



**GOVERNMENT COLLEGE OF EDUCATION  
SECTOR 20-D, CHANDIGARH  
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle  
Assessment and Accreditation by NAAC  
CRITERION-II  
TEACHING LEARNING AND EVALUATION**



## CRITERION 2

### KEY INDICATOR- 2.6 Evaluation Process

#### 2.6.1 – Continuous Internal Evaluation (CIE) of student learning

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Control of Education  
Unit No. 1514  
Date: 03-12-2022  
Sector 20-D, Chandigarh

1. Dr. Anurag B. K. S.C.  
2. Dr. Balwinder Kaur M. Ed.C.  
3. Dr. Anjali Kaur PGD&CE.  
4. Mr. Rajkumar (Office)

PANJAB UNIVERSITY, CHANDIGARH  
(Aruna Ranjit Chandra Hall, Computer Unit)

J.M. All  
02/12/22

From: **Prof. Jagat Bhushan,**  
Controller of Examinations,  
Panjab University, Chandigarh-160014  
Off. (0172)2541825, 2534811, 2534069  
Fax (0172)2783783

To: \_\_\_\_\_  
The Principal/ Chairperson/Director, 02/12/22  
\_\_\_\_\_  
\_\_\_\_\_

Ref. No. CU/22/3614-3813

Dated 01.12.2022

**Subject:** Online submission of Internal Assessment (Theory and Practical) and External Practical Awards for a) Under-graduate Courses for 1st, 3rd, 5th Semester. b) Post-Graduate Courses 1st & 3rd Semester Examination November-December 2022.

Dear Sir/Madam,

This is in reference to the letter no CU/22/3258-3458 dated November 03, 2022.

The last date for Submitting the Online Internal Assessment and External Practical awards has been extended from November 30, 2022 to December 12, 2022.

The Internal assessment uploaded by the college through university Examination website shall be considered as final. . It is further requested that College has to submit the certificate generated by above said website for UG and PG separately duly signed by the Principal of the College. Thereof all the Principals are requested to kindly instruct their staff for taking necessary care while feeding online data of internal assessment. It is further clarified that after stipulated dates no revised internal assessment on account of any reason shall be accepted by the university.

With regards,

Yours sincerely,

-Sd-

Controller of Examinations

Help Number for Assistance  
Mobile: 9878059501, Phone No. 0172-2534496  
Email Id: puexam2020@pu.ac.in, mamta@pu.ac.in

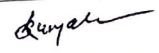
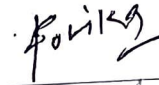












# 1. Display of internal assessment marks before the term end examination



**GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH**  
**INTERNAL ASSESSMENT NOTICE B.Ed. (Semester- 1<sup>st</sup>) – 2022**

DATED: 03-11-2022

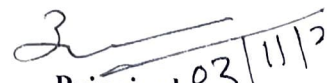
The following teachers are requested to submit the Internal assessment awards of the B.Ed. General Semester –1<sup>st</sup> students in the Principal's office by 06-12-2022 positively.

Course Code	Paper Title	INTERNAL MARKS	Name of the Teacher	Signature
F-1.1 ✓	Philosophical Bases of Education	10	Mr. Ravinder Kumar Ms. Sonika Devi	 
F-1.2	Growth and Development of the Learner	10	Dr. Savita Arya Dr. Vijay Phogat	 
F-1.3	Techniques of Teaching	10	Dr. Nisha Singh Dr. Rajni Thakur	 
F-1.4	Education in Contemporary India	10	Dr. Kusum Dr. Ravneet Chawla	 
F-1.5 ✓	ICT Skill Development	10	Dr. Suman Khokhar Dr. Upasana Thapliyal	 
P-1.1 & P-1.2	Pedagogy 1 & 2	10	Teachers teaching Pedagogy Subjects	Kindly sign in the faculty list attached herewith
EPC-1.1 ✓	Teaching through Drama and Music	05	Dr. Aarti Bhatt	
EPC-1.2 ✓	Simple Expressional Competencies	05	Mr. Sanjeev Kumar	
EPC-1.3	Participation in Sports and Yoga	25	Dr. Neelam Paul	
EPC-1.4	Pre-Internship-1 (2 Weeks) Engagement With Field	25	Dr. Kusum	

**\*NOTE: ALL THE SENIOR TEACHERS OF THE RESPECTIVE COMPULSORY AND PEDAGOGY SUBJECTS ARE REQUESTED TO SUBMIT THE COMPILED LISTS.**



(Dr. Anurag Sankhian)  
 Convenor, Internal Assessment committee

  
 Principal 03/11/22  
 GCE-20, Chd



OFFICE OF THE PRINCIPAL,  
GOVT. COLLEGE OF EDUCATION SECTOR 20-D, CHANDIGARH

PRINCIPAL

1. Dr. A.K. Srivastava

DEAN

1. Dr. (Mrs.) Sapna Nanda

VICE PRINCIPAL

1. Dr. Savita Arya

ASSOCIATE / ASSISTANT PROFESSOR

1. Dr. Mukhtiar Singh

2. Dr. Anjali Puri

3. Dr. Balwinder Kaur

4. Dr. Anurag Sankharia

5. Dr. Meena

6. Dr. Sanjeev Kumar

7. Dr. Sheojee Singh

8. Dr. Lili Ram

9. Dr. Neelam Paul

10. Dr. Vijay Phogat

11. Dr. Kusum

ASSISTANT PROFESSOR / LECTURERS / Warden (On Contract)

1. Dr. Nisha Singh

2. Dr. Suman Kholkar

3. Dr. Rupinder Kaur

4. Mr. Ravinder Kumar

5. Dr. Aarti Bhatt

6. Dr. Upasna Thapliyal

7. Mrs. Sonika Devi

8. Dr. Rajni Thakur

WARDEN (On Contract)

1. Mrs. Urmil Singh (Girls Hostel Warden)

LIBRARIAN

(Vacant)

STAFF ON DEPUTATION

1. Dr. Ravneet Chawla

INSTRUCTORS (On Contract)

1. Mr. Manish Kumar

2. Mr. Sanjeev Kumar

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

INTERNAL ASSESSMENT NOTICE 2022  
PGDGC GENERAL 2022  
(SEMESTER -I)


DATED: 03-11-2022

The following teachers are requested to submit the internal assessment awards of the PGDGC Semester -I<sup>st</sup> students in the Principal's office by 06-12-2022 positively.

S.NO	NAME OF THE TEACHER	PAPER CODE	PAPER TITLE	INTERNAL MARKS	Signature
1	Dr. Savita Arya	PGDGC-I	Introduction to Guidance	25	Send via email
2	Dr. Ragneet Chawla	PGDGC-II	Introduction to Counselling	25	
3	Dr. Rupinder Kaur	PGDGC-III	Educational and Psychological Appraisal	25	



(Dr. Anurag Sankhian)  
Convenor, Internal Assessment Committee



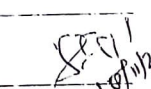

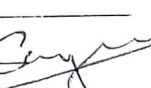


Principal  
GCE-20, Chd


# GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH


INTERNAL ASSESSMENT NOTICE M.Ed. (Semester- 1<sup>st</sup>)2022

DATED: 03-11-2022

The following teachers are requested to submit the internal assessment awards of M.Ed. (General) Semester –1<sup>st</sup> students in the Principal's office by 06 -12-2022 positively.

Sr. No	Name of the Teacher	Paper	Course Code	Paper Title	Internal Marks (Separately for assessment & sessional work/ practical)			Signature
					Assessment	Sessional work/ Practical	Total	
1	Dr. Sheojee Singh	I	C01-PIE-I	Perspectives In Education-I	20	10	30	
2	Dr. Anjali Puri	II	C02-LLP-I	Learner & Learning Process-I	20	10	30	
3	Dr. Sanjeev Kumar	III	C03-ERS-I	Educational Research & Statistics -I	20	10	30	
4 ✓	Dr. A. K. Srivastava	V	C04 -HOE-I	History of Education-I	20	10	30	
5 ✓	Dr. Mukhtiar Singh	IV	C05 - TED-I	Teacher Education -I	20	10	30	

  
(Dr. Anurag Sankhian)  
Convenor, Internal Assessment Committee

  
Principal  
GCE-20, Chd



PANJAB UNIVERSITY, CHANDIGARH  
(Aruna Ranjit Chandra Hall, Computer Unit)

From:

Prof. Jagat Bhushan,  
Controller of Examinations,  
Panjab University, Chandigarh-160014  
Off. (0172)2541825, 2534811, 2534069

To

The Principal/Chairperson/Director,  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ref. No.

CU/23/947

Dated

05/4/23

**Subject:** Online submission of Internal Assessment (Theory and Practical) and External Practical Awards for a) **Under-graduate** Courses for 2<sup>nd</sup>, 4<sup>th</sup> & 6<sup>th</sup> Semester.  
b) **Post-graduate** Courses 2<sup>nd</sup> & 4<sup>th</sup> Semester Examination May/June 2023.

Dear Sir/Madam,

You are requested to submit the internal assessment awards and External Practical Awards online through the University website: [ugexam.puchd.ac.in](http://ugexam.puchd.ac.in) for 2<sup>nd</sup>, 4<sup>th</sup> & 6<sup>th</sup> Semester of BA/BSc/B.Com/BBA/BCA/B.Ed/BPed/ other classes of **Under-graduate courses** and website: [pgexam.puchd.ac.in](http://pgexam.puchd.ac.in) for 2<sup>nd</sup> & 4<sup>th</sup> Semester of M.A./M.Sc./ M Com/ M Ed / MPed/other classes for **Post-graduate courses** as prescribed in the syllabus in all the subjects/papers/options for the session 2022-2023 for Under-graduate/Post-graduate examination May/June, 2023. These Links on the respective websites are available under College Admin using User-Id & Password already given to your college.

- It is informed that the University website is open for feeding all types of awards from April 03, 2023 to May 03, 2023.
- It is informed that no hard copy (print out) of internal Assessment shall be sent by the college to the university. The **Internal assessment uploaded by the college through university website shall be considered as final**. Therefore, all the Principals should instruct their staff for taking necessary care while feeding online data of internal assessment. It is further clarified that **after stipulated dates no revised internal assessment on account of any reason shall be accepted by the university**. The college has to submit hardcopy of the certificate generated by the above said websites of UG and PG separately duly signed by the Principal, to the Assistant Registrar, Computer Unit, Aruna Ranjit Chandra Hall, Panjab University, Sector 14, Chandigarh - 160014.
- College has to upload the External practical awards of regular candidates as well as private candidates separately. **Please note that the software will not accept internal assessment as zero. Only some marks (Minimum marks required keeping in view attendance) or absent will be accepted by the software.** Please follow the above instructions strictly.
- Please submit the payment bills of examiners in the form of consolidated lists only (**No TA/DA bills will be received in the Computer Unit**) and the Examiner have to prepare the practical award list duly counter signed by the Principal separately for college and private students University Roll Number wise and the same are to be submitted in original to the University duly counter signed by the Principal of the College/Director/Chairperson of the Department concerned in the office of the Assistant Registrar, Computer Unit, Aruna Ranjit Chandra Hall, Panjab University, Sector 14, Chandigarh - 160014, **manually (by hand only)**. **Please Submit the Practical (External) Awards within a week after the completion of Examination.**

It is further informed that All Teachers are required to mention their Identity Number issued / released recently via Website :[examiners.puchd.ac.in](http://examiners.puchd.ac.in) for all purposes related to Examination duties to be performed.

With regards,

Yours sincerely,

Helpline Number for Assistance

Mobile: 9878059501, Phone No. 0172-2534496

Email Id: [puexam2020@puchd.ac.in](mailto:puexam2020@puchd.ac.in), [mamta@pu.ac.in](mailto:mamta@pu.ac.in)

Controller of Examinations



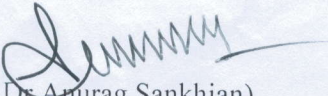
**GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH**  
**INTERNAL ASSESSMENT NOTICE B.Ed. (Semester-II<sup>nd</sup>)2023**

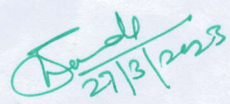
DATED: 27-03-2023

The following teachers are requested to submit awards for Internal Assessment of the B.Ed. General Semester – II<sup>nd</sup> in the Principal's office by 20<sup>th</sup> April 2023 positively.

Course Code	Paper Title	INTERNAL MARKS	Name of the Teacher	Signature
F-2.1	✓ Sociological Bases of Education	10	Dr. Meena Mr. Ravinder Kumar	Meena 28/3/23 Ravinder
F-2.2	✓ Understanding the Learner	10	Dr. Savita Arya Dr. Ravneet Chawla	Savita Ravneet
F-2.3	✓ Assessment for Learning	10	Dr. Nisha Singh Dr. Rupinder Kaur	Nisha 28/3/2023 Rupinder
F-2.4	✓ Knowledge, Curriculum and Understanding Disciplines	10	Dr. Kusum Dr. Aarti Bhatt	Kusum 5.4.23 Aarti
F-2.5	✓ School Management	10	Dr. Rupinder kaur Dr. Upasana Thapiyal	Rupinder 28/3/23 Upasana 28.03.23
P-2.1 & P-2.2	Pedagogy I & II	10	All Teachers teaching pedagogy Subjects	Kindly sign in the faculty list attached herewith 32
EPC-2.1	Work Experience Programme Gardening Interior Decoration	05	Dr. Mukhtiar Singh Mr. Ravinder Kumar Mr. Sanjeev kumar	Mukhtiar 28/3/23 Ravinder Sanjeev
✓ EPC-2.2	ICT Practical	05	Dr. Suman Khokhar	Suman 28/3/23
EPC-2.4	Pre-Internship	25	Dr. Kusum	Kusum 5.4.23

\*NOTE: All the senior teachers of the respective subjects are requested to submit the compiled lists.

  
 (Dr. Anurag Sankhian)  
 Convenor Internal Assessment Committee

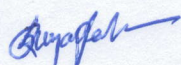

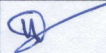
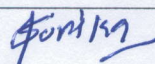


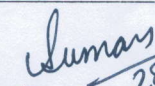
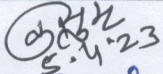
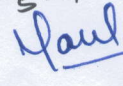
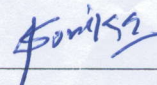

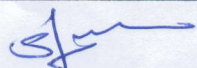
  
 27/3/2023  
 Principal

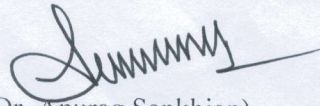


**GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH**  
**INTERNAL ASSESSMENT NOTICE B.Ed. (Semester-IV<sup>th</sup>)2023**

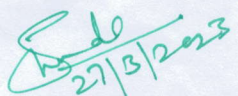
DATED: 27.03.2023

The following teachers are requested to submit awards for Internal assessment of the B.Ed. General Semester –IV<sup>th</sup> in the Principal's office by 20<sup>th</sup> April 2023 positively.

Course Code	Paper Title	INTERNAL MARKS	Name of the Teacher	Signature
F-4.1	✓ Gender, School and Society	10	Mr. Ravinder Kumar Dr. Rajni Thakur	 
F-4.2	✓ Guidance and Counselling	10	Dr. Nisha Singh Dr. Upasana Thapiyal	 Upasana 28.03.23
F-4.3	✓ Inclusive Education	10	Ms. Sonika Devi Dr. Rajni Thakur	 
F-4.4	✓ Understanding the Self	10	Dr. Ravneet Chawla Dr. Rupinder Kaur	 R 28/3/23
F-4.5	✓ Reading and Reflecting on Text	10	Dr. Suman Khokhar Dr. Aarti Bhatt	 Aarti 28/3/23
E-4.1 & E-4.2	Elective option I & II ✓ Human Rights and Peace Edu. ✓ Health and Physical Education ✓ Environmental Education	10	Dr. Kusum Dr. Neelam Paul Ms. Sonika Devi	 5.4.23  31/3/23 
EPC-4.1	Participation in Community service/Cultural activities/Educational Tour/Trip	25	Mr. Sanjeev kumar	
EPC-4.2	✓ Communication, Employability and Resource Development Skill	05	Mr. Sanjeev kumar	

  
 ( Dr. Anurag Sankhian)

Convenor, Internal Assessment Committee

  
 27/3/2023  
 Principal

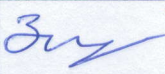


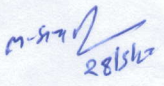
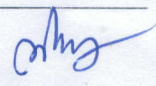
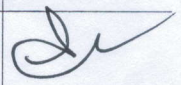


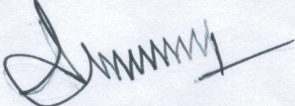
**GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH**

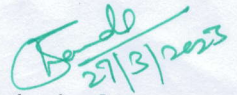
**INTERNAL ASSESSMENT NOTICE M.Ed. (Semester- II<sup>nd</sup>)2023**

DATED: 27.03.2023

The following teachers are requested to submit awards for internal assessment of M.Ed. General Semester –II<sup>nd</sup> in the Principal's office by 20<sup>th</sup> April 2023 positively.

Sr. No	Paper	Course Code	Paper Title	Name of the Teacher	Internal Marks			Signature
					Assessment	Sessional work/ Practical.	Total	
1	I	C07-PED-II	Process of Education-II	Dr. A. K. Srivastava	20	10	30	
2	II	C08-PIS-II	Psychology for Individual Social Development-II	Dr. Savita Arya	20	10	30	
3	III	C09-ERS-II	Educational Research & Statistics -II	Dr. Sheojee Singh	20	10	30	
4	IV	C10-DIS-II	Dissertation-II (Research proposal)	All the faculty members supervising the M.Ed. Dissertation work	25	.....	25	Kindly sign in the faculty list attached herewith
5	IV	C11-SDS-II	Self-Development skills-II(Yoga, Communication and Professional skills)	Dr. Mukhtiar Singh	25	.....	25	
6	VI	E01-PSE-II	Pedagogy of Science Education-II	Dr. Lilu Ram	20	10	30	
		E02-PSS-II	Pedagogy of Social Science Education-II	Dr. Anurag Sankhian	20	10	30	

  
 (Dr. Anurag Sankhian)  
 Convenor, Internal Assessment Committee

  
 27/3/2023  
 Principal



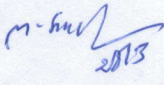
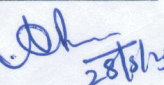

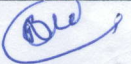


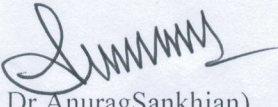
**GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH**


**INTERNAL ASSESSMENT NOTICE M.Ed. (Semester- IV<sup>th</sup>)2023**

**DATED: 27.03.2023**

The following teachers are requested to submit awards for internal assessment of **M.Ed. General Semester –IV<sup>th</sup>** in the Principal's office by 20<sup>th</sup> April 2023 positively.

Sr. No	Paper	Course Code	Paper Title	Name of the Teacher	Internal Marks			Signature
					Assessment	Sessional - work/ Practical	Total	
1	I	C17-EDT-IV	Educational Technology and ICT-IV	Dr. Sanjeev Kumar	20	10	30	
2	II	C18-DIS-IV	Dissertation-IV (Viva Voce)	All the faculty members supervising the M.Ed. Dissertation work	25	....	25	Kindly sign in the faculty list attached herewith 
3	IV	C20 SDS-IV	Self-Development Skills-II	Dr. Mukhtiar Singh	25	.....	25	
4	V, VI & VII	E05-INE-IV	Education for Differently Able-IV	Dr. Anjali Puri	20	10	30	
5		E06-CRS-IV	Curriculum Studies-IV	Dr. Vijay Phogat	20	10	30	
6		E08-LLL-IV	Life Long Learning-IV	Dr. Balwinder kaur	20	10	30	

  
( Dr. Anurag Sankhian)  
Convenor, Internal Assessment Committee

  
27/3/2023  
Principal

*28/3/2023*

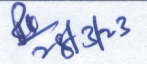




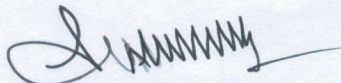
GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

INTERNAL ASSESSMENT NOTICE PGDG&C (Semester- II<sup>nd</sup>)2023

DATED: 27-03-2023

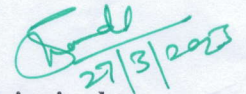
The following teachers are requested to submit awards for internal assessment of PGDG&C Semester –II<sup>nd</sup> in the Principal's office by 20<sup>th</sup> April 2023 positively.

