

AE-597
(A, B, D, E, & F)

B.Ed. (Second Year)
Term End Examination, 2016-17

PEDAGOGY OF SUBJECT AREAS

Time : Three Hours] [Maximum Marks : 80

[Minimum Pass Marks : 27

ç·âè °.¤ â×âÙ âð ¥ÂÙè
çßçæÆÙ ðèâÙÙ ©âÙÙ ÎèÁ° ð

Answer from any **one** Group
as per your specialization.

(2)

AE-597 (A)

Pedagogy of Language : Hindi

Time : Three Hours]

[Maximum Marks : 80

[Minimum Pass Marks : 27

ÙàÀÙ Ñ àÖè ÁÞÙø · ð ÑÙÙ ÍèÁ°Ð àÖè ÁÞÙø · ð ÑÇ ×
â×àÙ àÙ

1. ÑÙ àÙÙ ×ðÇ×· × SÌÙÙ ×ð Öææ çàæææ · ð ÑÙøØó
· ð ÇÇæ · èÁ° ? §Ù ÑÙøØó · ð ÁèÌù · çæ · çæ
×ð · àð àÖß àÞ SÂÀÙ · èÁ°Ð

ÑÍ Ææ

Öææ · ð · çæ · àè àÙè ÇæàÞ ? §à · æ ÆàÙ
· àÙð àÞ ðàÙ Öè ÑÙÙ · èÁ° · ð Ñà · çæ
×ð Öææ ÑÙø» · ð ÑàÙÙ çß æÍØó · ð Ç · à
ÌÙÙ ÑÙÙ · àÙð àÞ?

2. àæàÙØ · ð ÀçÙØæàÌ · èÁ°Ð àæàÙØ àÙè à×à
· ð ØÍàÙ · æ ÇÇæ Ç · à ÁçÙÙ ×æè ÁÞÇÇ · ð
àæàÙØ ×ð ÀçÙÙçæ àÙè àÞ ÇÇæ · èÁ°Ð

ÑÍ Ææ

çß æÍØó ×ð àØØØØÍ ° Æ àßÌÙàèÙè · æ Öæ
ÑÙÙ · àÙð ×ð àæàÙØ · ð Ö× · æ · ð ÇÇæ
· èÁ°Ð

(3)

3. $\cdot \dot{a}u\dot{e} \cdot \dot{e} \dot{A}u\dot{O}a\dot{e} \cdot \dot{u}\dot{u} \dot{o} \dot{a}P \cdot \dot{a}u\dot{e} \dot{c}a\dot{y}a\dot{x} \cdot \dot{e}$
 $\times \dot{a}u\dot{B} \quad \circ \dot{B} \quad \textcircled{g} \dot{a} \dot{O} \quad \cdot \dot{e} \quad \dot{c} \dot{c} \dot{a} \dot{u} \cdot \dot{e} \dot{A}^{\circ} \dot{O}$

¥ Í ßæ

[illegible]

4. $\hat{A}I \cdot \hat{A}E\hat{U} \hat{a}\hat{n}\hat{e} \hat{c} \cdot \hat{u}-\hat{c} \cdot \hat{u} \hat{O}\hat{a}\hat{o} \cdot \hat{u} \hat{S}\hat{O}\hat{a} \times \hat{d}$
 $\hat{U}\hat{U} \hat{U}\hat{o} \cdot \hat{e} \hat{Y}\hat{a}\hat{B}\hat{a}\hat{O} \cdot \hat{a}\hat{x} \hat{a}\hat{n} \hat{B}\hat{t}\hat{a} \cdot \hat{e}\hat{c}\hat{A}^{\circ} \hat{I}\hat{I}\hat{x} \hat{A}I$
 $\hat{A}E\hat{U} \hat{a}\hat{o} \hat{c} \cdot \hat{u} \hat{O}\hat{a}\hat{o} \cdot \hat{e} \hat{Y}\hat{U}\hat{O}\hat{e} \hat{a}\hat{u}\hat{i}\hat{e} \hat{a}\hat{n} \hat{A}\hat{O}\hat{B}\hat{O}\hat{x}$
 $\cdot \hat{e}\hat{c}\hat{A}^{\circ} \hat{D}$

