV

7. Discuss the nature, procedure, uses and limitations of PROJECT METHOD of teaching Geography.

8. Prepare a micro-lesson plan for developing the skills of “Questioning” and “Stimulus Variation” among student-teachers of Geography.

UNIT-III

3. निन में से किसी एक विषय में आप शैक्षिक विश्लेषण किस प्रकार करें?
   (अ) पृथ्वी का ध्रुवन कोण चक्र का कारण,  
   (ब) चाप के लिये कौन कौन व्यक्ति के रूप में,  
   (क) तीन ग्रहों के उपर ड्राफ्ट के रूप में,  
   (ल) ज्योतिस्कन्त भारत के चक्र के रूप में,

4. निन में से प्रकार की एक गैर-विद्यालय में भौगोलिक अवधारणा का व्याख्या करें?
   (अ) लोकप्रिय,  
   (ब) लोकप्रिय,  
   (क) तीन ग्रहों के उपर,  
   (ल) ज्योतिष का बनना,  
   (ल) ड्राफ्ट का बनना.

UNIT-III

5. निन प्रकार के शैक्षिक सहायकों का आप किस प्रकार विकसित एवं उपयोग करें?
   (अ) व्यवस्थित माध्यम,  
   (ब) ग्राह,  
   (क) नक्सल,  
   (ल) ग्राह,  
   (ल) ग्राह,  
   (ल) ग्राह.

5×4=20
6. What is meant by term ‘Model Teaching'? Describe the fundamental elements of model teaching.

UNIT-V

8. Show the difference between a Project Method and Problem Method. Discuss in detail the project method in teaching of Economics.

9. Discuss the various techniques of evaluation. Which is the best and why?

10. Write short notes on two of the following:
    (a) Team Teaching,
    (b) Teaching Machine,
    (c) Television Teaching.

Hindi Medium

नोट— प्रत्येक इकाई से कम से कम एक प्रश्न चुनने हुए कुल पांच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

इकाई-I

1. अर्थशास्त्र की परिभाषा दीजिए और उसके क्षेत्र व शीर्षकों की विवेचना कीजिए।

इकाई-II

2. भारतीय परिस्थितियों के सन्दर्भ में अर्थशास्त्र शिक्षण के लक्ष्यों की व्याख्या कीजिए।

इकाई-III

3. राष्ट्रीय आय का बार अर्थ है? राष्ट्रीय आय के मापन की मूल्य वृद्धि विधि की व्याख्या कीजिए।

इकाई-IV

4. अर्थशास्त्र में पद-पुस्तक का होना क्यों आवश्यक है? आप पद-पुस्तक के मूल्यांकन के लिए किन बातों का ध्यान में रखेंगे?

5. निम्नलिखित पर टिप्पणी लिखिए:
   (अ) भारत की जनसंख्या की विशेषताओं की व्याख्या,
   (ब) अर्थशास्त्र शिक्षण में कम्प्यूटर तथा टी-वी का प्रयोग.

इकाई-V

6. शिक्षा प्रतिभाम मदद का बार अर्थ है? शिक्षा के बुनियादी तत्त्वों की संस्थापक व्याख्या करें।

7. अर्थशास्त्र की शिक्षण के अनुरूप अभ्यास साधनों के कारण एवं विशेषताओं का उल्लेख कीजिए।
UNIT V

9. How will you evaluate the stage performance programme at secondary stage? Set a model test paper for any class.

10. Give your own suggestions for popularisation of Indian classical music inside and outside the school.

Hindi माध्यम

नोट- प्रत्येक इकाई से एक प्रश्न चुनते हुए, कुल पाँच प्रश्नों के उत्तर दीजिए।

सभी प्रश्नों के समान अंक हैं।

UNIT I

1. अकबर काल से आज तक भारतीय संगीत में क्या-क्या परिवर्तन हुए हैं? संख्या में वर्णन करें।

2. "उद्देश्य के बिना अध्यापक एक गायिक के समान है जिसे अपनी मंजिल का पता नहीं है, उसके बिना भिन्न पतवार की नौका के समान है जो वह जायेगी।" इस कथन के अंतर्गत संगीत शिक्षण के उद्देश्य का वर्णन करें।

UNIT II

3. वृत्ति उपाधि विद्या क्या है? इसके दो बाद बाकी की व्याख्या करें।

4. "लघु संगीत की आत्मा है इस कथन के अंतर्गत संगीत में लघु एवं रात्री को महत्व का वर्णन करें।"

UNIT III

5. सहायक सामग्री से कक्षा शिक्षण में कितन प्रकरण सुधार लाना जा सकता है। कुछ महत्वपूर्ण प्रदर्शनों के नाम बताएँ जिनका संगीत में विद्यार्थी का सक्रिय जा सकता है।

6. एक अन्य संगीत अध्यापक भारतीय संगीत और जिस संगीत स्कूल में अध्यापन नियमों को ठीक लगाना हो जाये तो आप किन योगदानों से सहायता करें?