Sr. No	Paper	Course Code	Paper Title	Name of the Teacher	Internal Marks	Signature
1	IV	PGDGC-IV ✓	Counselling children and Adolescents with Different Abilities	Dr. Rupinder kaur	25	
2	V	PGDGC-V ✓	Career Abilities	Dr. Ravneet Chawla	25	
3	VI	PGDGC-VI	Internship/ Work Based Learning	Dr. Anjali Puri	75	



( Dr. Anurag Sankhian)

Convenor, Internal Assessment Committee



Principal

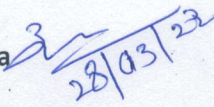


OFFICE OF THE PRINCIPAL,  
GOVT. COLLEGE OF EDUCATION SECTOR20-D, CHANDIGARH

PRINCIPAL

1. Dr. (Mrs.) Sapna Nanda

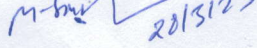


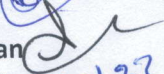
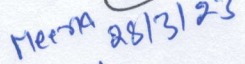

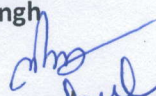



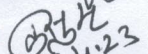
DEAN

1. Dr. A.K.Srivastava  28/03/23

VICE PRINCIPAL

1. Dr. Savita Arya  28/3/2023

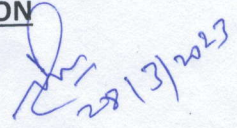
ASSOCIATE / ASSISTANT PROFESSOR

1. Dr. Mukhtiar Singh  28/3/23
2. Dr. Anjali Puri 
3. Dr. Balwinder Kaur 
4. Dr. Anurag Sankhian 
5. Dr. Meena  28/3/23
6. Dr. Sanjeev Kumar 
7. Dr. Sheojee Singh 
8. Dr. Lilu Ram 
9. Dr. Neelam Paul 
10. Dr. Vijay Phogat 
11. Dr. Kusum  28.4.23

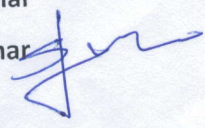
LIBRARIAN

(Vacant)


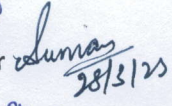

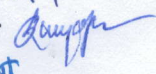

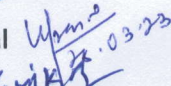
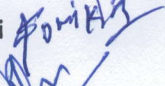

STAFF ON DEPUTATION

1. Dr. Ravneet Chawla  28/3/2023

INSTRUCTORS (On Contract)

1. Mr. Manish Kumar
2. Mr. Sanjeev Kumar 

ASSISTANT PROFESSOR / LECTURERS / Warden (On Contract)

1. Dr. Nisha Singh 
2. Dr. Suman Khokhar  28/3/23
3. Dr. Rupinder Kaur 
4. Mr. Ravinder Kumar 
5. Dr. Aarti Bhatt 
6. Dr. Upasna Thapliyal  28.03.23
7. Mrs. Sonika Devi 
8. Dr. Rajni Thakur 

WARDEN (On Contract)

1. Mrs. Urmil Singh (Girls Hostel Warden)



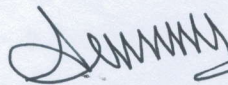
# 2. Timely feedback on individual/ group performance

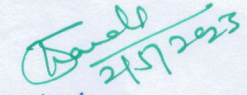
GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

## INTERNAL ASSESSMENT NOTICE

01.05.2023

All the faculty members are **advised to disclose the awarded internal assessment and provide timely feedback** to the students regarding their individual/ group performance. The **required remedial support may also be provided** to the students for further improvement of their academic performance. The documentary evidence of the same may be maintained by the individual faculty members for the purpose of submission to the NAAC committee in near future.

  
Convenor  
Internal Assessment Committee  
01.5.23

  
Principal  
Govt. College of Education  
Sector 20-D, Chandigarh

### Copy to;

- 1) Coordinator, NAAC committee, GCE-20D, Chandigarh.
- 2) For circulation among the faculty members.
- 3) For record file, Internal Assessment Committee.



OFFICE OF THE PRINCIPAL,  
GOVT. COLLEGE OF EDUCATION SECTOR20-D, CHANDIGARH

PRINCIPAL

1. Dr. (Mrs.) Sapna Nanda

DEAN

1. Dr. A.K.Srivastava *On leave*

VICE PRINCIPAL

1. Dr. Savita Arya *3/5/2023*

ASSOCIATE / ASSISTANT PROFESSOR

1. Dr. Mukhtiar Singh *m-hur 3/5/23*
2. Dr. Anjali Puri *id*
3. Dr. Balwinder Kaur *BLW*
4. Dr. Anurag Sankhian *id*
5. Dr. Meena *Meena 02/5/23*
6. Dr. Sanjeev Kumar *SB*
7. Dr. Sheojee Singh *SSC 4/5/23*
8. Dr. Lilu Ram *almg*
9. Dr. Neelam Paul *Naal 2/5/23*
10. Dr. Vijay Phogat *V*
11. Dr. Kusum *QKH*

LIBRARIAN

(Vacant)

STAFF ON DEPUTATION

1. Dr. Ravneet Chawla *4/5/2023*

INSTRUCTORS (On Contract)

1. Mr. Manish Kumar *Manish*
2. Mr. Sanjeev Kumar *SK*

ASSISTANT PROFESSOR / LECTURERS / Warden (On Contract)

1. Dr. Nisha Singh *NS*
2. Dr. Suman Khokhar *Suman*
3. Dr. Rupinder Kaur *RK*
4. Mr. Ravinder Kumar *Ravinder*
5. Dr. Aarti Bhatt *AB*
6. Dr. Upasna Thapliyal *Upasna*
7. Mrs. Sonika Devi *Sonika*
8. Dr. Rajni Thakur *Rajni*

WARDEN (On Contract)

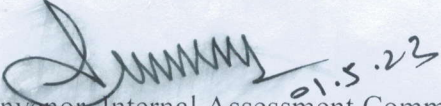
1. Mrs. Urmil Singh (Girls Hostel Warden)




**GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH**  
**DISCLOSURE AND DISPLAY OF INTERNAL ASSESSMENT**

01.05.2023

This is for the information of all the students of the B.Ed. II<sup>nd</sup>/IV<sup>th</sup>sem, M.Ed. II<sup>nd</sup>/ IV<sup>th</sup> sem and P.G. Diploma in Guidance and Counseling II<sup>nd</sup> sem course that, with an objective to adopt a transparent system and providing students an opportunity to monitor their performance, the internal assessment (Subject wise awards) of their respective papers can be viewed by the students either directly by visiting their respective subject teachers or from the Internal Assessment Committee office notice board (Room number 18) between 9.30 a.m. to 2.00 p.m. from 02<sup>nd</sup> to 05<sup>th</sup> May 2023.

  
Convenor, Internal Assessment Committee  
Government College of Education  
Chandigarh

  
Principal  
GCE-20-D, Chandigarh  
Govt. College of Education  
Sector 20-D, Chandigarh

Copy to;

- 1) For circulation among the faculty members for information and necessary action please.
- 2) Dr. Suman Khokhar for displaying on the college official website.
- 3) Students Notice Board.



OFFICE OF THE PRINCIPAL,  
GOVT. COLLEGE OF EDUCATION SECTOR 20-D, CHANDIGARH

PRINCIPAL

1. Dr. (Mrs.) Sapna Nanda

DEAN

1. Dr. A.K.Srivastava *On leave*

VICE PRINCIPAL

1. Dr. Savita Arya *for 31/5/23*

ASSOCIATE / ASSISTANT PROFESSOR

1. Dr. Mukhtiar Singh *m-singh 31/5/23*
2. Dr. Anjali Puri *AP*
3. Dr. Balwinder Kaur *BK*
4. Dr. Anurag Sankhian *AS*
5. Dr. Meena *Meena 02/5/23*
6. Dr. Sanjeev Kumar *SK*
7. Dr. Sheojee Singh *SS*
8. Dr. Lilu Ram *LR*
9. Dr. Neelam Paul *NP 21/5/23*
10. Dr. Vijay Phogat *VP*
11. Dr. Kusum *KS*

LIBRARIAN

(Vacant)

STAFF ON DEPUTATION

1. Dr. Ravneet Chawla *RC 21/5/23*

INSTRUCTORS (On Contract)

1. Mr. Manish Kumar *Manish*
2. Mr. Sanjeev Kumar *SK*

ASSISTANT PROFESSOR / LECTURERS / Warden (On Contract)

1. Dr. Nisha Singh *NS*
2. Dr. Suman Khokhar *SK*
3. Dr. Rupinder Kaur *RK*
4. Mr. Ravinder Kumar *RK*
5. Dr. Aarti Bhatt *AB*
6. Dr. Upasna Thapliyal *UT*
7. Mrs. Sonika Devi *SD*
8. Dr. Rajni Thakur *RT*

WARDEN (On Contract)

1. Mrs. Urmil Singh (Girls Hostel Warden)

# Govt. College of Education Sector-20 D, Chandigarh

## 1. Use of digital Platform for remedial teaching:

The screenshot shows a Google Classroom interface. At the top, there are tabs for 'Stream', 'Classwork', 'People', and 'Marks'. The 'Stream' tab is active. A message from Dr. Lilu Ram Jakhar, dated 24 Nov 2022, is displayed. The message reads: "Dear Students, Good Morning. Please go through the study material for MEV paper C-14 through the link. There will be full syllabus in the house examination to be held in December 2022. Bless you all. Dr. Lilu Ram Jakhar, Associate Professor, GCE 20 Chd". Below the message is a Google Drive folder icon labeled 'M Ed. MEV Google Drive folder'. At the bottom of the message, there is a text input field for 'Add class comment...'. Below the message, there is a notification for a new assignment: 'Dr. Lilu Ram Jakhar posted a new assignment: Prepare A Standardized Achievement test and ...' dated 22 Nov 2022. The browser's taskbar at the bottom shows various application icons and the system tray with the date 15-05-2023 and time 13:16.

The screenshot shows a Google Classroom assignment submission page. The assignment title is 'Prepare A Standardized Achievement test and upload'. The page shows 5 items handed in and 5 items assigned. A table on the left lists the students and their scores:

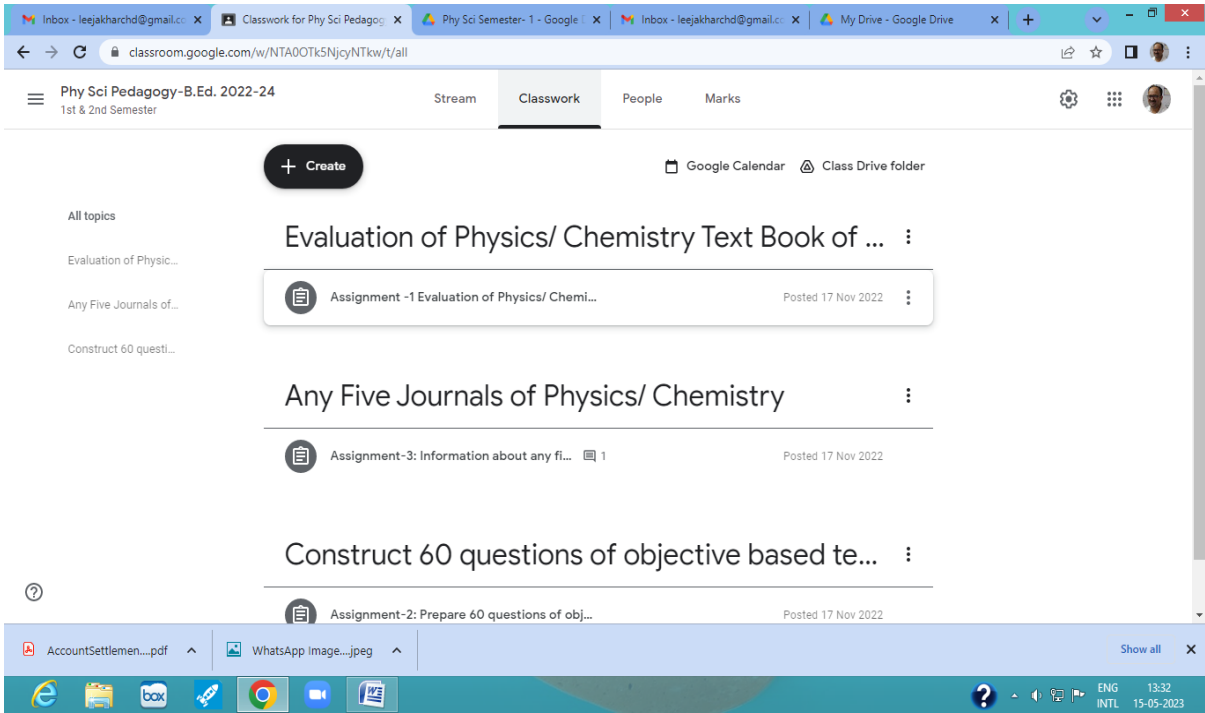
Student	Score
Aditi Sharma	100
Neha Rao	100
Randeep Kaur	100
Siddhi Ranjan	100

The main area displays the submission details for each student:

- Aditi Sharma: Standardized test (Adi... Handed in
- Neha Rao: SAT.pdf Handed in
- Randeep Kaur: 2 attachments Handed in
- Siddhi Ranjan: 8 attachments Handed in
- swati aery
- Aarushi Sharma
- ANJALI KUMARI
- groove with Aj

The browser's taskbar at the bottom shows various application icons and the system tray with the date 15-05-2023 and time 13:15.





**GOVERNMENT COLLEGE OF EDUCATION**  
 OMR ANSWER BOOK (36 Pages)  
**PART - B**  
 (TO BE FILLED BY THE EXAMINER)

**DETAILS OF MARKS**

Q. No.	MARKS	Q. No.	MARKS
1	13	13	13
2	7	14	14
3	7	15	15
4	5	16	16
5	5	17	17
6	18	18	18
7	19	19	19
8	20	20	20
9	1	21	21
10	1	22	22
11	1	23	23
12	1	24	24

TOTAL IN FIGURES: **31** TOTAL IN WORDS: **Thirty one**

Subject Code: \_\_\_\_\_  
 Answer Book Code No. \_\_\_\_\_  
 Examiner ID No. \_\_\_\_\_  
 Head Examiner ID No. \_\_\_\_\_

Signature of Examiner: *[Signature]*  
 Signature of Head Examiner: \_\_\_\_\_

Space for affixing COE's Stamp with Date

**GOVERNMENT COLLEGE OF EDUCATION**  
 (SEE INSTRUCTIONS OVERLEAF)  
**PART - C**  
 (TO BE FILLED BY THE EXAMINER)

Answer Book Code No. \_\_\_\_\_ Subject Code Fill from Question Paper \_\_\_\_\_

TOTAL MARKS OBTAINED TO BE FILLED BY EXAMINER \_\_\_\_\_  
 TOTAL MARKS OBTAINED (To be filled by checking Asst.) \_\_\_\_\_

Signature of Examiner: \_\_\_\_\_  
 Checking Asst. ID No. \_\_\_\_\_  
 Signature of Checking Asst. \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
 B.Ed. Compulsory Papers  
 (SEE INSTRUCTIONS OVERLEAF)  
**PART - D**  
 (TO BE FILLED BY THE CANDIDATE)

College Roll Number: \_\_\_\_\_

Exam Code (Fill from Question Paper) \_\_\_\_\_  
 Subject Code (Fill from Question Paper) \_\_\_\_\_

Space for affixing COE's Stamp with Date  
 Govt. College of Education  
 12 DEC 2022  
 Sec. 20-D, Chandigarh

*Handwritten notes in red ink:*  
 Good attempt  
 Kindly improve the laboratory part  
 attempt must be in a separate sheet  
 for scoring better



B.Ed. Compulsory Papers

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - B**  
(TO BE FILLED BY THE EXAMINER)

**PART - C**  
(TO BE FILLED BY THE EXAMINER)

**PART - D**  
(TO BE FILLED BY THE CANDIDATE)

**DETAILS OF MARKS**

Q. No.	MARKS	Q. No.	MARKS	Q. No.	MARKS
1	7	13		25	
2	7	14		26	
3	7	15		27	
4	7	16		28	
5	7	17		29	
6	7	18		30	
7	7	19		31	
8	7	20		32	
9	7	21		33	
10	7	22		34	
11	7	23		35	
12	7	24		36	

TOTAL IN FIGURES: **34** TOTAL IN WORDS: **thirty four**

Subject Code: \_\_\_\_\_  
Answer Book Code No. \_\_\_\_\_  
Examiner ID No. \_\_\_\_\_  
Head Examiner ID No. \_\_\_\_\_  
Space for affixing COE's Stamp with Date: \_\_\_\_\_

Signature of Examiner: *Amg*  
Signature of Head Examiner: \_\_\_\_\_  
Examiner ID No. \_\_\_\_\_  
Signature of Examiner: \_\_\_\_\_  
Checking Asst. ID No. \_\_\_\_\_  
Signature of Checking Asst: \_\_\_\_\_

College Roll Number: \_\_\_\_\_  
Exam Code (Fill from Question Paper): \_\_\_\_\_  
Subject Code (Fill from Question Paper): \_\_\_\_\_  
Space for affixing COE's Stamp with Date: \_\_\_\_\_  
**Govt. College of Education**  
**12 DEC 2022**  
Sec. 20-D, Chandigarh

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (36 Pages)

**PART - A**  
(SEE INSTRUCTIONS OVERLEAF)

(To be filled by the Candidate)

Centre Code: \_\_\_\_\_  
Exam Code: \_\_\_\_\_  
Date of Exam: **17/12/22**  
D. D. M. Y.  
Name: **Arpita Rane**  
Sub Code: \_\_\_\_\_  
Subject & Medium: **Physical Science (English)**  
Class & Section: **B.ed (Sem) Subject & Medium**  
Sec - A  
Answer Sheet Sr. No: **1756**  
Signature of Invigilator: \_\_\_\_\_

M.Ed.