¥ í ßæ

Âl . ꞥ ꝑꝑꝑî ꝑꝑî æŋ . ꞥ Âðl̥θ ˆU æl̥tæ âçal̥
βɬal̥ . ꞥ Â°θ

5. **Öäæ** xð xÉØæ çÛ . ð . çÛ-- çÛ äð ÌÜ. ð äP
 ÇÇæ . çÛð äP ÕÏæ° Ç . ç ÇÛ ÌÜ. ç xð ÄçÜBÌÜ
 . ç ¥æBæØ. çæ äð ÄçÜBÌÜ . ç ¥æBæØ. çæ . ç
 ÄçÄÜ . ð çÛ° . çææ ÕÏæ°ð

¥Í ßæ

Özdeş Yazar Üstü adlı e-çalışma Ayarları . Şiir Akademi . Şiir
Sözlüğü . e-çalışma . e-çalışma

(4)

AE-597 (B)

Pedagogy of Language : English

Time : Three Hours] [Maximum Marks : 80

[Minimum Pass Marks : 27

Note : Answer **all** questions. All questions carry equal marks.

1. What activities would you organize to improve listening and speaking skills for your students in English language class ? Discuss.

OR

What are the different types of reading ?
Explain the purpose of each one of them.
How can we inculcate good reading habits in our students ? Explain.

2. What are the different types of writing ?
Explain in detail about any five of them.

OR

Write short notes on any **two** of the following :

- (a) Development of study skills
- (b) Creating and using classroom materials for developing writing skill
- (c) Discuss the stages in process of writing
- (d) Mechanics of writing

(5)

3. What in your view is the need and relevance of studying literature for language learning ? Discuss.

OR

Write short notes on any **two** of the following :

- (a) Literature and aesthetic sense
 - (b) Literature and social reality
 - (c) Indian writing in English
 - (d) Appreciation of literary writing
4. In school curriculum what are the creative literature activities that helps the learner in learning the language ? Explain.

OR

Read the following poem and answer the questions :

Friends

How good to lies a little while
And look up through the tree !
The sky is like a kind big smile
Bent sweetly over me.

The sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.

(6)

The wind comes stealing o'er the grass
To whisper pretty things;
And though I cannot see him pass,
I feel his careful wings.

So many gentle Friends are near
Whom one can scarcely see,
A child should never feel a fear,
Wherever he may be.

Abbie Farwell Brown

- (a) How will you create the right atmosphere to help your learners negotiate with this poem ?
 - (b) List four questions that will help your learners to get the central idea of the poem.
 - (c) Prepare two tasks that will help your learners appreciate the imagery in the poem.
5. What is the role and importance of Assessment in English language ?

OR

What are the different methods of Assessment ? Explain with examples.

(7)

AE-597 (D)

Pedagogy of Mathematics

Time : Three Hours]

[Maximum Marks : 80

[Minimum Pass Marks : 27

ÚÀÁÚ Ñ àÖè ÁÛÙà · º ªÁÚ ÍàÁ°Ð àÖè ÁÛÙà · º ªÁÚ à×à ã

Note : Answer **all** questions. All questions carry equal marks.

1. »çã ÷ð à×àáàà · ª ªÖè ªÍú àÏ °. ª à×àáàà · ª ª ÷ð »çãà ª ªÏà-- ª ªÛ çÛ¹ Ì °Û ÷ç¹. ª ªÁ ÷ð ç· ª Áý ªÚ àÏàÏ ÒàÚ »à- · ª ª àð ç· ª Áý ªÚ çÛ¹ àÏàÏ

What is meaning of Inclusion in Mathematics ? In what manner the written and oral type mathematical exercises will be done in an inclusive classroom ? How will these differ from Home-work ?