UNIT IV

7. न्यायिक शिक्षण विधियों की व्याख्या करें:

(क) खेल विधि (ख) प्रदर्शन विधि

8. कक्षा का उपाधि और स्वर पदार्थों के लिए एक पाठ योजना बनायें।

UNIT V

9. संगीत अभ्यास पर प्रदर्शन का आय कितन प्रकार परिष्कर करें? किसी भी कक्षा का माहात्म्य टेस्ट पेपर भी बनायें।

10. भारतीय राष्ट्रीय संगीत को विशालता में एवं विशालता को बाहर लोकप्रिय बनाने के लिए अपने सुझाव दें।
Paper-V, VI, Group-D (I)

TEACHING OF PHYSICAL SCIENCE

Time Allowed: 3 hrs. M.M.: 100

Note:— Attempt five questions in all, selecting one question from each unit.
    • All questions carry equal marks. Answer should be to the point.

UNIT-I

1. Write an essay on Bloom’s Taxonomy of Educational objectives.
2. Describe importance of teaching Physical Science.

UNIT-II

3. Detail out a note on content and pedagogical analysis of Atomic Structure.
   OR
4. Write content and Pedagogical analysis of water as a universal solvent.

UNIT-III

5. Write short notes on the following:
   (a) Unit planning
   (b) Preparation of teaching aids.
6. Discuss the following:
   (a) Co-curricular activities,
   (b) Developing frames of self learning material (linear programme)

UNIT-IV

7. What do you mean by Lecture-cum-demonstration method? How would you conduct an effective demonstration in your science class? What are the merits of it?
   OR
8. Explain the following in brief:
   (a) *Skill of questioning
   (b) Skill of explaining

UNIT-V

9. Write short notes on the following:
   (a) Summative Evaluation
   (b) Diagnostic Evaluation.
   OR
10. What are the characteristics of a good test? Prepare an achievement test of 20 objective type test items of any topic.
हिंदी माध्यम

पेपर- V, VI, ग्रुप- D (ii)

TEACHING OF CIVICS

Time Allowed : 3 hrs. (M. M. : 100)

Note:— Attempt five questions in all, selecting at least one question from each unit. All questions carry equal marks.

UNIT-I

1. वात-प्रश्नक इकाई से कम से कम एक प्रश्न चुनिए हुए, कुल पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के सम्पादन अंक हैं।

इकाई-I

1. ‘नागरिक शास्त्र’ से आप क्या समझते हैं? नागरिक शास्त्र को विद्यालय पाठ्यक्रम में महत्वपूर्ण विषय क्यों दिया जा रहा है?

2. नागरिक शास्त्र शिक्षण के लक्ष्यों तथा उद्देश्यों का वर्णन कीजिए। इस विषय के द्वारा किन-किन लक्ष्यों का अभ्यास हो सकता है?

इकाई-II

3. पाठ्यक्रम से क्या आप समझते हैं? नागरिक शास्त्र शिक्षण में पाठ्यक्रम का निर्माण करते समय किन विषयों को व्यापक रूप से रखा जा सकता है?

4. विषय-विधि से आप क्या समझते हैं? इसके गुण तथा अवसरों पर प्रकाश डालिए।

इकाई-III

5. शास्त्र, आर्थिक, सामाजिक तथा आचार वर्तमान से आप क्या समझते हैं? नागरिक शास्त्र शिक्षण में उपयुक्त होने वाली लिखित सहायक शिक्षण सामग्री का उपयोग किया गया?