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - B**  
(TO BE FILLED BY THE EXAMINER)

**PART - C**  
(TO BE FILLED BY THE EXAMINER)

**PART - D**  
(TO BE FILLED BY THE CANDIDATE)

**DETAILS OF MARKS**

Q. No.	MARKS	Q. No.	MARKS	Q. No.	MARKS
1	1.3	13		25	
2	1.4	14		26	
3	1.5	15		27	
4	1.6	16		28	
5	1.7	17		29	
6	1.8	18		30	
7	1.9	19		31	
8	2.0	20		32	
9	2.1	21		33	
10	2.2	22		34	
11	2.3	23		35	
12	2.4	24		36	

TOTAL IN FIGURES: **23** TOTAL IN WORDS: **thirty three**

Subject Code: \_\_\_\_\_  
Answer Book Code No. \_\_\_\_\_  
Examiner ID No. \_\_\_\_\_  
Head Examiner ID No. \_\_\_\_\_  
Space for affixing COE's Stamp with Date: \_\_\_\_\_

Signature of Examiner: *Amg*  
Signature of Head Examiner: \_\_\_\_\_  
Examiner ID No. \_\_\_\_\_  
Signature of Examiner: \_\_\_\_\_  
Checking Asst. ID No. \_\_\_\_\_  
Signature of Checking Asst: \_\_\_\_\_

College Roll Number: **709**  
Exam Code (Fill from Question Paper): \_\_\_\_\_  
Subject Code (Fill from Question Paper): \_\_\_\_\_  
Space for affixing COE's Stamp with Date: \_\_\_\_\_  
**Govt. College of Education**  
**23 DEC 2022**  
Sec. 20-D, Chandigarh

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (40 Pages)

**PART - A**  
(SEE INSTRUCTIONS OVERLEAF)

(To be filled by the Candidate)

Centre Code: \_\_\_\_\_  
Exam Code: \_\_\_\_\_  
Date of Exam: **23/12/22**  
D. D. M. Y.  
Name: **SIDDHI RANJAN**  
Sub Code: \_\_\_\_\_  
Subject & Medium: **MAE (M) Hindi**  
Class & Section: **M.ed 3rd Sem**  
Answer Sheet Sr. No: **1325**  
Signature of Invigilator: \_\_\_\_\_



GOVERNMENT COLLEGE OF EDUCATION  
OMR ANSWER BOOK (40 Pages)

**PART - B**  
(TO BE FILLED BY THE EXAMINER)

DETAILS OF MARKS

Q. No.	MARKS	Q. No.	MARKS
1	13	13	25
2	14	14	26
3	15	15	27
4	16	16	28
5	17	17	29
6	18	18	30
7	19	19	31
8	20	20	32
9	21	21	33
10	22	22	34
11	23	23	35
12	24	24	36

TOTAL IN FIGURES: **34** TOTAL IN WORDS: **thirtyfour**

Signature of Examiner: *Onhs*

Signature of Head Examiner: \_\_\_\_\_

College Roll No. **113** Name: **Adah** Sub Code: \_\_\_\_\_ Date of Exam: **23/12/22** D D M M Y Y  
 Answer Sheet Sr. No. **1327** Subject & Medium: **Med 2nd Measurement**  
 Class & Section: **Sanvato Assessment and Evaluation** Signature of Invigilator: *Egloob Mehra*

GOVERNMENT COLLEGE OF EDUCATION  
(SEE INSTRUCTIONS OVERLEAF)

**PART - C**  
(TO BE FILLED BY THE EXAMINER)

Answer Book Code No. \_\_\_\_\_  
 Examiner ID No. \_\_\_\_\_  
 Head Examiner ID No. \_\_\_\_\_  
 Signature of Examiner: \_\_\_\_\_  
 Checking Asst. ID No. \_\_\_\_\_  
 Signature of Checking Asst. \_\_\_\_\_

GOVERNMENT COLLEGE OF EDUCATION  
(SEE INSTRUCTIONS OVERLEAF)

**PART - D**  
(TO BE FILLED BY THE CANDIDATE)

College Roll Number: **113**  
 Exam Code (Fill from Question Paper): \_\_\_\_\_  
 Subject Code (Fill from Question Paper): \_\_\_\_\_  
 Space for affixing COE's Stamp with Date: **23 DEC 2022**

GOVERNMENT COLLEGE OF EDUCATION  
OMR ANSWER BOOK (36 PAGES)

**PART - B**  
(TO BE FILLED BY EXAMINER)

DETAILS OF MARKS

Q. No.	MARKS	Q. No.	MARKS
1	13	13	25
2	14	14	26
3	15	15	27
4	16	16	28
5	17	17	29
6	18	18	30
7	19	19	31
8	20	20	32
9	21	21	33
10	22	22	34
11	23	23	35
12	24	24	36

TOTAL IN FIGURES: **32** TOTAL IN WORDS: **thirtytwo**

Signature of Examiner: *Onhs*

Signature of Head Examiner: \_\_\_\_\_

College Roll No. **309** Name: **ANSHU RANI** Sub Code: \_\_\_\_\_ Date of Exam: **15/04/23** D D M M Y Y  
 Answer Sheet Sr. No. **788** Subject & Medium: **BED-1<sup>st</sup> YR SCIENCE (ENGLISH)**  
 Class & Section: **BED-1<sup>st</sup> YR SCIENCE** Signature of Invigilator: *Manish*

GOVERNMENT COLLEGE OF EDUCATION  
(SEE INSTRUCTIONS OVERLEAF)

**PART - C**  
(TO BE FILLED BY EXAMINER)

Answer Book Code No. \_\_\_\_\_  
 Examiner ID No. \_\_\_\_\_  
 Head Examiner ID No. \_\_\_\_\_  
 Signature of Examiner: \_\_\_\_\_  
 Checking Asst. ID No. \_\_\_\_\_  
 Signature of Checking Asst. \_\_\_\_\_

GOVERNMENT COLLEGE OF EDUCATION  
(SEE INSTRUCTIONS OVERLEAF)

**PART - D**  
(TO BE FILLED BY CANDIDATE)

College Roll No. **309**  
 Exam Code (Fill from Question Paper): \_\_\_\_\_  
 Subject Code (Fill from Question Paper): \_\_\_\_\_  
 Space for affixing COE's Stamp with Date: **15 APR 2023**



M.Ed.

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (40 Pages)

**PART - B**  
(TO BE FILLED BY THE EXAMINER)

**DETAILS OF MARKS**

Q. No	MARKS	Q. No	MARKS	Q. No	MARKS
1	25	7	31	11	35
2	25	8	32	12	38
3	25	9	33		
4	25	10	34		
5	25	11	35		
6	25	12	38		
7	31				
8	32				
9	33				
10	34				
11	35				
12	38				

TOTAL IN FIGURES: **320** TOTAL IN WORDS: **Three hundred twenty**

Subject Code: \_\_\_\_\_  
Answer Book Code No. \_\_\_\_\_  
Examiner ID No. \_\_\_\_\_  
Head Examiner ID No. \_\_\_\_\_

Space for affixing COE's Stamp with Date

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - C**  
(TO BE FILLED BY THE EXAMINER)

Answer Book Code No. \_\_\_\_\_ Subject Code \_\_\_\_\_  
Code No. \_\_\_\_\_ Fill from Question Paper

TOTAL MARKS OBTAINED TO BE FILLED BY EXAMINER

Examiner ID No. \_\_\_\_\_  
Signature of Examiner \_\_\_\_\_  
Checking Asst. ID No. \_\_\_\_\_  
Signature of Checking Asst. \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - D**  
(TO BE FILLED BY THE CANDIDATE)

College Roll Number

1	2	3	4	5	6	7	8	9	10	11	12
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Exam Code (Fill from Question Paper) \_\_\_\_\_ Subject Code (Fill from Question Paper) \_\_\_\_\_

Space for affixing COE's Stamp with Date

Govt. College of Education  
23 DEC 2022  
Sec. 20-D, Chandigarh

(To be filled by the Candidate)

Centre Code: \_\_\_\_\_

Exam Code: \_\_\_\_\_

Date of Exam: **23/12/22** (D M Y)

Class & Section: **M.Ed - II, Education - II**

College Roll No. **1326** Name: **Ranjeep Kumar**

Answer Sheet Sr. No. **1326** Sub Code: \_\_\_\_\_

Signature of Invigilator \_\_\_\_\_

M.Ed.

M.Ed.

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (40 Pages)

**PART - B**  
(TO BE FILLED BY THE EXAMINER)

**DETAILS OF MARKS**

Q. No	MARKS	Q. No	MARKS	Q. No	MARKS
1	12	7	31	11	35
2	11	8	32	12	38
3	12	9	33		
4	8	10	34		
5	8	11	35		
6	7	12	38		
7					
8					
9					
10					
11					
12					

TOTAL IN FIGURES: **50** TOTAL IN WORDS: **Fifty**

Subject Code: \_\_\_\_\_  
Answer Book Code No. \_\_\_\_\_  
Examiner ID No. \_\_\_\_\_  
Head Examiner ID No. \_\_\_\_\_

Space for affixing COE's Stamp with Date

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - C**  
(TO BE FILLED BY THE EXAMINER)

Answer Book Code No. \_\_\_\_\_ Subject Code \_\_\_\_\_  
Code No. \_\_\_\_\_ Fill from Question Paper

TOTAL MARKS OBTAINED TO BE FILLED BY EXAMINER

Examiner ID No. \_\_\_\_\_  
Signature of Examiner \_\_\_\_\_  
Checking Asst. ID No. \_\_\_\_\_  
Signature of Checking Asst. \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - D**  
(TO BE FILLED BY THE CANDIDATE)

College Roll Number

1	2	3	4	5	6	7	8	9	10	11	12
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Exam Code (Fill from Question Paper) \_\_\_\_\_ Subject Code (Fill from Question Paper) \_\_\_\_\_

Space for affixing COE's Stamp with Date

Govt. College of Education  
13 APR 2023  
Sec. 20-D, Chandigarh

(To be filled by the Candidate)

Centre Code: \_\_\_\_\_

Exam Code: \_\_\_\_\_

Date of Exam: **13/04/23** (D M Y)

Class & Section: **M.Sc. I, English**

College Roll No. **282** Name: **Arzita Kumari**

Answer Sheet Sr. No. \_\_\_\_\_ Sub Code: \_\_\_\_\_

Signature of Invigilator \_\_\_\_\_

M.Ed.



**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (36 PAGES)

**PART-B**  
(TO BE FILLED BY EXAMINER)

**DETAILS OF MARKS**

Q.No.	Q.No.	Q.No.
1	13	25
2	14	26
3	15	27
4	16	28
5	17	29
6	18	30
7	19	31
8	20	32
9	21	33
10	22	34
11	23	35
12	24	36

TOTAL IN FIGURES: **37** TOTAL IN WORDS: **thirty seven**

Subject Code: \_\_\_\_\_  
 Answer Book Code No. \_\_\_\_\_  
 Examiner ID No. \_\_\_\_\_  
 Head Examiner ID No. \_\_\_\_\_

Signature of Examiner: *Chy*  
 Signature of Head Examiner: \_\_\_\_\_

Space for affixing COE's Stamp with Date

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART-C**  
(TO BE FILLED BY EXAMINER)

College No. \_\_\_\_\_  
 Fill from Question Paper

Total Marks Obtained To be filled by Examiner: \_\_\_\_\_  
 Total Marks Obtained To be filled by Checking Asst.: \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART-D**  
(TO BE FILLED BY CANDIDATE)

College Roll No. \_\_\_\_\_  
 Fill from Question Paper

Exam Code (Fill from Question Paper): \_\_\_\_\_  
 Subject Code (Fill from Question Paper): \_\_\_\_\_

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 Govt. College of Education  
 15 APR 2023  
 20-D, Chandernagore

*Good work keep it up. Exhilarating way to answer questions.*

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (36 PAGES)

**PART-B**  
(TO BE FILLED BY EXAMINER)

**DETAILS OF MARKS**

Q.No.	Q.No.	Q.No.
1	13	25
2	14	26
3	15	27
4	16	28
5	17	29
6	18	30
7	19	31
8	20	32
9	21	33
10	22	34
11	23	35
12	24	36

TOTAL IN FIGURES: **95** TOTAL IN WORDS: **twenty five**

Subject Code: \_\_\_\_\_  
 Answer Book Code No. \_\_\_\_\_  
 Examiner ID No. \_\_\_\_\_  
 Head Examiner ID No. \_\_\_\_\_

Signature of Examiner: *Chy*  
 Signature of Head Examiner: \_\_\_\_\_

Space for affixing COE's Stamp with Date

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART-C**  
(TO BE FILLED BY EXAMINER)

College No. \_\_\_\_\_  
 Fill from Question Paper

Total Marks Obtained To be filled by Examiner: \_\_\_\_\_  
 Total Marks Obtained To be filled by Checking Asst.: \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART-D**  
(TO BE FILLED BY CANDIDATE)

College Roll No. \_\_\_\_\_  
 Fill from Question Paper

Exam Code (Fill from Question Paper): \_\_\_\_\_  
 Subject Code (Fill from Question Paper): \_\_\_\_\_

Space for affixing COE's Stamp with Date  
 Govt. College of Education  
 15 APR 2023  
 20-D, Chandernagore

*Preparation well. Attempt all questions. Work hard. You can score marks. After 15/4/23*



B.Ed. Compulsory Papers

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

OMR ANSWER BOOK (36 Pages)

**PART - B**

(TO BE FILLED BY THE EXAMINER)

**DETAILS OF MARKS**

Q. No.	MARKS	Q. No.	MARKS	Q. No.	MARKS
1	13	7	19	13	25
2	15	8	20	14	26
3	15	9	21	15	27
4	15	10	22	16	28
5	15	11	23	17	29
6	16	12	24	18	30
7	19			19	31
8	20			20	32
9	21			21	33
10	22			22	34
11	23			23	35
12	24			24	36

TOTAL IN FIGURES: **24**      TOTAL IN WORDS: **twentyfour**

Subject Code: \_\_\_\_\_

Answer Book Code No. \_\_\_\_\_

Examiner ID No. \_\_\_\_\_

Head Examiner ID No. \_\_\_\_\_

Space for affixing GOE's Stamp with Date

Signature of Invigilator: *[Signature]*

Date of Exam: **12/12/22**

Class & Section: **BEd IIB**

Subject & Medium: **Physical Science (English)**

Centre Code: \_\_\_\_\_

Exam Code: \_\_\_\_\_

College Roll No: **1770**

Name: **Dibaku Sharma**

Answer Sheet S. No.: \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - C**

(TO BE FILLED BY THE EXAMINER)

Answer Book Code No. \_\_\_\_\_

Subject Code \_\_\_\_\_

Fill from Question Paper

TOTAL MARKS OBTAINED TO BE FILLED BY EXAMINER

Signature of Examiner: *[Signature]*

Signature of Head Examiner: \_\_\_\_\_

Examiner ID No. \_\_\_\_\_

Signature of Examiner: \_\_\_\_\_

Checking Asst. ID No. \_\_\_\_\_

Signature of Checking Asst. \_\_\_\_\_

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART - D**

(TO BE FILLED BY THE CANDIDATE)

College Roll Number

Exam Code (Fill from Question Paper)

Subject Code (Fill from Question Paper)

Space for affixing GOE's Stamp with Date

Govt. College of Education  
**12 DEC 2022**  
Sec. 20-D, Chandigarh

you need to improve the presentation  
 Attempt all questions  
 write all the key points of question



# 3. Provision of improvement opportunities


LINKS OF THE WEBSITES/ FILES USED FOR PROVIDING ICT SUPPORT TO THE STUDENTS LEARNING

B.Ed. Semester second

PAPER: PEDAGOGY OF SOCIAL STUDIES (GROUP 1)

Jan- May 2023

1. NCERT publication on Learning outcomes : web link of the file [https://ncert.nic.in/pdf/publication/otherpublications/learning\\_outcomes.pdf](https://ncert.nic.in/pdf/publication/otherpublications/learning_outcomes.pdf)
2. NEP and NCF documents shown for teaching Social science Instructional objectives as per the NCF documents: Web link <https://ncert.nic.in/policy-framework.php>
3. Indian Council of Social Science Research (ICSSR) official website shown to the students for teaching the Topic Role of ICSSR in professional development of the Social science teachers. Web link <https://icssr.org/training-and-capacity-building>
4. For exploring the diversity of social studies subject and methods of teaching the website of the National Council for the Social Studies was assessed and shown to the students. Web link <https://www.socialstudies.org/publications-resources>

  
-9.5.23



Topic \_\_\_\_\_

Date \_\_\_\_\_

# Assignment of

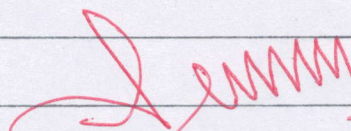
# Social Study

# OPEN BOOK TEST

Submitted to: Dr. Anurag

Submitted by: Ruhina

232/22

 25  
11.2.23



# OPEN BOOK TEST

Time : 2:00 hours

Total Marks - 30

Class - VIII (Geography)

## Resources

Mona and Raju were helping Amma to clean their house. "Look at all these things clothes, utensils, foodgrains, combs, bottle of honey, books, each of these has a use," said Mona. "That is why they are important," said Amma. "These are resources." What is a resource? was Raju's question to Amma. "Anything that can be used to satisfy a need is a resource," replied Amma. The water you drink when you are thirsty, the electricity you use in your house, the rickshaw you use to get home from school, the textbook you use are all resources.

Water, electricity, rickshaw, textbook have something in common. They have all been used by you, so they have utility. Utility or usability is what makes an object or substance a resource.



“ How does something become a resource? Raju now wanted to know. Amma told the children that things become resources only when they have a value. “Its use or utility gives it a value. All resources have some value.” Amma said.

Value means worth. Some resources have economic value, some do not. Eg. metals may have an economic value, a beautiful landscape may not. But both are important and satisfy human needs.

Time and technology are two important factors that can change substance into resource. Both are related to the need of the people. People themselves are the most important resource. It is their ideas, knowledge, inventions and discoveries that lead to the creation of more resources. Each discovery or invention leads to many others. The discovery of fire led to the practice of cooking and other processes while the invention of the wheel ultimately resulted in development of newer modes of transport. The technology to create hydroelectricity has turned energy in fast flowing waters into an important resource.



Resources are generally classified into natural, human made and human.

Natural Resources are that resource which are drawn from Nature and used without much modification. The air we breathe, the water in our rivers and lakes, the soils, minerals are all natural resources. Many of these resources are free gifts of nature and can be used directly.

Natural resources can be broadly categorised into renewable and non-renewable resources.

Renewable resources are those which get renewed or replenished quickly. Some of these are unlimited and are not affected by human activities, such as solar and wind energy.

Non-renewable resource are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished, eg. Coal, petroleum and natural gas are some examples.

The distribution of natural resources depends upon number of physical factors like terrain, climate and altitude. The distribution of resources



is unequal because these factors differ to much over the earth.

Sometimes, natural substances become resources only when their original form has been changed. Iron ore was not a resource until people learnt to extract iron from it. People use natural resources to make buildings, bridges, roads, machinery and vehicles, which are known as human made resources. Technology is also a human made resource.

"So people like us use natural resources to make human made resources," said Mona nodding in understanding. "Yes," Raju said.

People can make the best use of nature to create more resources when they have the knowledge, skill and the technology to do so. That is why human beings are a special resource. People are human resources. Education and health help in making people a valuable resource. Improving the quality of people's skills so that they are able to create more resources is known as human resource development.

Mona had a nightmare. She dreamt that all the water on the earth had dried up



and all the trees cut down. There was no shade and nothing to eat or drink. People were suffering and roaming around desperately, looking for food and shade.

She told her mother about the dream. "Amma, can this really happen?" she asked.

"Yes," Amma replied. "If we are not careful then even renewable resources can become very scarce and the non-renewable ones can definitely get exhausted". "What can we do about it," Raju asked. "Lots," replied Amma.

Using resources carefully and giving them time to get renewed is called resource conservation.

Balancing the need to use resources and also conserve them for the future is called sustainable development. There are many ways of conserving resources. Each person can contribute by reducing consumption, recycling, and reusing them. Ultimately it makes a difference because all our lives are linked.

That evening the children and their friends made packets and shopping bags out of old newspapers, discarded clothes and baskets from bamboo sticks. "We will give a few to every family we know," said Mona. "After all it is for a very good cause," said Mustafa, "To save our resources and to keep our earth



alive."

"I am going to be very careful not to waste paper," said Jessy. "Many trees are cut down to make paper," she explained.

"I will see that electricity is not wasted in my house," shouted Mustafa. "Electricity comes from water and coal."

"I will make sure that water is not wasted at home," said Asha. "Every drop of water is precious"

"Together we can make a difference!" chorused the children.

These are some of the things Mona, Raju and their friends did. What about you? How are you going to help in conserving resources?

The future of our planet and its people is linked with our ability to maintain and preserve the life support system that nature provides. Therefore it is our duty to ensure that:

- all uses of renewable resources are sustainable.
- the diversity of life on the earth is conserved
- the damage to natural environmental system is minimised.



alive."

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- all uses of renewable resources are sustainable.
- the diversity of life on the earth is conserved
- the damage to natural environmental system is minimised.



Questions :Section A : Short questions Answers (1 Mark Each)

- Q1. what is a resource ?
- Q2. Name the category of natural resources ?
- Q3. Iron is made up of ?
- Q4. How many types of resources are available on earth?  
Name them.
- Q5. Give two examples of renewable resources ?
- Q6. Give two examples of non-renewable resources !

Section B : Long Answer Questions (3 Marks Each)

- Q7. what is resource Conservation ?
- Q8. why are human resources important ?
- Q9. What makes people an important resource ?

Section C : Essay Questions (5 Marks Each)

- Q10. Explain ~~Natural~~ resources and its types ?
- Q11. why are resources distributed ~~unequally~~ over the earth ?

Questions ~~can be improved~~  
can be improved  
more. Discuss.

Section D : Value based Question (5 Marks)

- Q12. what is our duty to conserve nature? How it helps to society ?



***INDIAN AGRICULTURE AND  
NATIONAL ECONOMY***

Government College of Education 20 D

Submitted to  
Dr. Anurag Sankhian  
(Associate Professor)

Submitted by  
Ruhina  
232/22



## *FEATURES OF INDIAN AGRICULTURE*

- Agricultural country as a largest source of livelihood.
- Science & art of cultivation on soil, raising crops.
- Treated as primary sector.
- Meet basic need of the largest population of India.
- Includes crops, fruits, vegetable, flowers.
- 54.6% population engage in agriculture.
- Around 51% of India's geographical area is under cultivation.
- Play important role in national development.



- Regional imbalances in production.
- Small size of land holdings.
- Dependence on monsoon.
- Traditional methods of agriculture.
- Poor linkage with industry.
- Mixed farming.
- Dominance of food crops.
- Low agriculture production.



## ***SOME FACTS ABOUT INDIA***

- Total land area is 3,287,263 km
- 2.4% of total world land area.
- 51% land is under cultivation as compared to 11% of the world average .
- Total population 1.39 Billion
- 17.7% of total world population (7.9 Billion) in 2021.

country feed 17.1% of world population with just 2.4% of world land area.



## ***KHARIF***

- ❑ Crops sown with onset of monsoon and rains.
- ❑ Harvested in from September to October.
- ❑ Maize, paddy, jowar, bajra, cotton, Toor, moong, groundnut etc.



## ***CROPPING SEASONS IN INDIA***

RABI

KHARIF

ZAID

## ***ZAID***

- ❑ Zaid crops are grown between the Rabi and Kharif season during the summer season .
- ❑ Watermelon, muskmelon, cucumber, vegetables etc.



## ***RABI***

- ❑ Sowing period from October to December (winter season).
- ❑ Harvest from April to June (summer season).
- ❑ Wheat, barley, mustard, gram.





### **India's agriculture and allied exports**

Increase export & foreign exchange reserve.

Main exported products  
Basmati rice, buffalo meat, spices, cotton raw, sugar, castor oil, tea, sugar, tobacco, cotton, rice, fruits etc.

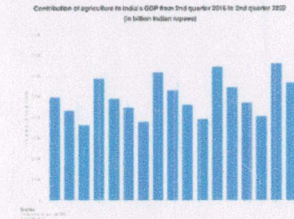
2.5% of world agri-trade.



## **CONTRIBUTION OF AGRICULTURE IN THE NATIONAL ECONOMY**

### **Contribution in National income and GDP.**

(share of agriculture in GDP has reached almost 20% for the first time in last 17 years making bright spot in GDP during 2020-2021.)

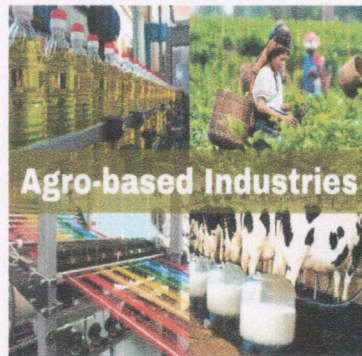


### **Promotes development of the agro based industries.**

Use of agricultural products as raw materials.

Food processing industries helps in preserving the perishable products.

Deals in wheat, rice, meat, vegetables, fruits, pulses, barely, sugar.



### **Generates Employment Opportunities**

Agriculture is largest employment generating sector.

In 1991 it was 63.32%

In 2001 it was 59.10%

In 2011 it was 47%

In 2019 it was 42.6%

It needs more public investment and attention of government.





### **Support Economy in adverse situation**

Reverse labour migration due to loss of jobs & income.

Agriculture supported them.

Positive growth at constant price under the crisis situation(3.4%).



### **Reduces the income inequality**

By providing employment to masses and raising their income.

Priority of the government of the developing nation.



### **Globalisation & Indian agriculture**

Open world markets, free trade.

Competition for local farmers.

Rice, cotton, tea, rubber, coffee, spices & jute failed to compete with developed countries.

Small size of land holdings.



### **Promotes infrastructure development**

Need network of roads, railways for transporting produce to the market.

Buffer stock & storing infrastructure is required.

Cold stores for perishable crops, fruits, vegetables.





## **Source of capital formation & investable surplus**

Improves capital formation & generates investable surplus helps in economic development.

Economic growth is driven by labour, capital, physical/ human input, social capital, infrastructure.



*Presentation given  
was good. lot  
much improvement  
& been observed*

*D. K. M. S.*



# 4. Access to the tutorial / remedial support

## REMEDIAL TEACHING AND ICT BASED TEACHING STRATEGIES USED DURING 2022-23

### GOOGLE CLASSROOM LINKS

1. TG 4 RURAL 2023 INTERNSHIP

<https://classroom.google.com/c/NjA1NDQ3NDYyOTMz?cjc=uvmhcv3>

2. B.Ed Sem 2 Sociological Basis of Education

<https://classroom.google.com/c/NTk2MTgwMDM5MzY2?cjc=ujznjlk>

3. TG 4 First Year 2022-23

<https://classroom.google.com/c/NTgwNzEyNjY4Nzk1?cjc=bcol44d>

4. TG 4 Second Year (2021-23)

<https://classroom.google.com/c/NTA4MjU1OTQwODc1?cjc=k6igoke>

5. M.Ed. Semester III (2021-23)

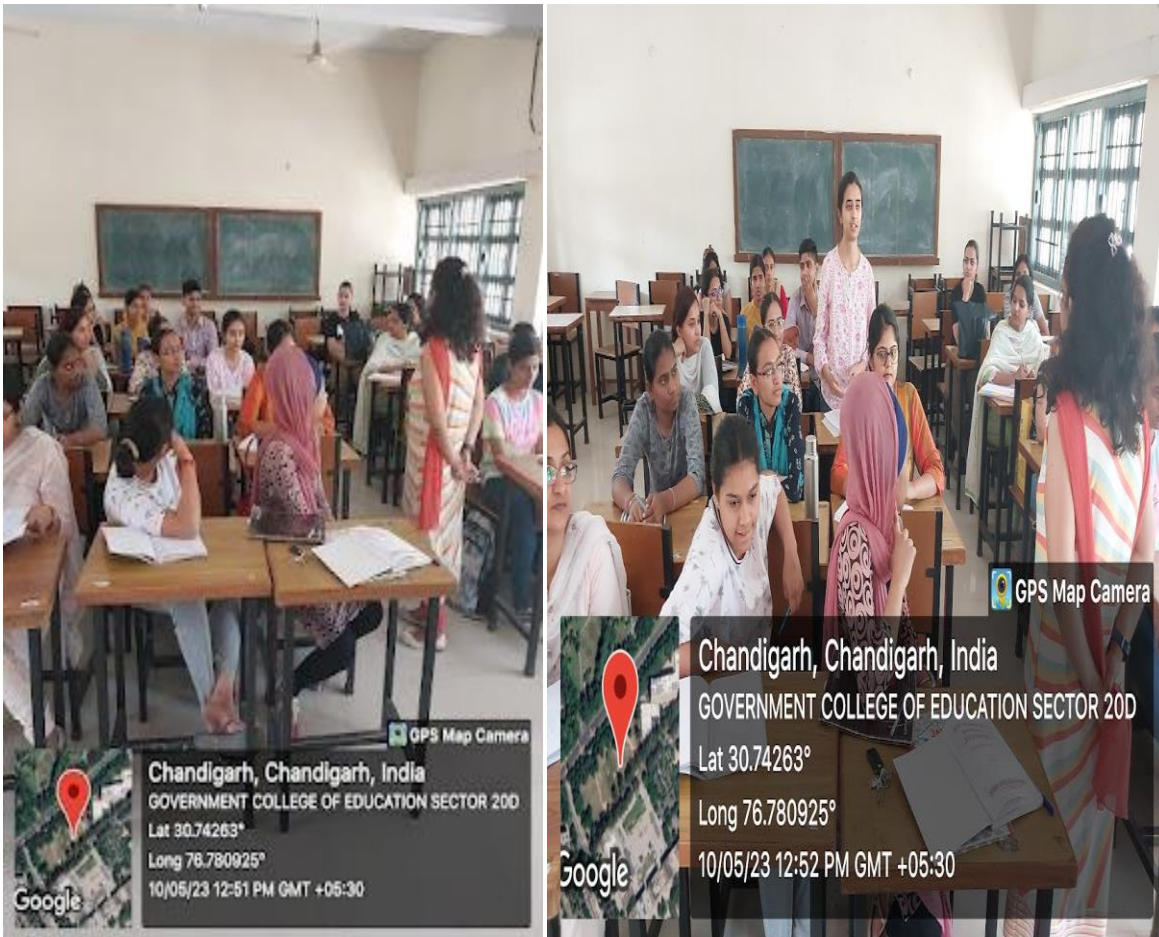
<https://classroom.google.com/c/NTAyOTY4ODM5ODEz?cjc=h4zmewh>

6. B.Ed. Pedagogy of Economics (2022-23)

<https://classroom.google.com/c/NTAyNTk5OTQ4MjU5?cjc=3jknek5>

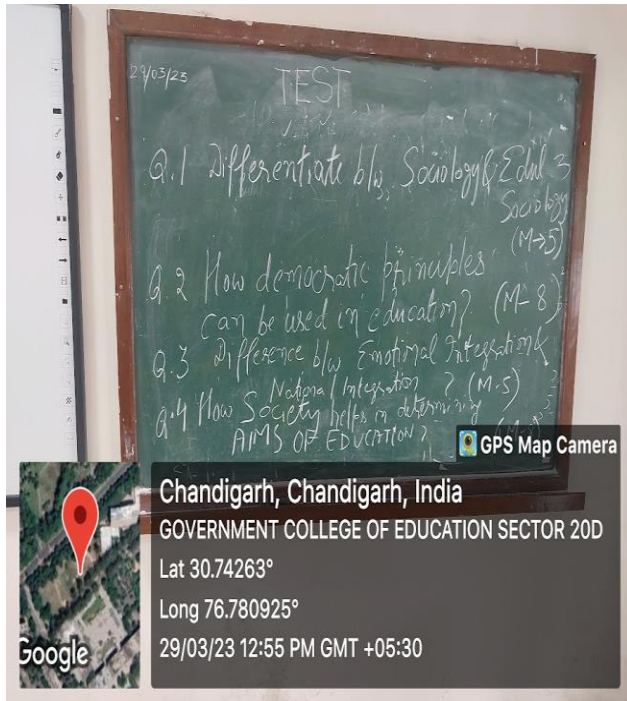


## REMEDIAL TEACHING SOCIOLOGICAL BASIS OF EDUCATION (B.Ed Sem 2 )



TEST



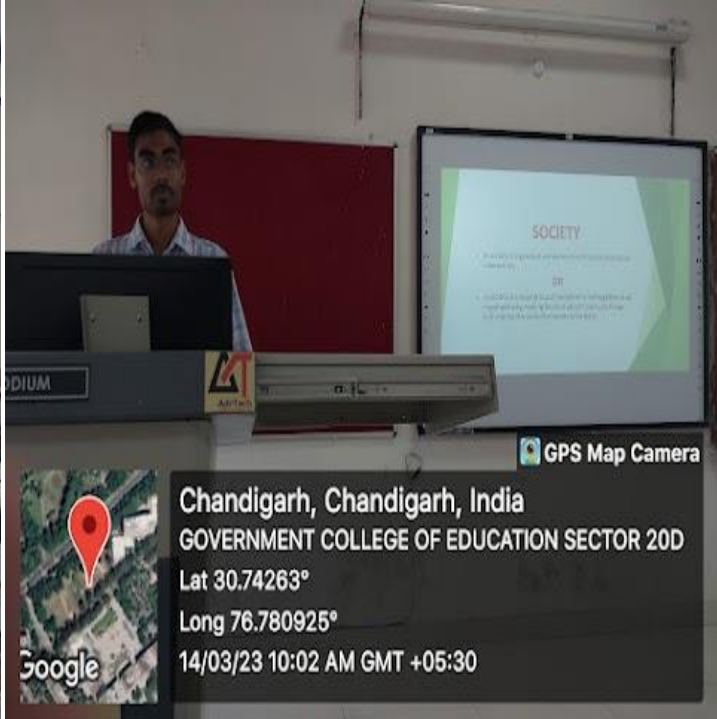


## CLASSROOM TEACHING + POWERPOINT PRESENTATION





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# PEDAGOGY OF ECONOMICS ( B.ED. –FIRST YEAR)

Remedial teaching going on





# 5 Provisions of answering bilingually

(i) Printed Pages : 4

Roll No. ....

(ii) Questions : 9

Sub. Code : 

8	0	4	1
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Exam. Code : 

1	1	0	2
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B.Ed. (Gen) 2<sup>nd</sup> Semester

(2053)

**SOCIOLOGICAL BASIS OF EDUCATION (In all Mediums)**

(Same for USOL Candidates of 2<sup>nd</sup> Sem.)

**Paper : F-2.1**

**Time Allowed : Three Hours]**

**[Maximum Marks : 40**

**Note :—** Attempt five questions in all, selecting one question each from Unit I-IV. Question No. IX in Unit-V is compulsory.

## UNIT-I

- I. Define Education and explain relationship between education and sociology. 8
- II. Discuss the role of family and school in socialization. 8

## UNIT-II

- III. Specify the function of society as a significant determinant of aims of education. 8
- IV. Highlight relationship between national development and education and enlist main indicators of national development. 8

## UNIT-III

- V. Enumerate the concept of culture and discuss interactions of culture with education. 8
- VI. Elaborate the responsibility of education in the process of cultural and social change. 8

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#### UNIT-IV

- VII. Elucidate the significance of education in promoting international understanding and peace. 8
- VIII. Describe ways and means of imparting education for democracy. 8

#### UNIT-V

- IX. Write short notes on the following :
- (a) Social mobility and education
- (b) Indian society and education
- (c) Factors responsible for social change
- (d) Education for emotional integration 2×4=8

#### (हिन्दी माध्यम)

नोट :— कुल पाँच प्रश्न करें, प्रत्येक यूनिट I से IV में से एक प्रश्न करें।  
यूनिट-V में प्रश्न नं. IX अनिवार्य है।

#### यूनिट-I

- I. शिक्षा को परिभाषित करें और समाजशास्त्र और शिक्षा के बीच के संबंध की व्याख्या करें। 8
- II. समाजीकरण में परिवार और विद्यालय की भूमिका की चर्चा कीजिये। 8

#### यूनिट-II

- III. शिक्षा के उद्देश्यों के एक महत्वपूर्ण निर्धारक के रूप में समाज के कार्य को निर्दिष्ट करें। 8
- IV. राष्ट्रीय विकास और शिक्षा के बीच के संबंध पर प्रकाश डालिए। राष्ट्रीय विकास के मुख्य संकेतकों को सूचीबद्ध करें। 8



### ਯੂਨਿਟ-III

- V. ਸੰਸਕ੍ਰਿਤੀ ਕੀ ਅਵਧਾਰਨਾ ਕੀ ਗਠਨਾ ਕਰੋ ਓਰ ਸ਼ਿਕਸ਼ਾ ਕੇ ਸਾਥ ਸੰਸਕ੍ਰਿਤੀ ਕੀ ਕ੍ਰਿਸਪਰਕ੍ਰਿਯਾ ਕੀ ਚਰਚਾ ਕਰੋ। 8
- VI. ਸਾਂਸਕ੍ਰਿਤਿਕ ਓਰ ਸਾਮਾਜਿਕ ਪਰਿਵਰਤਨ ਕੀ ਪ੍ਰਕ੍ਰਿਯਾ ਮੇਂ ਸ਼ਿਕਸ਼ਾ ਕੇ ਉਤਰਦਾਇਕਿਤਵ ਕੀ ਵ੍ਯਾਖ੍ਯਾ ਕੀਜ਼ਿਏ। 8

### ਯੂਨਿਟ-IV

- VII. ਅੰਤਰਾਸ਼ਟ੍ਰੀਯ ਸਮਝ ਓਰ ਸ਼ਾਂਤਿ ਕੋ ਬਢਾਵਾ ਦੇਨੇ ਮੇਂ ਸ਼ਿਕਸ਼ਾ ਕੇ ਮਹਤਵ ਕੋ ਸਪਸ਼ਟ ਕੀਜ਼ਿਏ। 8
- VIII. ਲੋਕਤੰਤ੍ਰ ਕੇ ਲਿਏ ਸ਼ਿਕਸ਼ਾ ਪ੍ਰਦਾਨ ਕਰਨੇ ਕੇ ਤਰੀਕ਼ੋਂ ਓਰ ਸਾਧਨੋਂ ਕਾ ਵਰਨਨ ਕਰੋ। 8

### ਯੂਨਿਟ-V

- IX. ਨਿਮਨਲਿਖਿਤ ਪਰ ਸੰਖਿਪਤ ਨੋਟ ਲਿਖਿਏ :
- (a) ਸਾਮਾਜਿਕ ਗਤਿਸ਼ੀਲਤਾ ਓਰ ਸ਼ਿਕਸ਼ਾ
- (b) ਭਾਰਤੀਯ ਸਮਾਜ ਓਰ ਸ਼ਿਕਸ਼ਾ
- (c) ਸਾਮਾਜਿਕ ਪਰਿਵਰਤਨ ਕੇ ਲਿਏ ਜਿਮਮੇਦਾਰ ਕਾਰਕ
- (d) ਭਾਵਨਾਤਮਕ ਏਕੀਕਰਨ ਕੇ ਲਿਏ ਸ਼ਿਕਸ਼ਾ। 2×4=8

### (ਪੰਜਾਬੀ ਅਨੁਵਾਦ)

ਨੋਟ :- ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰੋ, ਯੂਨਿਟ I-IV ਹਰੇਕ ਵਿੱਚੋਂ ਇੱਕ-ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰੋ।  
ਯੂਨਿਟ-V ਵਿੱਚ ਪ੍ਰਸ਼ਨ ਨੰ. IX ਲਾਜ਼ਮੀ ਹੈ।

### ਯੂਨਿਟ-I

- I. ਸਿੱਖਿਆ ਨੂੰ ਪਰਿਭਾਸ਼ਿਤ ਕਰੋ ਅਤੇ ਸਮਾਜ ਸ਼ਾਸਤਰ ਅਤੇ ਸਿੱਖਿਆ ਦੇ ਵਿਚਕਾਰ ਸੰਬੰਧਾਂ ਦੀ ਵਿਆਖਿਆ ਕਰੋ। 8
- II. ਸਮਾਜੀਕਰਨ ਵਿੱਚ ਪਰਿਵਾਰ ਅਤੇ ਸਕੂਲ ਦੀ ਭੂਮਿਕਾ ਬਾਰੇ ਚਰਚਾ ਕਰੋ। 8

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### ਯੂਨਿਟ-II

- III. ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਦੇ ਮਹੱਤਵਪੂਰਨ ਨਿਰਧਾਰਕ ਵਜੋਂ ਸਮਾਜ ਦੇ ਕਾਰਜ ਨੂੰ ਨਿਸ਼ਚਿਤ ਕਰੋ। 8
- IV. ਰਾਸ਼ਟਰੀ ਵਿਕਾਸ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚਕਾਰ ਸੰਬੰਧਾਂ ਨੂੰ ਉਜਾਗਰ ਕਰੋ। ਰਾਸ਼ਟਰੀ ਵਿਕਾਸ ਦੇ ਮੁੱਖ ਸੂਚਕਾਂ ਨੂੰ ਸੂਚੀਬੱਧ ਕਰੋ। 8

### ਯੂਨਿਟ-III

- V. ਸੱਭਿਆਚਾਰ ਦੇ ਸੰਕਲਪ ਦੀ ਗਣਨਾ ਕਰੋ ਅਤੇ ਸਿੱਖਿਆ ਦੇ ਨਾਲ ਸੱਭਿਆਚਾਰ ਦੇ ਪਰਸਪਰ ਪ੍ਰਭਾਵ ਬਾਰੇ ਚਰਚਾ ਕਰੋ। 8
- VI. ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਸਮਾਜਿਕ ਪਰਿਵਰਤਨ ਦੀ ਪ੍ਰਕਿਰਿਆ ਵਿੱਚ ਸਿੱਖਿਆ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨੂੰ ਵਿਸਤ੍ਰਿਤ ਕਰੋ। 8

### ਯੂਨਿਟ-IV

- VII. ਅੰਤਰਰਾਸ਼ਟਰੀ ਸਮਝ ਅਤੇ ਸ਼ਾਂਤੀ ਨੂੰ ਉਤਸਾਹਿਤ ਕਰਨ ਵਿੱਚ ਸਿੱਖਿਆ ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਸਪੱਸ਼ਟ ਕਰੋ। 8
- VIII. ਲੋਕਤੰਤਰ ਲਈ ਸਿੱਖਿਆ ਪ੍ਰਦਾਨ ਕਰਨ ਦੇ ਤਰੀਕਿਆਂ ਅਤੇ ਸਾਧਨਾਂ ਦਾ ਵਰਨਣ ਕਰੋ। 8

### ਯੂਨਿਟ-V

- IX. ਹੇਠ ਲਿਖਿਆਂ ਉੱਤੇ ਸੰਖੇਪ ਨੋਟ ਲਿਖੋ :
- (a) ਸਮਾਜਿਕ ਗਤੀਸ਼ੀਲਤਾ ਅਤੇ ਸਿੱਖਿਆ
- (b) ਭਾਰਤੀ ਸਮਾਜ ਅਤੇ ਸਿੱਖਿਆ
- (c) ਸਮਾਜਿਕ ਤਬਦੀਲੀ ਲਈ ਜ਼ਿੰਮੇਵਾਰ ਕਾਰਕ
- (d) ਭਾਵਨਾਤਮਕ ਏਕੀਕਰਣ ਲਈ ਸਿੱਖਿਆ।

2×4=8



(To be filled by the candidate) (SEE INSTRUCTIONS OVERLEAF)

**PART-A**

College Roll No. 314 Name Sundram Jha Exam Code 8015 Centre Code

Answer Sheet Sr. No. 79 Sub Code 8053 Date of Exam 02/04/23 O D M Y Y Subject & Medium S.S-t (FERT) Signature of Investigator

Class & Section B.Ed 1st CB

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (36 PAGES)  
**PART-B**  
(TO BE FILLED BY EXAMINER)

**DETAILS OF MARKS**

Q No	Q No	Q No
1	13	25
2	14	26
3	15	27
4	16	28
5	17	29
6	18	30
7	19	31
8	20	32
9	21	33
10	22	34
11	23	35
12	24	36

TOTAL IN FIGURES:  TOTAL IN WORDS:

Subject Code:

Answer Book Code No.:

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**GOVERNMENT COLLEGE OF EDUCATION**  
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**PART-C**  
(TO BE FILLED BY EXAMINER)

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Total Marks Obtained To be filled by Checking Asst.:

Examiner ID No.:

Examiner's Signature:

Checking Asst. ID No.:

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*V. Good. focus on short answers also, that need improvement*

**GOVERNMENT COLLEGE OF EDUCATION**  
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**PART-D**  
(TO BE FILLED BY CANDIDATE)

College Roll No. 314

Exam Code (Fill from Question Paper) 8015 Subject Code (Fill from Question Paper) 8053

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*need improvement*

*13/4/23*



1

## Unit - 1

1) 30 पाठ योजना दो शब्दों के मिल से बना है पाठ जिसका अर्थ है उप विषय और योजना जिसका अर्थ है किसी कार्य को करने से पहले ही उसकी रणनीति सोच लेना या तैयार कर लेना सरल शब्दों में पाठ योजना से अभिप्राय है शिक्षकों के द्वारा कक्षा में पढ़ाया जाने वाले पाठ का पहले से ही नियोजन कर लेना की पद ~~क~~ उस पाठ को जिसका उसने चयन किया है ~~क~~ उसके लिए जिस प्रकार के शिक्षण ~~मॉडल~~ का उपयोग करना उसे संबंधित पाठ के लिए जिस-जिस प्रकार के विषय-समस्या का प्रयोग करना है ~~है~~ तथा संबंधित पाठ पढ़ाने के लिए उन्हें कैसे-कैसे शिक्षण कोशल का उपयोग करना है आज के समय में सबसे अधिक प्रयोग की जाने वाली ~~ए~~ Approach हरवर्ट रिचन Approach है जिसका अर्थ पाठ योजना में प्रयोग लिया जाता है



I

पाठ योजना की आवश्यकता :-

1) शिक्षण उद्देश्यों की प्राप्ति के लिए :- पाठ योजना  
उमल्लिए भी है कि यह इससे शिक्षण  
के उद्देश्यों की प्राप्ति होती है क्योंकि  
विद्यार्थी शिक्षक कक्षा में क्या ? और कैसे ?  
पढ़ाएगा इसे वह पहले ही लिख लेता है

2) पाठ को सही ढंग से पढ़ाने के लिए :- पाठ योजना  
उमल्लिए भी होती है क्योंकि इससे शिक्षक  
का पाठ को सही ढंग से  
क्रमवार रूप से पढ़ा पाता है

3) विद्यार्थियों में पाठ के प्रति रुचि लाने में :- पाठ योजना  
से शिक्षक  
विद्यार्थियों में पाठ के प्रति  
रुचि लाने में सहायता  
मिलती है

4) समय की बर्बादी से बचना है :- पाठ योजना  
उमल्लिए भी है कि यह समय की बर्बादी  
होने से बचाता है क्योंकि पाठ को पढ़ाने  
का संपूर्ण नियोजन पहले से ही शिक्षक कर  
लेता है

5) पाठ्यक्रम को पूरा करने में सहायता :- पाठ योजना  
शिक्षक को  
पाठ्यक्रम पूरा करने में सहायता करता है  
शिक्षक पाठ योजना बना लेता है वह हर पाठ  
को समय अनुसार पूरा कर पाता है

6) विद्यार्थियों को सीखने में सहायता :- पाठ योजना  
विद्यार्थियों को  
विभिन्न विषयों को सीखने में सहायता  
करता है शिक्षक विद्यार्थियों को आसानी  
से समझ सकने वाले उदाहरणों को  
पहले ही विद्यार्थियों के लिए रखता है  
जो विद्यार्थियों के लिए सहायक  
होती है



(7) कक्षा का वातावरण अनुशासित बनाना है :- पाठ योजना को वातावरण अनुशासित बनाने में भी महत्व देना है जो शिक्षक शिक्षण में सहायता करता है

(8) अध्यापक को रिकॉर्ड रखने में सहायता :- पाठ योजना को रिकॉर्ड रखने में सहायता करता है अध्यापक के पास हर पक्ष को ध्यान में रखना है

(9) पाठ-योजना विषय-समाप्ति के अन्त में सहायता :- पाठ शिक्षकों को विषय समाप्ति के अन्त में सहायता करता है जो कि विषय को पढ़ाया जाता है तथा उसे आसानी से अच्छे तक विषय समाप्ति के बाद पढ़ाया जा सकता है इसका विशेषण शिक्षक पढ़ने ही कर लेता है

(10) शिक्षकों की दिशा-निर्देशन देना है :- पाठ योजना शिक्षकों की दिशा-निर्देशन देने में भी सहायता करता है तथा हर क्रम को कैसे प्रयोग करना है इसका निर्देशन भी देता है

पाठ योजना का अर्थ

(1) विद्यार्थियों की शिक्षण आवश्यकताओं की पूर्ति :- पाठ विद्यार्थियों की सीखने में आने वाली आवश्यकताओं की पूर्ति करता है

(2) अच्छी पाठ योजना शिक्षकों की शिक्षण शैली में सुधार लाती है

अच्छी अच्छी पाठ योजना शिक्षकों के शिक्षण शैली में सुधार लाती है जो कि विषय को पढ़ाया जाता है तथा उसे आसानी से अच्छे तक विषय समाप्ति के बाद पढ़ाया जा सकता है इसका विशेषण शिक्षक पढ़ने ही कर लेता है



(3) यह काम खचीली होती है और अग्रच बचानी = यह पाठ योजना

कम खचीली होती है तथा यह शिक्षकों को अग्रच की बचानी करना से बचानी है

(4) यह शिक्षकों को शिक्षण काल - केन्द्रित करने से मशु करती है

पाठ योजना शिक्षकों को अपने शिक्षण का काल केन्द्रित करने से भी अद्ययता मपुर्ण क्रियाविधि को शिक्षक अपनी करता है। जो कक्षा में उसका निभालन वह पहले ही कर लेता है

(5) यह शिक्षकों को पाठ पढाए जाने अग्रच पाठ से

अनावश्यक विषय जोड़ने से बचानी है इसका महत्व यह भी होता है कि यह शिक्षकों को पाठ पढाए जाने

सकत अनावश्यक विषय जोड़ने से बचता है शिक्षक को अपना शिक्षण विषय के अंतर्गत रखने से अद्ययता करना है

(6) यह कक्षा का वातावरण अनुकूलित तथा पढाने योग्य

रखियवर ब बचाना है - इसका एक और महत्व यह भी है कि यह कक्षा का वातावरण पढाने योग्य रखियवर बनाने से अद्ययता है जो शिक्षक को शिक्षण में अद्ययता करता है

(7) यह विद्यार्थियों को स्व: अद्ययता से अद्ययता करता है

इसका महत्वपूर्ण महत्व यह भी है कि यह विद्यार्थियों को स्व: अद्ययता की प्रवृत्ति लाने से अद्ययता की करता है जिससे उनमें स्वतंत्रता की प्राप्ति होती है



3

8) यह शिक्षकों को विषय समझाने में सहायक है

यह शिक्षकों को विषय को शिक्षार्थियों के समझने में सहायता करता है

निम्न निष्कर्ष :- उपरोक्त को पढ़कर हम इस कि पाठ - योजना शिक्षकों को पढ़ाने में सहायता करता है तथा शिक्षार्थियों को विषय में रूचि उत्पन्न करने में सहायक है। यह शिक्षकों को सहायता करता है।

सामाजिक अध्ययन की पाठ्यपुस्तक से अध्यापक को शिक्षकों से सामाजिक अध्ययन के विषय को पढ़ाने में सहायता देता है। सामाजिक अध्ययन के पाठ्यपुस्तक में सामाजिक अध्ययन का पूरा पाठ्यक्रम होता है। जो कि हर कक्षा के शिक्षार्थियों के लिए उनके स्तर अनुकूल होता है। सामाजिक अध्ययन की पाठ्यपुस्तक को शिक्षकों द्वारा सरकार के विज्ञान के द्वारा तैयार किया जाता है।

- पाठ्यपुस्तक दो प्रकार की होती है
- (I) इलेक्ट्रॉनिक संस्करण में पाठ्यपुस्तक
  - (II) इलेक्ट्रॉनिक प्रिंटिंग समाधानों द्वारा प्राप्त पाठ्य पुस्तक का वी. डी. एफ



मुद्रित पाठ्यपुस्तक - यह पाठ्यपुस्तक का मुद्रित रूप होता है जिसे विद्यार्थी खरीद कर अपने बसने के स्कूल ले जाते हैं यह लेना सभी विद्यार्थियों के लिए अनिवार्य होता है

इलेक्ट्रॉनिक मिडिया ससांघने से प्राप्त पुस्तक PDF :- इसमें अपने मोबाइल फोन में पुस्तक की PDF install कर लेते हैं और उन सभी को ही पढ़ सकते हैं यह बच्चे के भार को कम करता है

अच्छी सभाजिक शिक्षा की अच्छी पाठ्यपुस्तक की विशेषता

① यह विद्यार्थी के योग्यता अनुकूल है :- इसकी यह है कि यह क हर विद्यार्थी की योग्यता के अनुकूल होती चाहिए

कम स्तर के विद्यार्थियों को कठोर विषय नहीं उसमें सम्मिलित करनी चाहिए

② इसकी भाषा सरल है :- अच्छी सभाजिक पाठ्यपुस्तक की भाषा सरल होनी चाहिए जो विद्यार्थियों को समझ आए तथा जिसे विद्यार्थियों को विषय सीखने में आसानी हो

③ प्रतिष्ठित विज्ञान विद्वानों के जागीरदारी से तैयार हो :- अच्छी विज्ञान के पाठ्यपुस्तक को प्रतिष्ठित विद्वानों के जागीरदारी से तैयार किया जाना चाहिए

④ लेखक की निवृत्तता होना चाहिए :- अच्छी विज्ञान की पाठ्यपुस्तक के लेखक में निवृत्तता होनी चाहिए यह घटना को सही अर्थ में लिखे



(5) लेखकों के छोटे लेखों से मुक्त हो :- अच्छी

सामाजिक अध्यायन का पाठ्यपुस्तक लेखकों के अपने छोटे लेखों से मुक्त होनी आवश्यक है।

(6) नए-नए सामाजिक अध्यायन के अनुसंधान जोड़े जाए

सामाजिक अध्यायन की पाठ्यपुस्तक में नए-नए किए गए सामाजिक अध्यायन के शोध व अनुसंधान जोड़े जाते चाहिए।

(7) अच्छी सामाजिक अध्यायन की पाठ्यपुस्तक से छात्रों को

देश की संस्कृति, विशिष्ट व महत्त्व से प्रभाव

कराए :- अच्छी सामाजिक अध्यायन की पाठ्यपुस्तक वह होती है जो विद्यार्थी को देश के संस्कृति, संस्कृति व विशिष्ट का ज्ञान दे।

(8) छात्रों को राष्ट्र के विकास में योगदान देने में प्रेरित करे

अच्छी सामाजिक विज्ञान की पुस्तक वह होती है जो छात्रों को राष्ट्र के विकास में योगदान देने में प्रेरित करे।

(9) छात्रों में स्व: शासन व स्व: अध्यायन की प्रवृत्ति लाए

अच्छी सामाजिक अध्यायन की पुस्तक वह होती है जो छात्रों को स्व: अध्यायन की प्रवृत्ति लाए व साहायक बने।

(10) अच्छी सामाजिक अध्यायन की पाठ्यपुस्तक सत्य पर

अधारित हो अच्छी सामाजिक अध्यायन की पाठ्यपुस्तक वह होती है जो छात्रों की सत्यता पर आधारित है व उनके जीवन के कुछ कार्यात्मक न हो।



## Unit V

(11) देश व वैश्वीक समस्या का छात्रों को ज्ञान हो-

सामाजिक विज्ञान अध्यापक उसे अच्छी जानी है जिससे छात्रों के देश की और विश्व की उत्पन्न समस्या का ज्ञान हासिल हो।

(12) अच्छी सामाजिक अध्ययन की पुस्तक पढ़ने को पाठ

रुचि पूर्वक पढ़ने के लिए प्रेरित करनी है।

अच्छी सामाजिक विज्ञान की पाठ्यपुस्तक विद्यार्थियों को पाठ के प्रति रुचि जगाने में सहायक होती है।

निष्कर्ष उपरोक्त को पढ़कर हम इस निष्कर्ष पर पहुँचते हैं कि

अच्छी पाठ्यपुस्तक का सत्यता पर आधारित होना आवश्यक है तथा जिससे छात्रों को देश की विरासत, संस्कृति व देश प्रेम का जन्म हो सके। अच्छी पुस्तक मानी जाती है।

(13) वार्षिक योजना :- वार्षिक योजना वह योजना होती है जिसमें छात्र अध्यापक अपनी पाठ योजना वर्ष के अनुसार तैयार करेगा कि उसे इस विद्यार्थियों को पाठ्यक्रम किस प्रकार करना है किन किताबों का उपयोग करना है यह वर्ष के लिए तैयार की जाने वाली योजना है। दूसरे शब्दों में व पूरे वर्ष के लिए तैयार की जाने वाली योजना को वार्षिक योजना कहते हैं।

S.No	Month	Social Study Plan	Apperption Plan	Activity Plan	Startazg Plan	Assi- ment Plan



full form

(b) ICSSR = इमेका कायलियु डिजिटल दिल्ली में है।  
 इमेकी स्थापना भारत सरकार द्वारा 1964 में सामाजिक विज्ञान अध्ययन विषय के मास में विकास के लिए समाजिक अध्ययन के लिए व्यवस्थित कार्यक्रम चलाता है।  
 समीक्षा, अनुसंधान, समाजिक अध्ययन के साथ-साथ शिक्षादि

(c) open book test या की खुली किताबों अभिप्राय है जिसमें छात्रों को एक किताब में परीक्षा में अनुमति होती है जो छात्रों को एक बड़ा सा दिनांक गद्यांश कि दिया।

जाना है कि और इससे संबंधित प्रश्न पूछे जाते हैं प्रश्नों में के उत्तर उसी गद्यांश में दिए जाते हैं जिस छात्रों को पढ़ना है।  
 पढ़कर उत्तर को खोजने होते हैं।

(d) उपरोक्त अधिकार वह अधिकार है जो एक ग्राहक को समान खरीदने वक्त प्राप्त होते हैं।  
 इनमें से कायदा की शर्तों का अनुषंग रूप में उपरोक्त में कर सकता है।  
 COPR ACT 2019 के तहत उपरोक्त के 6 अधिकार हैं।  
 (1) सुरक्षा का अधिकार (2) विज्ञान का अधिकार  
 (3) मुक्तता का अधिकार (4) सुने (संवाद) पाने का अधिकार  
 (5) चुनने का अधिकार (6) शिकायत के निपटारे का अधिकार



### Unit IV

(8) वैश्वीकरण से अभिप्राय विश्व में सभी देशों को आपसी जुड़ाव होना यह जुड़ाव आर्थिक, राजनीतिक, सामाजिक आदि के अन्तर्गत पर हो सकता है। इसके अलावा प्रत्येक देश अपनी आवश्यकता व आवश्यकता के लिए सभी देशों पर निर्भर है इसे ही वैश्वीकरण कहते हैं जिससे सभी देशों की अर्थव्यवस्थाओं को आपसी जुड़ाव हो गया है।

वैश्वीकरण का भारत पर सकारात्मक प्रभाव:-

(1) नवीन तकनीकों का आगमन - वैश्वीकरण का भारत पर सबसे महत्वपूर्ण सकारात्मक प्रभाव यह पड़ा कि भारत में दूरगम तकनीकों का आगमन होना से बहुत से सी अर्थव्यवस्थाओं का विस्तार हुआ।

(2) विदेशी पूंजी में वृद्धि :- वैश्वीकरण का भारत में एक महत्वपूर्ण सकारात्मक प्रभाव यह पड़ा कि भारत में विदेशी मुद्रा अर्जेंट में वृद्धि हुई।

(3) वैदेशीय कंपनियों के निवेश :- वैश्वीकरण का एक और सकारात्मक प्रभाव यह पड़ा कि हमसे भारत में वैदेशीय कंपनियों के निवेश बढ़े क्योंकि भारत अधिक जनसंख्या वाला देश होने के कारण एक बड़ा बाजार है।

(4) रोजगार के अवसरों में वृद्धि :- वैश्वीकरण का एक और सकारात्मक प्रभाव यह पड़ा कि हमसे भारत में रोजगार के अवसरों में वृद्धि हुई।



5) किसी अन्य देश से अच्छे संबंध बनने - वैश्वीकरण  
 का एक  
 और नकारात्मक प्रभाव यह पड़ा  
 कि भारत को अन्य अरब देशों  
 से अच्छे संबंध बनने।

6) वैश्वीकरण से उद्योगों की संख्या बढ़ी और कृषि पर  
निर्भरता कम हुई :- वैश्वीकरण से  
 बढ़ी और भारत की कृषि  
 पर निर्भरता कम हुई।

7) स्वतंत्र प्रतिभाषिता के अनवरत बजार में इसका  
 एक  
 नकारात्मक प्रभाव यह भी पड़ा  
 कि इससे बजारों में विभिन्न  
 उद्योगपतियों को स्वतंत्र प्रतिभाषिता के  
 अवसर प्राप्त हुए।

8) देशों को अधिक विकल्प मिले :- इसका  
 नकारात्मक प्रभाव यह भी पड़ा कि इससे  
 भारतीयों को समान खरीदने के अधिक  
 विकल्प मिले हैं।

9) भारत के निर्यातों में वृद्धि हुई इसका एक  
 भी पड़ा कि इससे भारत के निर्यात  
 में वृद्धि हुई।

### II वैश्वीकरण के नकारात्मक प्रभाव भारतीय अर्थव्यवस्था पर

(i) दूरस्थ उद्योगों का पतन :- इसका सबसे  
 नकारात्मक प्रभाव  
 यह पड़ा कि इससे भारत के दूरस्थ  
 उद्योग (बुकर, आदि) का पतन हो गया।

(ii) हाथ से बने सामान खरीने वाले लोगों को बेरोजगार बना दिया  
 इसका नकारात्मक प्रभाव यह पड़ा कि



से समान करने वाले लोगों को अपने देशों में  
लगा दिया और क्योंकि भारतीयों से  
उनका समान प्रस्ताव होता है

(iii) लोगों के संस्कृति का पतन :- य. इससे लोगों  
पतन हो गया तथा वे संस्कृति का  
अधिकांश को अपनाते लगे।

(iv) भारत में विदेशी माल की मांग बढ़ी और भारतीय  
माल को खरीदना खत्म हो गया :- इससे

भारत में विदेशी मांग बढ़ी और  
भारतीय माल की मांग  
कम हो गई जिससे  
और दुर्घटनाएँ हो गई  
हो गया

(v) वैश्वीकरण से भारतीय कृषि को नुकसान :- वैश्वीकरण  
से कृषि को नुकसान होने लगा।

(vi) वैश्वीकरण से भारतीय अर्थव्यवस्था को विदेशी  
कंपनियों प्रभावित करने लगी :- वैश्वीकरण से  
भारतीय अर्थव्यवस्था  
को विदेशी कंपनियों प्रभावित करने लगी जिस  
कारण भारत को उनकी सुविधाओं का हानि  
सहना पड़ता है

(vii) भारतीय नैतिक मूल्यों का पतन :- वैश्वीकरण से  
भारत के लोगों  
के नैतिक मूल्यों का पतन हुआ और विदेशी  
विचारों को अंगीकारने में उनकी बढ़ावा मिला

निष्कर्ष उपरोक्त को पढ़कर हम इस निष्कर्ष  
पर पहुँचते हैं कि वैश्वीकरण से  
पुरा विश्व एक जगह बन गया है तथा  
हर देश के देश एक दूसरे पर  
आश्रित हैं



### Unit III

5  
 5  
 व्यावसिक विकास की अवधारणा से अभिप्राय है अपने व्यवस्थित व्यवसायिक कार्यों को करने में जो उत्तमि करना या विकास करना। सामाजिक अर्थपथ के अर्थपथों को व्यवस्थित विकास के लिए बढ़ाने और कार्यक्रम चलाए जाते हैं जिससे वे हिस्सा लेकर अपने व्यवसाय में अपनी कार्यशैली का विकास कर सकते हैं जो जिससे उनके शिक्षण शैली का विकास होता है।

सामाजिक अर्थपथ के अर्थपथों के  
व्यवसायिक विकास के तरीके

① शिक्षण ट्रेनिंग के कार्यक्रम चलाकर = सामाजिक अर्थपथ के शिक्षकों के लिए शिक्षण ट्रेनिंग कार्यक्रम चलाकर उनका व्यवसायिक विकास किया जा सकता है।

② संमेलन के द्वारा = संमेलन का आयोजन करके सामाजिक अर्थपथों के अर्थपथों को व्यवसायिक विकास किया जा सकता है जिससे उन्हें बहुत सी शिक्षण तरीकों का ज्ञान होता है।

③ वर्क शॉप के द्वारा = वर्क शॉप के अर्थपथ के अर्थपथों का व्यावसायिक विकास हो सकता है। वर्क शॉप समय-समय पर आयोजित की जानी चाहिए।



(4) व्यारलान द्वारा :- व्यारलान पद्धति के द्वारा सामाजिक अर्थव्यवस्था के अर्थव्यवस्था को व्यवसायिक विकास किया जा सकता है जिससे उन्हें अपनी अनुभव व अपने घात साझा करने का अवसर दिया जाता है।

(5) प्रौद्योगिक तकनीक का प्रकीर्ण देना :- सामाजिक अर्थव्यवस्था के अर्थव्यवस्था को अलग से प्रौद्योगिकी तकनीक का प्रकीर्ण दिया जाना चाहिए।

(6) पैनल द्वारा :- पैनल के द्वारा सामाजिक अर्थव्यवस्था के अर्थव्यवस्था को व्यवसायिक विकास हो सकता है।

(7) प्रतिष्ठित प्रतिकारों की मदद देना :- प्रतिष्ठित प्रतिकारों की मदद देना सामाजिक अर्थव्यवस्था के अर्थव्यवस्था को व्यवसायिक विकास हो सकता है।

(8) सामाजिक अर्थव्यवस्था में शोध अनुसंधान व PMD डिग्री के लिए प्रेरित करने से :- सामाजिक अर्थव्यवस्था के अर्थव्यवस्था को सामाजिक निजता में शोध अनुसंधान व डिग्री लेने के लिए प्रेरित करने से उत्तम व्यवसायिक विकास हो सकता है।

NCERT की भूमिका  
 के सामाजिक अर्थव्यवस्था के व्यवसायिक विकास में NCERT की महत्वपूर्ण भूमिका है।







**PART-A**  
(SEE INSTRUCTIONS OVERLEAF)

(To be filled by the candidate)

College Roll No. **219** Name **Divya Negi** Centre Code

Answer Sheet Sr. No.  Sub Code  Date of Exam **09/04/23** D D M Y Y

Class & Section **66** **B Ed I Sem** Subject & Medium **SST English** Signal of Inspector

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (36 PAGES)  
**PART-B**  
(TO BE FILLED BY EXAMINER)

**DETAILS OF MARKS**

Q No	Q No	Q No
1	13	25
2	14	
3	15	27
4	16	28
5	17	29
6	18	30
7	19	31
8	20	32
9	21	33
10	22	34
11	23	35
12	24	36

TOTAL IN FIGURES  TOTAL IN WORDS

Subject Code

Answer Book Code No

Examiner ID No

Head Examiner ID No

Space for affixing CDE's Stamp with Date

Signature of Examiner

Signature of Head Examiner

**33/40**

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)  
**PART-C**  
(TO BE FILLED BY EXAMINER)

Code No

Fill from Question Paper

Total Marks Declared To be filled by Examiner

Checking Asst. ID No

Checking Asst. Signature

Examiner ID No

Examiner's Signature

**13/4/23**

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)  
**PART-D**  
(TO BE FILLED BY CANDIDATE)

College Roll No

Exam Code

Subject Code

Fill from Question Paper

Fill from Question Paper

Govt College of Education  
08 APR 2023  
Sec 20-D Chandigarh

**33/40**

*V. Good*  
*Can score high. Improve presentation more. Discuss.*

*Mummy*  
*13/4/23*



## Unit - I

Ans 1) Lesson plan :-

Lesson plan is a blue-print of teacher's teaching; ~~that~~ 'what' and 'with what' the teacher will take classes.

\* Concept of lesson-plan :-

→ Concept of lesson is introduced in 1800, different types of Educationists, Sociologists researches and discussed about lesson-plan.

(i) 'what and with what' → 'what' means what topic teacher will teach in the class during the period of 40 minutes. and 'with what' means with what teaching objects and materials teacher uses to take the class and what kind of teaching aids he gonna use in the class.

(ii) when and how → 'when' means when the suitable time and readiness of a learner to learn that topic. 'how' means how teacher will prepare ~~that~~ and introduce that topic, so that students will take interest in learning.

(iii) Blue print of teaching learning process → lesson-plan is a blue-print of teaching-learning process in which teacher prepare & summarise the content that help teachers to create a systematic teaching.

- (iv) Process/steps of lesson-plan →
- Preparation - teacher will prepare the topic so that the students will able to recall and recognise.
  - Presentation → Presentation of the topic, to develop the interest among the learners.
  - Arrangement of the topic → Arrangement of the topic like :-  
- "well students ~~up~~ today we will discuss about this - the topic".
  - Generalisation → General objective, ~~that~~ that students will recall. then General to Specific".
  - Recapitulation → Ask students about that topic & some related questions so that teacher will Analyse.
  - Home-work → After taking the class teacher will give some questions or problem which are related to that particular topic. It will also help teacher to know ~~that~~ the understanding of the learner.



### \* Need and Importance of a lesson-plan :-

- lesson-plan is very important to create a systematic teaching, Creativeness, Skills of teaching, time-saving etc.

(i) Systematic teaching → Through lesson-plans teacher will be able to do systematic teaching, they will teach according to their plans.

(ii) Balanced teaching → lesson-plan also help to do a balanced lesson teaching because teacher plans everything, How, much time <sup>should</sup> given to a topic, then Home-works, discussions etc.

(iii) Saves Time <sup>and Energy</sup> → It saves time and energy of teacher, if teacher is pre-prepared before teaching the class, the time will save and save energy of the teacher, if he is not.

Effective teaching → lesson-plan provide an effective teaching, because teacher will

work with different teaching Aids will create an effective class-room teaching.

(v) Develop interest → It develops the interest among the students, when teacher uses different methods of teaching, teaching Aids it develop interest among the learners.

(vi) Skills of the teachers → It also develop the creativity of the teacher, and skills of teaching, which he planned, in his lesson-plan.

(vii) understandable → by lesson-plan the teaching will be easily understandable <sup>by</sup> the learner because teacher plan according to the students so that, they will understand the content in easy manner.

(viii) Mental Ability → It improve the mental ability of the teachers as well as the students, through Group-discussion, Problem solving method it helps to develop the mental ability of teachers & learners too.

(ix) Repetition → Through lesson-plan the repetition of the topic will be avoided, Every day a new topic and content would give to the students.



## Unit - II

Ans 3) Texts book :-

Meaning :-

- "Text book is a 'teacher' of a 'teacher'."
- written content which helps teacher as well as the learner.

Give some definitions of different educational books.

- A Text book plays an important role in teaching and learning process. It helps teacher to guide how to present and give the content of the topic.
- Text-book also play an important role in students/learners life. It helps them to understand the content if the teacher is not available.
- It is a written form book which is written by the researchers and the content of the book is checked by the research community that then textbook print and it will give priority to the student, it helps them and act as a guide of the teachers and learners.

• - Features of good social-studies Text-book :-

(i) Quality of knowledge and subject matter :-

- Quality of knowledge should be clear in text of S.S.T. subject matter content like every information must be included in the text-book.

(ii) unbiasedness of the Author :-

- unbiasedness of the Author should not only one Author's content should given Author- one fact should be selected by their subject matter, favouritism must be excluded.

(iii) Reasonable price of the 'text-book' :-

- The price of the book should be reasonable, so that each and every student will able to buy the book.

(iv) Gender discrimination :-

- Gender discrimination must be removed from the text-book, it should encourage every



(v) Cartoons and illustration → cartoons and illustration should be added in every chapter so that student will take interest to read the text-book.

(vi) Proper knowledge of Geography → Proper knowledge of environment, Geography, locations, maps, population earth, so that book will be more informative.

- Civics → Proper information of democracy, fundamental rights, freedom, justice, elections, political parties etc.

- History → Information of ancient, medieval and Modern India, even freedom fighters, Kings, British rules etc.

(vii) Font Size → Proper font size of the words, not too large, not too small it will should be equal and readable so learner will read easily.

(viii) Proper Spacing → proper spacing between the words

and the lines so the 'eye-span' will not happen while reading out the book.

(ix) Language → used language should be easy, it should be used according to the learner, so that students will find easy to read and it will be very understandable to the learners.

(x) Time to time updation → updation of the book through the time and the recent knowledge and information should be added in SST textbooks so that learners will aware up of current situations and it will boost their IQ level and makes the text-book interested.

\* Conclusion :-

- By the above points, and the features of text book, it is very important to add these features in the text-book of SST, because text book is a Aid which is used by the teachers and the learners too.



### Unit - III

ans 5) Concept of Professional development :-

- Meaning :-

- Professional development means, development of a teacher in his/her subject. development of their teaching, knowledge which helps them to in their profession.

- Concept of Professional development :-

- Development of a teacher by providing them different types of courses which help them to teach effectively and enhance & update their knowledge.

(i) Value updation of the knowledge → Professional development updates the information of the teachers and they gain extra knowledge.

(ii) Continuous learning → Continuous learning of a teacher. teacher learn and continue to his/her learning time to time they do professional courses to enhance teachers.

(iii) Helpful in promotion of teachers → Helpful in professional development is also helpful in promotion of the teacher, by doing different type of education courses they can easily promote their rank and position.

(iv) Subject knowledge → In proff professional development subject knowledge is also provided to the teacher with recent and latest technologies and resources.

\* → Ways and Role of NCERT in professional development

(i) Role of NCERT → NCERT (National Council of Education Research and Training)

NCERT plays an important role in the Professional development of the teacher. they conduct different types of online and offline courses to enhance the teachers development with latest technologies and resources. It provide and give various opportunity to the teachers to develop themselves and give confidence to the less than courses.



(ii) Seminars → NCERT conduct different types of seminars for the professional development in seminars teacher spoke up of the given topic and also listen others opinion, it develops the confidence of the teacher.

(iii) Workshops → NCERT also conduct workshops in every field like Science exhibitions it helps teacher to develop his and her Creativities, Skills, and know more about their subjects.

(iv) Exhibition → 'Social-science exhibition' every year NCERT conduct Social Science exhibition to develop the knowledge of the social issues, Geographical conditions of India, Political parties, History of India etc.

(v) Value-added courses → They conduct different value added courses, in which teachers are invited to attend that course for few days. It also helps them in their promotions.

(vi) Online - Courses → online - courses also arrange for the teacher to development of professional In this teacher ~~to attend~~ will enroll themselves and attend that online - course, then the scores will added and online certifiacte are provide provided to their teacher.

(vii) DIKSHA Portal → DIKSHA Portal to intance the professional development of the teacher, it is an online - course which is for teachers to boost their knowledge.

(viii) Usage of technologies → also provide the technologies course in which a teacher learnt to how to use Interactive boards, ICT, Podium etc.

\* Conclusion :-

Professional development is very important for teachers, it helps them to upgrade and to boost their knowledge according to the recent demands of the teaching - learning - process.



## Unit - IV

Ans 7) Indian constitutional Design :-

• Meaning :-

→ Constitution of India is a landmark constitution in the world. It is a written format of our laws, articles and Democracy. We celebrate Constitution Day At 26<sup>th</sup> November.

- It was Adopt and Enact on 26<sup>th</sup> Nov. 1949.

- and written by Dr. Bhimrao Ambedkar.

- Every detail of our laws, orders, Articles are fully described in our constitution.

• Democracy :-

"Democracy is the Government, for the people, by the people and of the people."

- Abraham-Lincoln

- India is a sovereign country with a strong democracy, justice of social, Political, and economical factors.

\* Salient features of Constitutional Design :-

(i) Equality → Equality among the everyone. Giving equal opportunity to the ~~same~~ every status either he will rich or poor, equal opportunity should be given to the citizens.

(ii) Liberty → Liberty of thoughts, expressions, faith and worship. everyone has liberty to worship their God of any religions, he has liberty of thinking and to express, himself.

(iii) Justice → Justice of social, economic and Political :-

(i) Social → social justice among societies and other social issues.

(ii) Economic → Economic justice of economy activities, employees, wages, ~~and~~ capital etc.

(iii) Political → Political justice of any political aspects, votes, rights, crime, corruption etc.

(iv) Gender discrimination → Discrimination of gender ~~is~~ <sup>must</sup> not



done, either he will male or she will female, everyone has equal rights no-one can discriminate anyone without his/her gender.

(v) Secularism → India is a secular country everyone has right to follow their culture, tradition, religion etc. Same respect will give other he is Hindu, Muslim, Sikh or Christian.

(vi) Freedom → Freedom of ~~anything~~ everyone has :- freedom to speak, write, do whatever they want in legal manner.

(vii) Right to education → Right to education and free compulsory education to everyone everyone has right to get education & in 6-14 age free and compulsory education.

(viii) Racism → No-one will judge and behave on the basis of their colour, caste and appearance.

(ix) fundamental rights → everyone has their fundamental rights. they can use it whenever they needed. everyone should have knowledge of their rights so that they can use and update the situation and file complain according to their case and rights.

(x) Lok-Sabha and Rajya Sabha → There are two legislative 'Lok-Sabha' which represent the central seats of Govt and 'Rajya Sabha' which represent the state seats and power.

\* Conclusion :-

- As we know that India is a diverse country "unity in diversity", different castes, race, creeds and religions are together in one roof. The unity is the biggest reason of unity is our Constitution, who kept us together and provide equal rights and justice to every people of India.



## unit-V

- Ans (a) Annual Plan → Annual plan is a yearly plan on yearly lesson-plan.
- In this teacher decide and lessons and activities according to the month months.
  - Teacher prepare Annual Plan to analysis which and what topic he/she will teach in year so that systematic learning occur in classroom.
  - Co-curricular Activities is also added in Annual lesson-plan.
  - whole syllabus is put in a blue-print with each unit and chapter.
  - Teaching method is written - that which method is appropriate of which topic.
  - Teaching Aids - teaching aids of the teacher ~~text~~ according to the topics.
  - conduct annual tests to assess the students.
  - Skills Time management → Proper time management of the teacher so that he will able to complete the syllabus on time.

- Ans (b) ICSSR → ~~Canadian Council of~~ ~~ICSSR~~ ~~Board~~ ~~Provide~~ ~~Professors~~
- ICSSR Provide Professional development courses to the teacher.
  - Job opportunity. *What is the full form?*
  - It is specialised for social-studies teachers to develop their skill.
  - Researches are occur to enhance the teaching.
  - Seminars are conducted to SST teachers
  - ~~workshop~~ workshops are conducted.
  - Technologies ~~work~~ programmes.

## Ans (c) Open book Test :-

- open book test is a oldest form in which <sup>SST</sup> books were printed. It
- (i) → content and Subject Materials are given in the form of stories and Paragraphs.
  - (ii) → ~~Completion~~ Questions are provided at last.
  - (iii) → Subjectivity is less in open book test.
  - (iv) → Lack of information.



Ans (2) Consumer Rights :-

- Consumer Rights are the Rights which are made for consumer in the case of fraud or any mis happenings.

- (i) Right to safety  $\rightarrow$  Right to safety of consumer that the product or food he is consuming has proper safety.
- (ii) Right to be informed  $\rightarrow$  Right to be informed about the product or the good which consumer is buying.
- (iii) Right to be heard  $\rightarrow$  Right to be heard, if the product is defective, shopkeeper or seller has to listen and hear the opinion and the problem of the consumer.
- (iv) Right to choose  $\rightarrow$  Right to choose, that what he/she want to purchase, no-seller can force them to buy particular brand and good.

(v) Right to seek Redressal  $\rightarrow$  Right to seek Redressal if the food is and the product is defective consumer can claim and shopkeeper or seller have to give the compensation to the consumer or exchange the product.

(vi) Right to information  $\rightarrow$  Right to Information of their consumer protection rights are so that they can claim if any seller/and shopkeeper do fraud with them.

11/3



**PART-A**  
(SEE INSTRUCTIONS OVERLEAF)

(To be filled by the candidate)

College Roll No. **298** Name **Ramandeep kaur** Exam Code **170423** Centre Code **1111**

Answer Sheet Sr. No. **962** Sub Code **1111** Date of Exam **17/04/23** Signature of Investigator **[Signature]**

Class & Section **BED 2<sup>nd</sup> sem** Subject & Medium **F-2-4 'B' English** D M M Y Y

**GOVERNMENT COLLEGE OF EDUCATION**  
OMR ANSWER BOOK (36 PAGES)

**PART-B**  
(TO BE FILLED BY EXAMINER)

**DETAILS OF MARKS**

Q.No.	Q.No.	Q.No.	
1	62	13	25
2		14	26
3	65	15	27
4		16	28
5	6	17	29
6		18	30
7	5	19	31
8		20	32
9	7	21	33
10		22	34
11		23	35
12		24	36

TOTAL IN FIGURES **31/40** TOTAL IN WORDS **Thirty One**

Subject Code **[Blank]** Signature of Examiner **[Signature]**

Answer Book Code No. **[Blank]** Signature of Head Examiner **[Blank]**

Examiner ID No. **[Blank]**

Head Examiner ID No. **[Blank]**

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**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART-C**  
(TO BE FILLED BY EXAMINER)

Code No. Fill from Question Paper

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
0	0	0	0

Total Marks Obtained To be filled by Examiner

1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
0	0	0

Examiner ID No. **[Blank]**

Examiner's Signature **[Blank]**

Checking Asst. ID No. **[Blank]**

Checking Asst.'s Signature **[Blank]**

**GOVERNMENT COLLEGE OF EDUCATION**  
(SEE INSTRUCTIONS OVERLEAF)

**PART-D**  
(TO BE FILLED BY CANDIDATE)

College Roll No.

2	9	8							
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
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0	0	0	0	0	0	0	0	0	0

Exam Code (Fill from Question Paper) **[Blank]** Subject Code (Fill from Question Paper) **[Blank]**

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
0	0	0	0

Space for affixing COE's Stamp with Date

**Govt. College of Education**  
**17 APR 2023**  
**23 D, Chandigarh**



# UNIT-1

1. what is the Curriculum? what are the principles of Curriculum Construction?

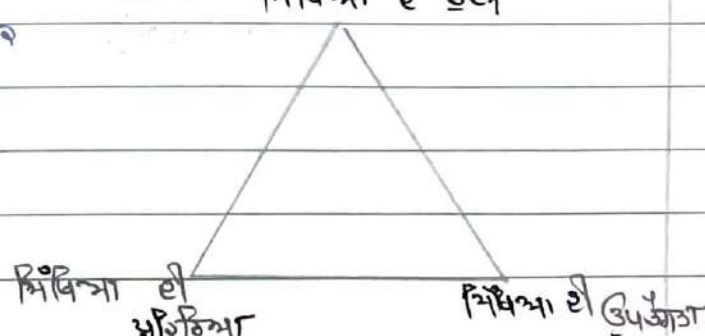
Ans →

कुभिका

याठरुम हिक अमिरी हमडु व न अपिआपर अडे  
 हिकिआठधी हे डुरेमा कु पडिएड उर महर वरही  
 उं याठरुम न रि वरर मडुल हिक उंहा उं।  
 उह अमी याठरुम धारे यकाठी →

CURRICULUM →

याठरुम मधर सारीनी उमा हे मधर उं सिआ सिआ  
 उं। सिमल मधर उं उंमडा अडे मॅरान्ट। सिमिआ हे उंके  
 सिम उंके ही उंके सिम उं उं न अपिआपर  
 अडे हिकिआठधी डुरेमा उं पडिएड लही  
 हापउ वररे जा। सिमहे उंके यरिसु →

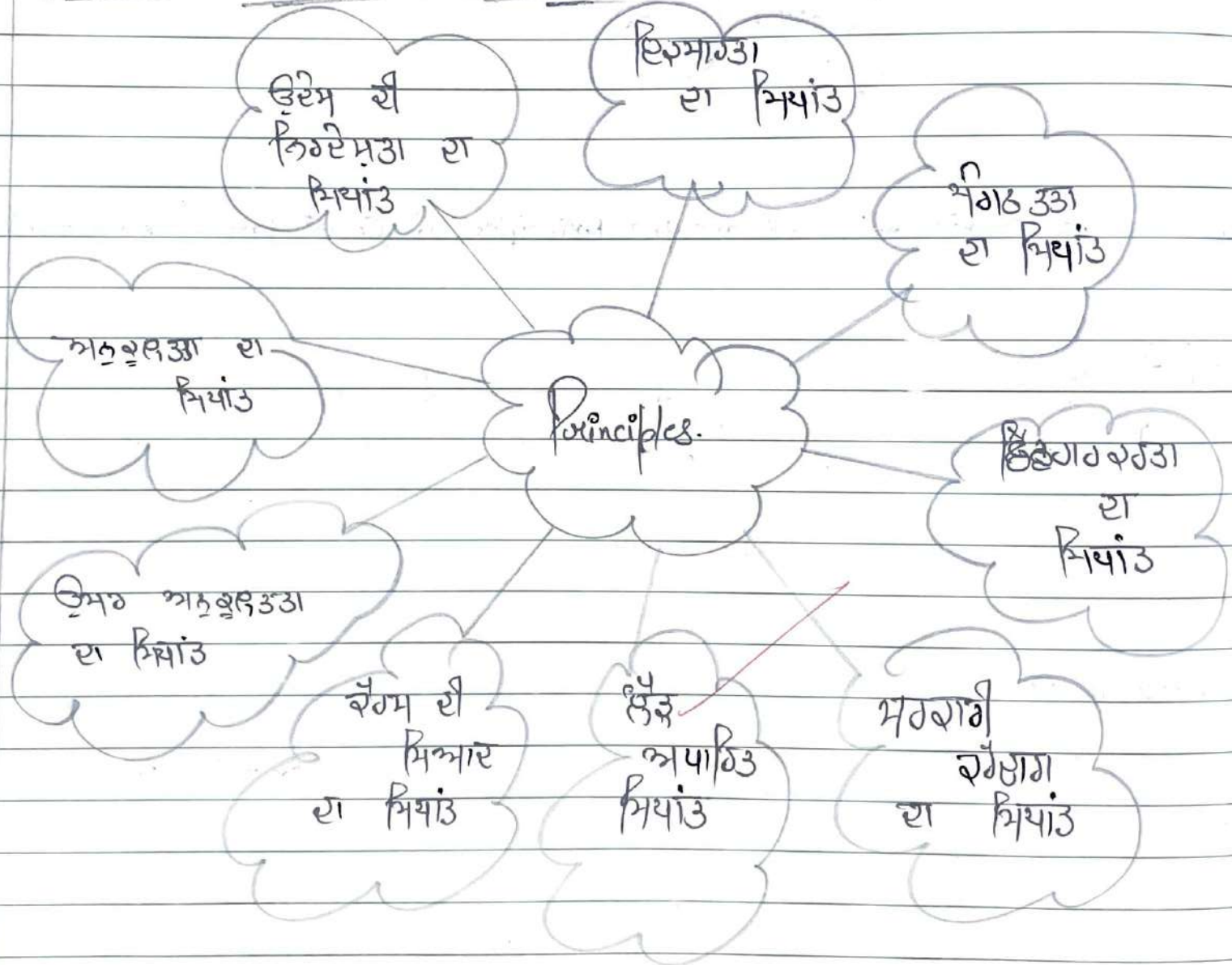




# PRINCIPLES OF CURRICULUM CONSTRUCTION →

The cal

- 1. Y
- 2. Y
- 3. V
- 4. L
- 5. Y
- 6. Y
- 7. IL
- 8. N
- 9. N
- 10. T
- 11. F
- 12. F
- 13. IL
- 14. IL





(1) ਉਦੇਸ਼ ਦੀ ਨਿਰਦੇਸ਼ਤਾ ਦਾ ਸਿਧਾਂਤ ->

ਯਾਠਰੁਪ ਇੱਕ ਉਦੇਸ਼ ਦੀ ਨਿਰਦੇਸ਼ਤਾ ਵਿਸ਼  
ਕਰਾ ਦੀ ਚੋਣੀ ਖਾਹੀਦੀ ਹੈ। ਇਹ ਪਾਠਰੁਪ ਦਾ ਇੱਕ ਹਿੱਸਾ ਹੈ।  
ਜਿਸ ਯਾਠਰੁਪ ਦੇ ਉਦੇਸ਼ ਦੀ ਨਿਰਦੇਸ਼ਤਾ ਵਿਸ਼ ਤਰ੍ਹਾਂ ਦੀ ਚੋਣੀ ਖਾਹੀਦੀ  
ਹੈ।

(2) ਅਨੁਕੂਲਤਾ ਦਾ ਸਿਧਾਂਤ ->

ਇਸ ਇੱਕ ਦੱਸਿਆ ਗਿਆ ਹੈ ਕਿ ਪਾਠਰੁਪ ਇੱਕ  
ਕਿਸੇ ਨੂੰ ਅਨੁਕੂਲਤਾ ਹੋਣੀ ਖਾਹੀਦੀ ਹੈ। ਇਸ ਉੱਤੇ ਇਹ  
ਸਿਧਾਂਤ ਬਣਿਆ ਹੋਇਆ ਹੈ।

(3) ਉਮਰ- ਅਨੁਕੂਲਤਾ ਦਾ ਸਿਧਾਂਤ ->

ਯਾਠਰੁਪ ਇੱਕ ਉਮਰ- ਅਨੁਕੂਲਤਾ ਚਾਹੇ  
ਪੜ੍ਹਾ ਹੋਣਾ ਖਾਹੀਦਾ ਹੈ ਕਿ ਜਿਸ ਬੱਚਾ ਪੜ੍ਹ ਰਿਹਾ ਹੈ ਉਸ  
ਦੀ ਅਨੁਕੂਲਤਾ ਕਿਸੇ ਹੈ।

(4) ਵੱਧ ਦੀ ਸਿਖਾਏ ਦਾ ਸਿਧਾਂਤ ->

ਇਸ ਇੱਕ ਗੱਲ ਸੋਚੀ ਜਾਂਦੀ ਹੈ ਕਿ ਵੱਧ  
ਦੀ ਸਿਖਾਏ ਕਿਸੇ ਹੋਰ ਖਾਹੀਦੀ ਹੈ ਜਿਸ ਬੱਚਾ ਪੜ੍ਹ ਰਿਹਾ ਹੈ  
ਉਸਨੂੰ ਹੋਰ ਕਿਸੇ ਮਮਾਂ ਕੱਗੇਗਾ।



(i) ਪੈਰੋਕਸਿਡ-ਅਯੋਗਿਤ ਸਿਧਾਂਤ →

ਇਸ ਵਿੱਚ ਗੱਲ ਸੀਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਜੇ ਬੱਠਾ ਪਾਠਕ੍ਰਮ  
ਪੜ੍ਹਾਇਆ ਜਾਂਦਾ ਹੈ ਤਾਂ ਉਸਦੀ ਅਧਿਐਤਮਤਾ ਨੂੰ ਅਨੁਮਾਨ ਦੀ ਪੜ੍ਹਾਇਆ  
ਜਾਂਦਾ ਹੈ।

(ii) ਸਿਧਾਂਤੀ ਅਯੋਗਿਤ ਸਿਧਾਂਤ →

ਇਸ ਵਿੱਚ ਉਹਨਾਂ ਨੇ ਅੰਗੇ ਦਿੱਤਾ ਹੈ  
ਏਸੇ ਤਰ੍ਹਾਂ ਦਿੱਤਾ ਹੈ।

(iii) ਸਮਾਜ ਦੀ ਅਥਿਰਤਾ ਸਿਧਾਂਤ →

ਇਸ ਵਿੱਚ ਸਮਾਜ ਦੀ  
ਅਥਿਰਤਾ ਦੇ ਸਿਧਾਂਤ ਬਾਰੇ ਦੱਸਿਆ ਗਿਆ  
ਹੈ।

(iv) ਸਮਾਜ ਦੀ ਚੁਗਤੀ ਸਿਧਾਂਤ →

ਇਸ ਵਿੱਚ ਸਮਾਜ ਦੀ  
ਚੁਗਤੀ ਦੇ ਸਿਧਾਂਤ ਬਾਰੇ ਦੱਸਿਆ ਗਿਆ ਹੈ।

(v) ਦਿਹਿਰਗਰਠਤਾ ਸਿਧਾਂਤ →

ਇਸ ਵਿੱਚ ਦਿਹਿਰਗਰਠਤਾ ਬਾਰੇ  
ਗੱਲ ਸੀਤੀ ਗਈ ਹੈ। ਇਸ ਵਿੱਚ ਪਾਠਕ੍ਰਮ ਉਹਨਾਂ ਨੇ ਅੰਗੇ



ਵਿਵਹਾਰਕਤਾ ਨੂੰ ਖੋਲ੍ਹ ਕੇ ਵੀ ਵੇਖਿਆ ਜਾਂ

(੧) ਨੇਤਿਕ ਮੁੱਲਾਂ ਦਾ ਮਿਥਾਂਤ →

ਇਸ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਦੇ ਅਧਿਠਾਨ ਦੀ ਗੱਲ ਕੀਤੀ ਗਈ ਹੈ ਕਿ ਅਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਨੇਤਿਕ ਮੁੱਲਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹਾਂ।

(ii) ਆਪਣੀ ਸਿਮੇਟਾਰੀ →

ਇਸ ਵਿੱਚ ਹਰੇਕ ਬੱਚੇ ਦੀ ਸਿਮੇਟਾਰੀ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਗਈ ਹੈ ਕਿ ਉਹ ਆਪਣੇ ਆਪ ਨੂੰ ਕਿਸੇ ਵੇਰ ਸਿੱਧੇ ਤੌਰ 'ਤੇ ਕੀ ਕਰੇ।

ਅਭਿਮਾਨਕਤਾ ਦਾ ਮਿਥਾਂਤ →

ਇਸ ਵਿੱਚ ਪਾਠਕ੍ਰਮ ਦੇ ਹੁਕਮਾਂ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਵਿੱਚ ਆਪਣੀ ਅਭਿਮਾਨਕਤਾ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਉਠਾਉਣ ਵਿੱਚ ਆਪਣੀ ਸਿਮੇਟਾਰੀ ਹੈ।

(iii) ਵਿਵਹਾਰਕਤਾ ਦਾ ਮਿਥਾਂਤ →

ਇਸ ਵਿੱਚ ਅਸੀਂ ਕਿਸੇ ਕਾਲ ਵਿੱਚ ਸਿੱਖਣ ਵਾਲੇ ਵਿਵਹਾਰਕ ਕਾਲ ਵਿੱਚ ਕੀ ਕਰਦੇ ਹਾਂ ਉਸ ਬਾਰੇ ਵਿਸਥਾਰ ਵਿੱਚ ਵਿਚਾਰ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਇਸ ਵਿੱਚ ਵਿਵਹਾਰਕ ਨੂੰ ਅੱਗੇ ਖੋਲ੍ਹ ਕੇ ਵੀ ਵੇਖਿਆ ਜਾਂਦਾ ਹੈ →



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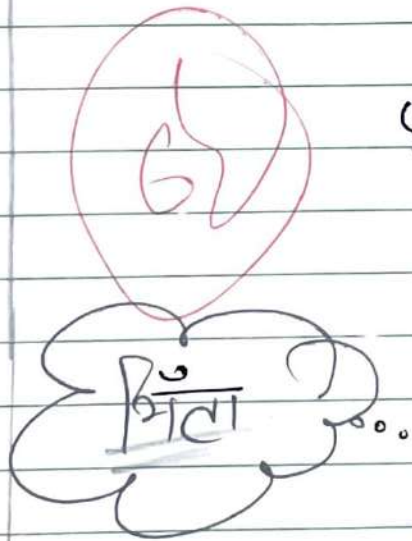
(1) ਵਿਆਹ ਤੇ ਸਿਆਂਤ ਨੇ ਬੱਚਿਆਂ ਨੂੰ ਵਿਦਿਆਰਥੀ,  
ਅਪਿਆਪਕ ਬਿੰਨੇ ਵਿਚ ਦੂਰੇ ਸਿਲ ਕੇ  
ਰਹਿੰਦੇ ਜਾ

(2) ਇਸ ਵਿੱਚ ਕੋਈ ਬਿੰਨੇ ਦੀ ਤੁਹਾ ਦਾ ਤੇ -  
ਤਦ ਤਾਂ ਨੀ ਕੋਈ ਜਾ ਕਿਆ ਹੋਂ

(3) ਇਸ ਵਿੱਚ ਅਸੀਂ ਬਿੰਨੇ ਦੇ ਸੰਬੰਧ ਤੇ  
ਭਾਠੇ ਆਪਸ ਵਿੱਚ।

(4) ਇਸ ਕਾਲ ਅਪਿਆਪਕ ਬਿੰਨੇ ਕੇ ਵਿਦਿਆਰਥੀਆਂ  
ਵਿੱਚ ਸਿਲਵਤਨ ਦੀ ਤਦਕਾ ਵਿਕਸਿਤ  
ਰਹਿੰਦੇ ਜਾ

(5) ਵਿਆਹ ਤੇ ਸਤ ਤੇ ਅੰਤਿਮ ਪੁਰਕ ਸਿਆਂਤ ਤੇ ਜੋ  
ਹੋਗਾ ਤੇ ਨਿ ਅਸੀਂ ਬਿੰਨੇ ਤੁਹਾ  
ਵਿੱਚ ਦੂਰੇ ਕਾਲ ਰਹਿਣਾ ਹੋਂ।



ਅੰਤ ਵਿੱਚ ਅਸੀਂ ਨਿ ਸਰਦੇ ਤੇ ਨਿ ਸਾਡੀ  
ਪਾਠਕਮ ਤੇ ਦੁਆਰਾ ਸਿਲ ਤੁਹਾ ਦੇ

14. ਪਰਿਵਰਤਨ ਆਉਂਦਾ ਠਾਹੀਰਾ ਹੋਂ ਇਸ  
ਖਾਠੇ ਗੱਲ ਕੀਤੀ ਗਈ ਹੋਂ।



# UNIT - II

3. What is the role of teachers in Curriculum development?

Ans →

उभिरा

पाठ्यक्रम का विकास करने में शिक्षक की भूमिका है।  
 शिक्षक को पाठ्यक्रम के विकास में सक्रिय भूमिका लेनी चाहिए।  
 शिक्षक को पाठ्यक्रम के विकास में छात्रों की आवश्यकताओं को ध्यान में रखना चाहिए।  
 शिक्षक को पाठ्यक्रम के विकास में नवीन विचारों को अपनाना चाहिए।  
 शिक्षक को पाठ्यक्रम के विकास में विद्यार्थियों की रुचियों को ध्यान में रखना चाहिए।

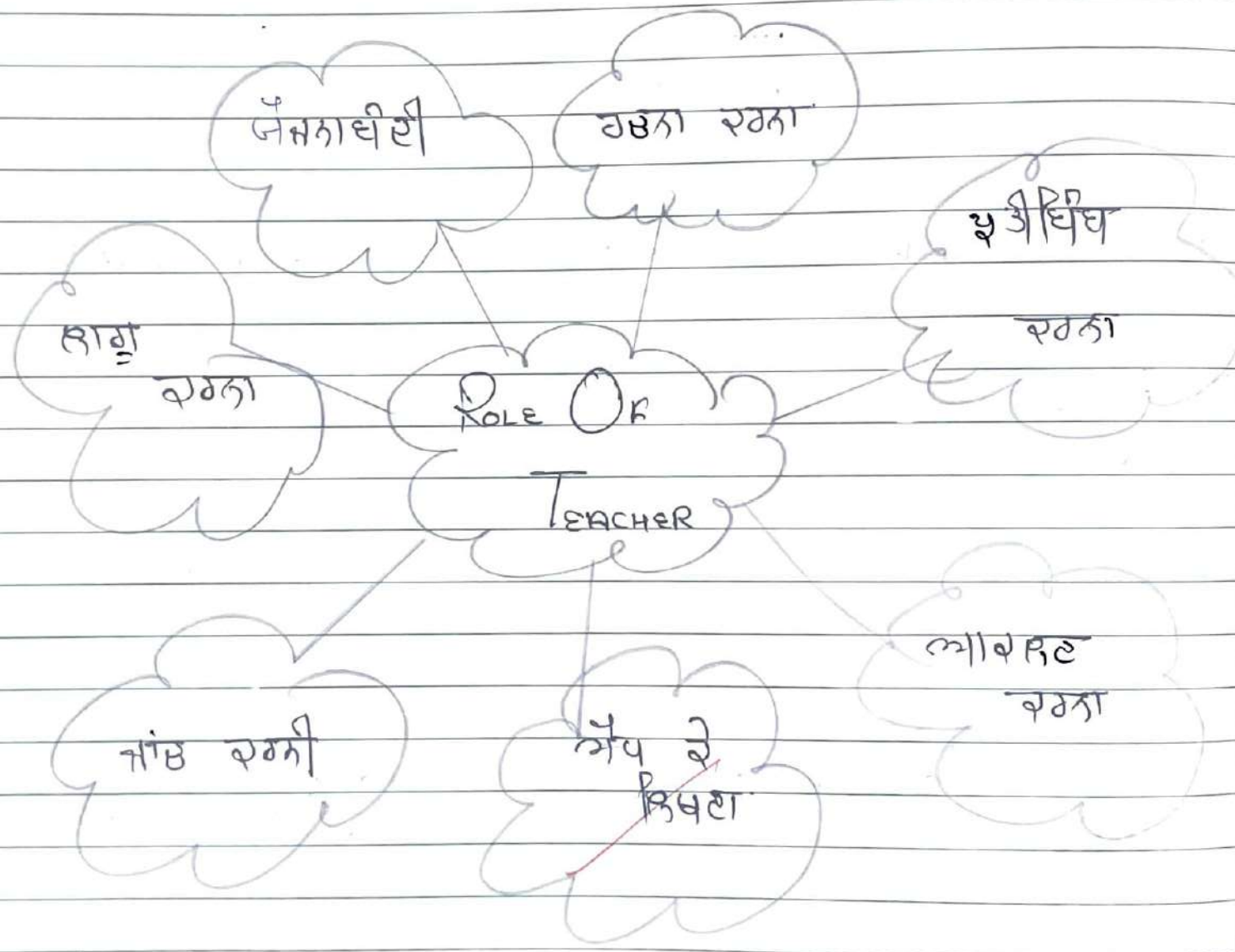
## CURRICULUM DEVELOPMENT →

पाठ्यक्रम विकास में शिक्षक की भूमिका है। शिक्षक को पाठ्यक्रम के विकास में सक्रिय भूमिका लेनी चाहिए। शिक्षक को पाठ्यक्रम के विकास में छात्रों की आवश्यकताओं को ध्यान में रखना चाहिए। शिक्षक को पाठ्यक्रम के विकास में नवीन विचारों को अपनाना चाहिए। शिक्षक को पाठ्यक्रम के विकास में विद्यार्थियों की रुचियों को ध्यान में रखना चाहिए।



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(1) ਜੈਨ ਨਾਇਬੀ →

ਅਪਿਆਪਰ ਜੈ ਮਤ ਤੇ ਪਹਿਲਾ ਜੈਨਾ ਬਲਾਉਹਾ ਤੇ ਰਿ  
ਉਮਨੇ ਕੱਲ ਕੀ ਰਲਾਮ ਇੱ ਨਾ ਰੇ ਰਿਮ ਤੁਕਾ ਬੰਦਿਆ  
ਇੱ ਇਹਮ ਚਰਨਾ ਤੇ ਇਮ ਖਾਰੇ ਗੱਲ ਕੀਤੀ  
ਗਈ ਤੇ।

(2) ਰਚਨਾ ਚਰਨਾ →

ਅਪਿਆਪਰ ਰੁਆਗ ਉਮ ਨੇ ਜੈ ਪਕਾਉਹਾ ਈ  
ਅਗਲੇ ਇ ਰਲਾਮ ਇੱ ਨਾ ਰੇ ਪਕਾਉਹਾ ਤੇ  
ਉਮਨੀ ਨਾਮੀ ਰਿਮ ਤੁਕਾ ਚਰਨਾ ਤੇ ਉਮ ਖਾਰੇ  
ਰਲਾ ਚਰਨੀ ਰਿ ਅਜੀ ਕੋਰ ਪਕਾ ਰੇ  
ਜ ਨਾਂ ਕੀ।

(3) ਪੁਤਿਬਿਠ ਚਰਨਾ →

ਅਪਿਆਪਰ ਛੱਲੇ ਰਿਮ ਖਾਰੇ ਉਮ ਨੇ ਜੈਨਾਂ  
ਬਲਾਈ ਤੇ ਉਮਰਾ ਮਹੱਤਪੁਕ ਪੁਆਇੰਟੇ ਜੇ ਤੇ ਉਮ  
ਖਾਰੇ ਪਠਾ ਚਰਨੀ ਰਿ ਜੇ ਮਾਠਾ ਪੁਤਿਬਿਠ  
ਤੋਂ ਜੇ ਮਾਠਾ ਲੈਪਰ ਤੇ ਉਮ ਦੇ ਪਾਸੇ ਅਜੀ  
ਕੋਰ ਜਾ ਹੋ ਜ ਨਾਂ ਕੀ।



(4) आवंटित करका ->

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अपिनापव दिदिआवधी ने न पकाडिता उं उिउ  
रिग उगु वरका उं उिमरा आरसठ ररका रि  
उं उं पकाडिता उं उिउ उंउे कु  
अगह आ रिग उं नं उी। सिध  
चारुं उररा उररी। नं आरसठ मवी  
उं रिग उं व उी।

(5) गैय रे सिधला ->

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अपिनापव दिदिआवधी हंती दिउ मंउला रि  
उादि नं उंस पकाडिता उं उिउ उादि उंउ वी  
सिधला उं। उम दिउ उंली मसडी उं  
मवी। चिसरुम गधरुंउ उर उं उाताउ  
रीडा उं। रि दिदिआवधीआ उं उी  
उंली मसडी का उं पाहं। दिम शाउं  
पाग पिनाम उंउला उाडीरा उं।

(6) सांठ करकी ->

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अपिनापव दिदिआवधी उगाम नं उादि



आगने रि सली जैना दाली उँ उँ वि उँ नर वरी  
 रि उँगे रि र ठीर विविना उँ रि  
 धर उँगे दिदिआधी अपिआपव नर नर  
 रररा उँ रि मेरे उँ वली ही  
 मूरका पाठ वलंपी धरिआ उँ गपउ ना  
 रे उँगे।

(7) सागु वरना →

अपिआपव दिदिआधी उँ ही जैना दाली नली  
 उँ वि उँगे नर वर उँ आधी पकम  
 सागु वीडा नररा उँ रि उँगे रि  
 मूरमन वीडा उँ वि अपिआपव आपदे  
 सेवउ दिदि रिउ मूरमन रररा उँ  
 दिदिआधी विउ दिदिआधी अपिआपव  
 सागु ~~वररा~~ उँ।

(8) ज →

रिमदे उँ ही नगे रिम उँ मूरमन वीडा ना मररा  
 उँ वि धार गँल वीडी ना वी उँ →



(1) ਦਿਲਿਆਪੀਆ ਤਿਪਰ ਸਿਮ ਤੁਗਾ ਤਿ ਪਾਠਰੁਮ  
ਕਿਸਮਾਟ ਰਹੇ | ਰਹੀਆ ਤਾ

(2) ਪਾਠਰੁਮ ਸਿਮ ਦਿਲ ਅਧਿਆਪਕ ਦੁੱਖ  
ਕੈਰਾ ਖਲਾਈ ਨਾਰੀ ਤੇ

(3) ਸਿਮ ਦਿਲ ਕੁਲਮ ਰੀਤਾ ਨਾਦ ਤੇ ਸਿ ਅਮੀ  
ਸਿਮ ਤੁਗਾ ਸਿਮ ਦਿਲ ਕੁਲਮ ਰਹਾ ਤੇ

(4) ਅਧਿਆਪਕ ਏ ਪਾਠਰੁਮ ਦਿਲ ਅਧਿਮ  
ਕੈਰ ਅਠਾ ਰਹੀਆ ਤਾ

(5) ਦਿਲ ਦਿਲ ਪਾਠਰੁਮ ਤੇ ਕੈਰ ਪ੍ਰਠਾ ਰਹਾਇ  
ਤੇ ਕੈਰ ਤੇ ਪਾਠਰੁਮ ਏ

(6) ਕੈਰੀ ਕੈਰਾ ਨੀ ਕੈਰਿਆ ਨਾਦ ਤੇ  
ਖਤਤ ਖੈਰ ਤੀ ਅਧਿਆਪਕ ਆਪਦੇ ਦਿਖਿਆ

(7) ਕੈਰ ਸਗਨ ਨਾਸ ਪਕਾਇਏ ਤਾ



ਅੰਤ ਦਿਲ ਅਮੀ ਰਹਿ ਮਰੇ ਤੇ ਸਿ ਅਧਿਆਪਕ  
ਕੈ ਪਾਠਰੁਮ ਤੇ ਕਿਸਮਾਟ ਲਈ ਦਿਖੇਮ ਉਦੇਮ

ਦਿਖਿਤ ਰਹੇ ਠਾਗੀਏ ਤਾ ਦਿਤ ਤੇ  
ਉਦੇਮ ਅਧਿਆਪਕਾ ਏ ਈ ਕੈਰਾ ਤੇ



# UNIT - IV

Q. What is the Meaning of Core Idea of developing discipline?

Ans → उभिरा

द्विमेय द्विभार विम उ अह उ वि विं ना विर  
 उ द्वे अहमायक आपम द्वि मिस रे  
 उर वे रम वे विम उग्र अमी ना  
 विम उर प्रभक्ति री विदे उल रगना उा उिम  
 घाठे नालगरी विधी गली जे

CORE IDEA → द्विमेय द्विभार उ अह उ वि अमी विमे ही  
 द्विमेय अहमायक री विमे द्विमेय प्रभक्ति लही  
 विम उग्र एउ री ज । उमछे विमेय



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ਵਿਚਾਰ ਕਿਹਾ ਜਾਂਦਾ ਹੈ ਕਿ ਅਸੀਂ ਸਿਰਫ਼ ਈ ਵਿਸ਼ੇਸ਼ ਮੁਅੱਤਲ  
ਕਿ ਰਿਸ਼ਤਾ ਉਹ ਚੰਗਾ ਰਹੇ

ਉਹ ਅਸੀਂ ਵਿਸ਼ੇਸ਼

ਵਿਚਾਰ ਹੈ ਅਸਲਮਾਮਲਾ ਲਈ ਰਿਸ਼ਤਾ ਉਹ ਵਿਚਾਰਿਤ ਕਰ ਮਰਦੇ  
ਜਾਂ ਉਸ ਖਾਤੇ ਉਹਦਾ ਰਹੀ →

### CORE IDEAS OF DEVELOPING DISCIPLINE →

(1) ਇਸ ਵਿੱਚ ਮਾਫ਼ੀ ਰਿਸ਼ਤਾ ਈ ਸਮੱਸਿਆ ਹੈ  
ਉਸ ਕਰਕੇ ਹੈ ਅਸੀਂ ਉਸਦੀ ਰਿਸ਼ਤਾ ਕਾਲ ਵਿਸ਼ੇਸ਼ ਉਹਦਾ  
ਕਾਲ ਉਸ ਕਰਕੇ ਹੈ

(2) ਮਾਫ਼ੀ ਕਰਨੀ ਈ ਰਿਸ਼ਤਾ ਉਹ ਉਸਦੀ ਅਸੀਂ  
ਰਿਸ਼ਤਾ ਉਹ ਵਿਸ਼ੇਸ਼ ਵਿਚਾਰਿਤ ਉਸਦਾ ਉਹਦਾ  
ਕਰ ਮਰਦੇ ਜਾਂ

(3) ਵਿਸ਼ੇਸ਼ ਵਿਚਾਰ ਅਧਿਆਪਕ ਲਈ ਬਣਤ  
ਕਰਕੇ ਉਹ ਹੈ

(4) ਜੇ ਕਿ ਇੱਕ ਅਧਿਆਪਕ ਉਹ ਹੈ  
ਕਰਕੇ ਉਹ ਅਧਿਆਪਕ ਵਿੱਚ  
ਵਿਚਾਰਿਤ ਉਹ ਹੈ



(5) દિવેન દિહાગ કરે જી અમી અનુમાન દિરામ  
જો હી મરણ હોં અડે સ્ત્રી હી।

(6) રિહિરિ દિમ દિહો અમી દિહિઆરહીઆ  
વાઠે જી મેહલે જાં

(7) મેં માહી આહિલ દાસી પક્કી ભાટલદિર  
જેહી હાજીરી હોં

(8) દિવેન દિહાગ તાલ અમી અમાન દેગ જાલ  
અનુમાન હા દિરામ રગતી અમીડે  
જો

(9) દિવેન દિહાગ તાલ અમી અપિઆપરા હાગ  
રિમ હા અનુમાન દિહો દિરામ રગમરે  
જો।

(10) અપિઆપર મેં રિ અનુમાન સહી આપલી  
અરિમ રૂપિરા તિહાહિહા હોં।

(11) અનુમાન દિહો અમી વહે વી હિરેન હોં  
પરેલે હી દહકિઆ તાહા હોં।

(12) રિ વેલા અપિઆપર અડે દિહિઆરહી  
તાલ આપટે હિરેન હોં પહિઆર હોં  
દિરમિત રગત દિહો રામવાઘ  
જેહીઆ।



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(13) ਅਪਿਆਪਕਾਂ ਦੁਆਰਾ ਕਾਮੀ ਅਨੁਮਾਮਨ ਦਿੱਤੇ ਦਿਖਾਅ  
ਕਰ ਮਰਦੇ ਹਾਂ।

(14) ਰਿਉਰਿ ਉੱਠਾ ਆਠੀ ਆ ਤੁਮਾਰਿਆ ਦਿੱਤੇ ਗੁਰੂ  
ਦੁੱਖ ਤੇ ਸਿਮ ਦਿੱਤੇ ਖਾਰਿਆ ਚੱਟਿਆ  
ਤੇ ਗੁਰੂਕਾ ਹੋ।

(15) ਵੇਖ ਕਰਕੇ ਅਪਿਆਪਕ ਹਾ ਦਿੱਤੇ ਅਠਿਮ  
ਗੁੱਲ ਭਰਨ ਕਰੀ ਹੋ।

(16) ਅਨੁਮਾਮਨ ਕੀ ਦਿਸਿਤ ਕਰਕਾ ਦਿ ਦਿਆ ਕਈ  
ਦੀ ਕਰ ਮਰਦੇ ਹਾਂ।

(17) ਅਪਿਆਪਕ ਹਾ ਚੱਟਿਆ ਕੀ ਮਰਦਪੱਕੀ ਦਿਸਾਅ  
ਕਰਕਾ ਨਗੀ ਹੋ।

(18) ਅਨੁਮਾਮਨ ਚੱਟਿਆ ਲਈ ਦਿੱਤੇ ਅਠਿਮ ਤੁਮਿ ਹਾ  
ਪੁਰਾਨ ਕਰਕਾ ਹੋ।



ਅਤੇ ਦਿੱਤੇ ਅਸੀਂ ਕਰ ਮਰਦੇ ਹਾਂ ਕਿ ਦਿਸੇਮ ਦਿਸਾਅ  
ਦੇ ਦੁਆਰਾ ਕਾਮੀ ਅਪਿਆਪਕਾਂ ਦੀ  
ਗਯਾ ਦਿਤਾ ਦੁਆਰਾ ਅਨੁਮਾਮਨ ਦਿੱਤੇ ਦਿੱਤੇ ਦਿਸਾਅ  
ਕਰ ਮਰਦੇ ਹਾਂ।

# UNIT-III

5. Discuss the Subject Centred Approach for curriculum?

Ans → उत्तर

इस विषय के अंतर्गत पठ्यक्रम में विषयों को प्रमुखता से देखा जाता है।  
 इसमें विषयों के अंदर ही विषयों को विभाजित किया जाता है।  
 इसमें विषयों के अंदर ही विषयों को विभाजित किया जाता है।  
 इसमें विषयों के अंदर ही विषयों को विभाजित किया जाता है।

## SUBJECT CENTERED APPROACH →

Subject Centred Approach  
 इस विषय के अंतर्गत पठ्यक्रम में विषयों को प्रमुखता से देखा जाता है।  
 इसमें विषयों के अंदर ही विषयों को विभाजित किया जाता है।  
 इसमें विषयों के अंदर ही विषयों को विभाजित किया जाता है।  
 इसमें विषयों के अंदर ही विषयों को विभाजित किया जाता है।



ਜੁੜੇ ਉਪਰੀ ਅਸੀਂ ਇਸ ਅਪਾਠਿਤ ਪੜ੍ਹੇ ਰਹਿੰਦੇ ਹਾਂ।

ਉਦਾਹਰਣ →

- (i) ਇਤਿਹਾਸ
- (ii) ਉਗ੍ਰਾਸ
- (iii) ਵਿਗਿਆਨ
- (iv) ਮੇਥ

ਜੁੜੇ ਅਸੀਂ ਇਸ ਅਪਾਠਿਤ ਪੜ੍ਹੇ ਦਾ ਪਾਠਰੂਪ

ਕਿ ਮਿਥੀਓ ਤੇ ਕਿ ਘਾਹੇ ਪੜ੍ਹਾਓ →

ਅਖਤ ਪਾਠਰੂਮ

ਦੁਆਰਾ

ਪਾਠਰੂਮ

SCA

ਇਸੇਮ ਗਿਆਨ

ਵਿਸ਼ਿਆਂ ਘਾਹੇ  
ਗਿਆਨ

ਆਗਿਆ  
ਇਸੇਮ ਵਿਸ਼ਿਆ  
ਕਾਲ ਮਿਥੀਓ

ਲਕੀਲਾ  
ਪਾਠਰੂਮ  
ਨਹੀ

ਅਸਾਂ ਘੱਪ  
ਪਾਠਰੂਮ

(1) ਸਖਤ ਥਾਠਰੁਮ →

ਦਿਸਾ ਅਪਾਠਿਤ ਪੜੇ ਜੋ ਰਿ ਮਰੁਲੀ ਦਿਸਿਆ ਨਾਲ  
ਮੇਥੀਪਿਤ ਠੇ ਲਿਖਣਾ ਪਾਠਰੁਮ ਸਖਤ ਹੁੰਦਾ ਹੈ  
ਇਹ ਦਿਸੇ ਹੈ ਉਪਰ ਜੀ ਅਪਾਠਿਤ ਹੁੰਦਾ ਹੈ ਇਹ  
ਨਿਮਲਿਤ ਪਾਠਰੁਮ ਹੁੰਦਾ ਹੈ

(2) ਦਿਸੇ ਸਿਖਾਠ →

ਦਿਸਾ ਅਪਾਠਿਤ ਪੜੇ ਦਿਸੇ ਸਿਖਾਠ ਥੀ ਮੇਥੀਪਿਤ  
ਹੁੰਦੀ ਹੈ ਰਿਖਿਰਿ ਲਿਖ ਦਿਓ ਦਿਸੇ ਦਿਸੇ ਜੀ  
ਪਾਠ ਨਾਲ ਜਾ ਜੋ ਰਿ ਸਿਖਾਠ ਤਪੁਰ ਹੁੰਦੇ  
ਜਾ

(3) ਥਾਠੇ ਦਿਸੇ ਦਿਸਿਆ ਨਾਲ ਮੇਥੀਪਿਤ →

ਇਹ ਦਿਸਾ ਅਪਾਠਿਤ ਪੜੇ ਸਾਠਿਆ  
ਦਿਸੇ ਦਿਸਿਆ ਨਾਲ ਮੇਥੀਪਿਤ ਹੁੰਦੀ ਹੈ ਰਿਖਿਰਿ ਇਸੇ ਦਿਓ  
ਦਿਸੇ ਨਾਲ ਮੇਥੀਪਿਤ ਜੀ ਪਕਾਰਿ ਨਾਲ ਜਾ

(4) ਲਚਕੀਲਾ ਥਾਠਰੁਮ ਕਰੀ →

ਦਿਸੇ ਅਪਾਠਿਤ ਪੜੇ ਦਿਓ ਲਚਕੀਲਾ ਪਾਠਰੁਮ



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ਨੇ ਉਹ ਤੋਂ ਕਿਉਂ ਲਿਖ ਦਿੱਤੇ ਪਤ ਉਹ ਪਤਿਕਾ ਤੇ ਜੀ ਕਿਸੇ  
 ਗੱਲ ