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**Roll No. \_\_\_\_\_\_\_\_\_\_\_\_**

**BED - 1229**

**B. Ed. (I Semester) Examination, Dec.2018**

**EDUCATION**

**Content Knowledge and Pedagogy of School Subject:**

**Social Science I (History/Civics)**

*Time Allowed: Three Hours] [Maximum Marks: 70*

**Note:** Answer **all** questions.

**Q. 1.** Attempt any **six** of the following. **5\*6=30**

fuEufyf[kr esa ls fdUgha N% ads mÙkj nhft,A

1. Write the scope of Civics/History.

ukxfjd “kkL=@bfrgkl dk fo’k; {ks= fyf[k,A

1. What is the objective of Civics/History?

ukxfjd “kkL=@bfrgkl dk mís”; D;k gS \

1. Write the use of project method in teaching Civics/History.

ukxfjd “kkL=@bfrgkl ds f”k{k.k esa ifj;kstuk fof/k dk mi;ksx fyf[k,A

1. Write th importance of textbook in Civics/History.

ukxfjd “kkL=@bfrgkl esa ikB~;iqLrd dk egRo fyf[k,A

1. Give the concept of curriculum.

ikB~;p;kZ dh vo/kkj.kk fyf[k,A

1. What is the need and importance of field trip in Civics/History?

ukxfjd “kkL=@bfrgkl esa LFkkuh; Hkze.k dh vko”;d ,oa egRo D;k gSa \

1. Write the general principles of curriculum framing in Civics/History.

ukxfjd “kkL=@bfrgkl esa ikB~;p;kZ fuekZ.k ds lkekU; fl)kUr fyf[k,A

1. Write the importance of primary and secondary data.

izkFkfed ,oa f}rh;d vkadM+s dk egRo fyf[k,A

**Q. 2.** Discuss with example the concept of History/Civics as a science. Illustrate any five important characteristics of the study of Civics/History. **10**

foKku ds :i esa bfrgkl@ukxfjd “kkL= dh vo/kkj.kk dh mnkgj.k ds lkFk foospuk dhft,A ukxfjd “kkL=@bfrgkl ds v/;;u dh fdUgha ik¡p egRoiw.kZ fo”ks’krkvksa dks mn~?k`r dhft,A

**OR/vFkok**

Frame a list of aims and objectives of the study of Civics/History at secondary level.

ek/;fed Lrj ij ukxfjd 'kkL=@bfrgkl v/;;u ds y{;ksa ,oa mís”;ksa dh lwph cukb;sA

**Q. 3.** What are the various methods and strategies of teaching Civics/History? Explain any one with example. **10**

ukxfjd “kkL=@bfrgkl f”k{k.k dh fofHkUu fof/k;k¡ ,oa ;qfDr;k¡ D;k gSa \ fdlh ,d dh mnkgj.k ds lkFk O;k[;k dhft,A

**OR/vFkok**

What the criteria of a good textbook in Civics/History? Illustrate with example.

 ukxfjd “kkL=@bfrgkl dh ,d vPNh ikB~;iqLrd ds D;k ekin.M gS\ mnkgj.k ds lkFk mn~?k`r dhft,A

**Q. 4.** What are the various types of lesson plans? Prepare a daily lesson plan of teaching Civics/History of your own choice. **10**

ikB;kstukvksa ds fofHkUu izdkj D;k gSa \ ukxfjd “kkL=@bfrgkl f”k{k.k ds fy, viuh ilan dh dksbZ ,d nSfud ikB;kstuk rS;kj dhft,A

**OR/vFkok**

What are the qualities of good Civics/History teacher? Discuss in detail.

,d vPNs ukxfjd “kkL=@bfrgkl f”k{kd dh D;k fo”ks’krk,a gksrh gSa\ foLrkj ls foospuk dhft,A

**Q. 5.** Discuss the drawback of evaluation system of Civics/History at present. Suggest remedies as well. **10**

ukxfjd “kkL=@bfrgkl ds ewY;kadu i)fr dh orZeku esa [kkfe;ksa dh foospuk dhft,A mUds mipkj Hkh lq>kb,A

**OR/vFkok**

What is the difference between diagnostic and remedial teaching? Explain with example.

funkukRed ,oa mipkjkRed f”k{k.k esa D;k vUrj gS \ mnkgj.k ds lkFk O;k[;kf;r dhft,A