6. नागरिक शास्त्र शिक्षण में पाठ्यपुस्तक की व्याख्या कीजिए।

इकाई-IV

7. नागरिक शास्त्र शिक्षक की अभिव्यक्ति रूपों का वर्णन कीजिए।

8. मूलभूत विषयों से आप क्या अभिव्यक्ति करते हैं? नागरिक शास्त्र शिक्षण में विभिन्न क्षेत्रों की उपलब्धि के पहले ही विभिन्न तकनीकियों तथा उनके महत्त्व का वर्णन कीजिए।

इकाई-V

9. भारतीय नागरिक के मौलिक अधिकारों की व्याख्या कीजिए।

10. भारतीय संविधान के प्रमुख विषयों की व्याख्या कीजिए।

Paper : V, VI, Group- D (iii)

TEACHING OF SOCIAL STUDIES

Time Allowed : 3 hrs. (M. M. : 100)

Note:— Attempt five questions in all, selecting at least one question from each Unit. All questions carry equal marks.
UNIT-I
1. What is the importance of social studies? Explain its scope. 20
2. Why is it necessary to have aims? Formulate the objectives on any topic in teaching of social studies in behavioural terms. 20

UNIT-II
3. What is pedagogy or science of teaching? Discuss its role in the teaching of a social studies teacher. 20
4. Give pedagogical analysis on the topic ‘Various factors affecting Indian Society’ 20

UNIT-III
5. Discuss in brief the use and importance of Video cassette recorder (V.C.R.) and Computer as audio-visual aids used for teaching of social studies. 10, 10
6. What do you understand by the term curriculum development? How will you proceed in the task of developing social studies curriculum for secondary school classes? 20

UNIT-IV
7. What do you understand by problem solving method? How can it be utilised for the teaching of social studies? Explain. 20
8. What do you understand by skill of stimulus variation? Illustrate the process through micro lesson. 10, 10

UNIT-IV
9. Write short notes on the following: 10, 10
(i) Difference between the terms Evaluation and Examination.
(ii) Objective type tests in teaching of social studies.
10. What is remedial teaching? Why is it essential on the part of a social teacher to plan for such a teaching? Discuss in detail. 20

Hindi माध्यम
नोट-प्रश्नक्रम इक्काई से एक प्रश्न चुनते हुए कुल पाँच प्रश्नों के उत्तर दीजिए। सभी प्रश्नों के अंक समान हैं।

इक्काई-1
1. सामाजिक अध्ययन का बहु महत्त्व है? इसके कार्यक्रम का वर्णन कीजिए। 20
2. मुद्दयों की बांट आवश्यकता है? अन्य चर्चा कल्पना में किसी एक प्रकार में प्रणय उद्देश्य नियंत्रित कीजिए। 20

Paper-V, VI, Group-D (iv)
TEACHING OF HISTORY

Time Allowed : 3 hrs. M. M. : 100
Note: Attempt five questions in all, selecting at least one question from each unit. All questions carry equal marks.

UNIT-I
1. Discuss briefly the nature and scope of History. Throw light on the importance of History at school level. 10, 10
2. What do you understand by the term taxonomy of instructional objectives? Discuss Bloom's taxonomy of instructional objectives related to cognitive domain of the behaviour.

UNIT-II

3. Write down the pedagogical analysis of the topic "Indus Valley Civilization" or "Modern India" keeping in mind the points of identification of concept, instructional objectives, presentation and evaluation each.

UNIT-III

4. What criteria would you keep in mind while writing History text-book for tenth grade students?

5. What do you mean by self-learning module? Discuss with examples the general guidelines to be followed while developing self-learning module.

UNIT-IV

6. Define Skill. Describe the various components of the "Skill of probing Questions".

7. Discuss merit and demerits of project method. Give your suggestions for effective use of project method.

UNIT-V

8. What are the purpose of evaluation in History?

9. Discuss the basic principles of evaluation.

Hindi Madhyam

नोट- प्रश्न प्रेक्षक इकाई से एक प्रश्न चुनते हुए, कुल पाँच प्रश्नों के उत्तर दीजिए।
सभी प्रश्नों के समान अंक हैं।

इकाई-III

1. इतिहास की प्रकृति एवं वैज्ञानिक ज्ञान वर्गीकरण के महत्व पर इतिहास विषय के प्रश्नों पर प्रश्न डालिए।

2. अनुरूपतात्मक उद्देश्यों के अनुसार इतिहास के इतिहास विषय के अनुरूपतात्मक उद्देश्यों के बारे में विचार कीजिए।

इकाई-IV

3. धारणा की अभिव्यक्ति, अनुरूपतात्मक उद्देश्य, प्रश्नात्मक तथा मूल्यांकन, इन बिंदुओं को इतिहास में रखते हुए "हिन्दु चांदौ" की समस्या" अथवा "अध्यात्मिक भावना" नामक उपविषय का विशेषण कीजिए।

The End, Question Paper-2010