ªÍà/ OR

»çã · ª ÷ð à· ªàº (Òà», ÁÒ· ªÛ, Òà», »à) ÷ð ªÁà»è àÏàº · ª ªÁàà àçàÛ çÛ¹ ° ; Íà×Ùß ààè àÏàº ÁÚ ßçÛ¹ à· ªàº · ª çÛ¹ ª ªÁàà àçàÛ à×àº

(8)

Write with examples the fundamental operations of Mathematics (Addition, Subtractions, Division, Multiplication). Also explain with examples the rule of different operations in decimal numbers.

- [illegible]

How can you develop logical reasoning in students? Explain its different components. How can reasoning be used in understanding geometrical concepts?

¥1 βæ/ OR

..0æ×çl ×ð çÙ`ÙçÙç¹l àð ç· æāñ ۞. ۞ Õèç
 ۞çlÙÙ SĀçĀÙ · æçĀ° Ñ

Clarify the difference between any **four** from the following in Geometry :

- (a) $\hat{a} \times \hat{M} = \hat{a} \times \hat{L}$

Symmetry and Congruency

- (b) ~~Yes~~ I ù l í æ ÂëÆU yäæÈÜ

Volume and Surface Area

- (c) $\int_{\mathbb{R}^n} \varphi(x) dx = \int_{\mathbb{R}^n} \varphi(x) dx$ $\circ \mathcal{B} \int_{\mathbb{R}^n} \varphi(x) dx = \int_{\mathbb{R}^n} \varphi(x) dx$

2D and 3D diagrams

(9)

(d) $\text{Teaching-Learning Geometry by Compass box and Geo-Gebra}$

(e) $\text{Proofs and theorems in Geometry}$

(f) $\text{Similarity and Congruence}$

3. $\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

$\text{Algebra has its own history and culture. How do we apply this branch of Mathematics in our life ? Elucidate with examples.}$

(a) $\text{Polynomials and Mathematical operations on it}$

$\text{Polynomials and Mathematical operations on it}$

(10)

(b) $\hat{a} \times \hat{e} = i\hbar \hat{e}$

Algebraic equations and expressions

(c) $\mathbb{Z} \cdot \mathbb{A} \hat{\times} S O_{2n+1} \hat{\times} \mathbb{A} \gg \mathbb{Z} \cdot \mathbb{A} \hat{\times} \mathbb{A}$
 $\mathbb{Z} \cdot \mathbb{A} \hat{\times} \mathbb{A}$

To develop Mathematical understanding
through interesting problems

(d) çÁ0ô-ÁÕçê âaRAB0UU . æ ÕèÁ»ç†æ ×ð ©Â0ô»

Use of ‘Geo-Gebra’ Software in Algebra

(e) $\tilde{O}^A_{\text{eff}} \times \tilde{O}^B_{\text{eff}} \propto \tilde{O}^C_{\text{eff}}$

Teacher's knowledge and challenges in Algebra

4. 00¥â`ÖæBÌ â`ÖæBÙæ¥õ .çè ¥Âÿæ â`ÖæBÌ
¥â`ÖæBÙæ; ÖæBÙÙ æ000 ©AÙ@ .çÍ Ù .çò SÄCÄÙ
·çÙÙ .ç ÇÙ° Aææ»çÌÇÇÌÖæ æÙé æÙæB ÍæÁ°Ð
ÇÁââBò ÄæÇ .çæ .çè ¥BÌ ææ Íæ â`ÖæBÙæ¥õ
·çè æÙæ æ·Ö

“Probable impossibilities are to be preferred to improbable possibilities.” Elucidating the above statement, suggest some activities for the pupils by which they can understand the possibilities and concept of probability.

¥Í ßæ/ *OR*

(11)

[illegible]

In what way data can be represented? Describe in brief the different methods of analysing data.

5. »tā ā āōīlī ū ūūūī xō āō ȳ āā ۞
• ȳ āxūāōō ū

Explain any **four** from the following topics in relation to Mathematics :

(a) နှစ် ၁၉၈၈ ခု ဇူလိုင်လ ၁ ရက်နေ့တွင် အောက်ပါအတိုင်း နှစ် ၁၉၈၈ ခု ဇူလိုင်လ ၁ ရက်နေ့တွင်

Analysing oral and written responses of students

(b) . ȳæ xð ÅŒç@l »l °Bç âxēu xĖŒæ ðù

Evaluation of individual and group in classroom

(c) »ç†æ çàæ†æ ×ð Ûßæ;æ ðßç çÛ. æ ÒçßçØ

Innovations in the Teaching of Mathematics and its future

(12)

(d) $\hat{A} \times S^0 \cong \hat{A} \times_{\text{aff}} \mathbb{A}^1 \rightarrow \hat{A} \cap \tilde{\text{O}}_n \times \partial \tilde{\text{Aub}}_{Y_A} \cong \hat{A} \times \mathbb{A}^1$
 $\hookrightarrow \mathbb{A}^1 \times \mathbb{A}^1$

Developing a test-paper in context of problem solving

(e) $\hat{a}^\dagger \hat{a} \div \times \mathbb{E} \mathbb{O} \mathbb{A} \mathbb{U}$

Continuous evaluation

(f) $\hat{a} \times \hat{a} = 0$, $\hat{a} \times \hat{a} = 0$ (if $\hat{a} = 0$, $\hat{a} \times \hat{a} = 0$)

Obstacles in equity issues (Gender, Class, Culture, Language) and role of Mathematics Teacher.

(13)

AE-597 (E)

Pedagogy of Science

Time : Three Hours]

[Maximum Marks : 80

[Minimum Pass Marks : 27

ÚòÀÙ Ñ àÕè ÀÞÙæ · ð ©ÙæÙ ÒçÁ°Ð àÕè ÀÞÙæ · ð Õç ð
â×Ù àÙ

Note : Answer **all** questions. All questions carry equal marks.

1. çàÿææ ØòÁÙæ àð ÕæÀ @Øæ â×Ùæð àÙ ×ðØç×· ð
SÌÙÙ ÁÙÙ ç· çàè °· ð Áý ðÙæ · è §· çÿù ØòÁÙæ · è
çÙ×ææ · èçÁ°Ð

What do you understand by a Teaching plan ?
Make a unit plan of any topic from the
secondary school level.

ÕÍ Òæ/ OR

çSÙæÙ çàÿææ ×ð dól àæç»Øó · ð çS· çæ · è
ÕæSàØ· çæ ° Òç ×àÙß · è ©ÙèÙ · èçÁ°Ð çSÙæÙ
· ð ç· çàè Áý ðÙæ · è SÁçÁÙ · ðÙð àÙ è · è 1 çù ×ð
dól àæç» · è çÙ×ææ · è àð · èÙè?

Describe the need and importance of
developing resource materials in Science
teaching. To explain any topic of Science how
will you prepare low cost resource material ?

(14)

2. $\text{የጽዕህ ልዩ የልማት ዓላማዎችን ለመግለጽ የጽዕህ ስርዓት ምን ዓይነት ዘዴዎችን ይጠቀሙ?$

What do you mean by Assessment ? Describe the methods of Assessment.

የልማት/ OR

በአሁኑ ልማት ስርዓት ውስጥ የሚያገኙትን ሁሉም ልማት ዓላማዎችን ለመግለጽ የሚያገለግሉትን ዘዴዎች ይግለጹ፡፡

State the types of questions asked in current examination system at secondary level. Analyse the questions on the basis of objectives.

3. ልማት ዓላማዎችን ለመግለጽ የሚያገለግሉትን ዘዴዎች ይግለጹ፡፡

(a) ልማት ዓላማዎች

(b) ልማት ዓላማዎች (የልማት ዓላማዎች)

(c) ልማት ዓላማዎች (የልማት ዓላማዎች)

Describe any **two** of the following methods of learning :

(a) Problem Solving

(b) Discovery Learning

(c) Collaborative Learning

የልማት/ OR

(15)

• ජ්‍යෙෂ්ඨ ආචාර්ය ඥාණීන්ගේ ආදායම අඩු වීම
 • ප්‍රාග්ධන ආර්ථිකයේ වෙනස්වීම්
 • සෞඛ්‍ය සේවාවලට වැඩි වැදගත්කමක් ලබාදීම

Mention the challenges faced by teachers in the process of classroom teaching.

4. වායු විද්‍යාත්මක ප්‍රතික්ෂේපයේ ආකාරය පිළිබඳව
 (උදාහරණ වශයෙන්) • ජලයේ දියවීමේ වේගය
 වෙනස් වීමේ හේතු සහ ඵලයන් පිළිබඳව

Make a teaching plan for teaching the types of chemical reactions by active learning.

OR

ආවේණික පද්ධතියක් • එහි සාමාන්‍ය ආකාරය සහ
 වෙනස් වීම් • ආවේණික පද්ධතියක් • එහි
 සාමාන්‍ය ආකාරය සහ වෙනස් වීම්

What do you understand by Ecosystem?
 Prepare a teaching plan for the teaching of functions and structure of any clinical ecosystem.

5. ප්‍රතික්ෂේපයේ ආකාරය පිළිබඳව
 උදාහරණ වශයෙන් • ජලයේ දියවීමේ වේගය
 වෙනස් වීමේ හේතු සහ ඵලයන් පිළිබඳව

(16)

What do you understand by Refraction ? State the Laws of Refraction. Formulate a teaching plan to explain refraction giving two examples.

OR

What do you understand by Refraction ? State the Laws of Refraction. Formulate a teaching plan to explain refraction giving two examples.

- (a) Ohm's Law
- (b) Faraday's Laws of Induction
- (c) Motor
- (d) Wave and Types of Wave

Write short notes on any **two** of the following :

- (a) Ohm's Law
- (b) Faraday's Laws of Induction
- (c) Motor
- (d) Wave and Types of Wave

(17)

AE-597 (F)

Pedagogy of Social Science

Time : Three Hours]

[Maximum Marks : 80

[Minimum Pass Marks : 27

UoAU N aÖe ApUa . 5 ©UaU TeA°D aÖe ApUa . 5 ¥¢¤
â×à à

Note : Answer **all** questions. All questions carry equal marks.

1. çayxæ malæ ałk ¥ÄÜò İðæ . q BŞİçB . □ MÄ xð
Üò . q İðæ ç . çä Äy æÜÜ ÖÜæ ä . q İð äMP çBİ æÜØ xð
Şä ÜyØ . q Äyİ . æÜÜò . Ş çÜ° @ðæ ÄÜä . qİx
æÜÜò ç æÜÜ?

How can our education help us in making India a really democratic country? What concrete steps should be taken to achieve it?

¥Í ßæ/ *OR*

နာမ်ပုံ . ထဲ ပါတော့ . ထဲ နာမ်ပါဝင်တာ . ထဲ S&A . ထဲ A°D
 နာမ်ပုံ . ထဲ ပါတော့ . ထဲ အံ့ . ပါတော့ . ထဲ ငါးအိတ်နော် . ထဲ
 ငါးပေ့ ပါတော့ . ထဲ A°D

Explain the concept of Modernization. Discuss the characteristics of the process of Modernization.

(18)

[illegible]

What are the determinants of Economic Development ? Discuss the role of Education in Economic Development.

¥Í ßæ/ *OR*

cU·ÜçÜç¹¹ xð að ç·æð **Tô** Áúú âçyæ çÁúúçtæð
 cÜç¹¹ ° Ñ

- (a) »ÙÙÈ ©×ÙÙ
(b) ×ÙÈ · Ò · ÒÙ
(c) ÁÈÒ ÇÙÒ ÀÈÒ
(d) ÇÊÁÈÒ âÊÁÈÒ

Write short notes on any **two** of the following :

- (a) Poverty eradication
- (b) Function of Money
- (c) GDP
- (d) Financial Institutions

3. $\frac{1}{2} \cdot \frac{1}{3} \cdot \frac{1}{4} \cdot \frac{1}{5} \cdot \frac{1}{6} \cdot \frac{1}{7} \cdot \frac{1}{8} \cdot \frac{1}{9} \cdot \frac{1}{10} \cdot \frac{1}{11} \cdot \frac{1}{12} \cdot \frac{1}{13} \cdot \frac{1}{14} \cdot \frac{1}{15} \cdot \frac{1}{16} \cdot \frac{1}{17} \cdot \frac{1}{18} \cdot \frac{1}{19} \cdot \frac{1}{20}$
 $\frac{1}{2} \cdot \frac{1}{3} \cdot \frac{1}{4} \cdot \frac{1}{5} \cdot \frac{1}{6} \cdot \frac{1}{7} \cdot \frac{1}{8} \cdot \frac{1}{9} \cdot \frac{1}{10} \cdot \frac{1}{11} \cdot \frac{1}{12} \cdot \frac{1}{13} \cdot \frac{1}{14} \cdot \frac{1}{15} \cdot \frac{1}{16} \cdot \frac{1}{17} \cdot \frac{1}{18} \cdot \frac{1}{19} \cdot \frac{1}{20}$

(19)

Describe comparatively in detail the main objectives of State and National level Curriculum.

¶ÍBæ/ OR

ÀæEK¿Øæ ÀæEK·ÿ× °B¿ ÀæEKÀ§Ì·. ¢ ·. ¢ Õè¿
¥¿ÌáDíí ·. ¢ á×Ùæ§°D

Explain the interrelation among Curriculum, Syllabus and Textbooks.

4. áææÁ·. ¢ ¿B¿æÙ ¿àæææ ·. ¢ @Dæ@Dæ ¿B¿í Øæ áææ
·. ¢ ÕÙ Íò ¿B¿í ·. ¢ B¿æÙ ·. ¢ ¿Á°D

What are the methods of the teaching of Social Science ? Describe any two methods of them.

¶ÍBæ/ OR

¿àæææ ×D ÍÙ·. ¢ ¿àæææ ØóÁÙæ ·. ¢ ¥æBàØ·. ¢ ¿æ¿í
ÁÙÙ Áý æææ ¿æÙ°D ¥'ÁÙ ¿àæææ ¥¿í »× Áý·ÿØæ
·. ¢ ¿Ù° °. ¢ ÍÙ·. ¢ ¿àæææ ØóÁÙæ ÍØæÙ ·. ¢ ¿Á°D

Throw light on the need of daily teaching plan ? Prapare a daily teaching plan for better learning process.

5. áææÁ·. ¢ ¥\$ØØÙ ¿àæææ ×D B\$ÌèÙ¿ÆÙ Á¿Ùó ·. ¢
¿B¿Ø¿Ù Áý æææ ·. ¢ B¿æÙ ·. ¢ ¿Á° Íææ B\$ÌèÙ¿ÆÙ
ÁÙÙææ ·. ¢ ¿BàæÌæææ »ææ °B¿ Íóææ ·. ¢ ¿Ù¿¹°D

(20)

Describe the various types of objective-type questions in Social Science teaching and write the characteristics, merits and demerits of objective-type test.

¶Í ßæ/ OR

çÛ` ÛçÛç¹ Ì ÁÚÚ çÁÚÁçáØæ çÛç¹ ° Ñ

(a) ÁÚÚßÌæÛ Ûç¹ Û

(b) ¶æ×çÛÛÛçáæ Ûç¹ Û âææÁ· ¢ çßÌæÛ çßáØ
· ¢ çÛ°

Write notes on the following :

(a) Maintaining a reflective diary

(b) Introspective diary for Social Science
subject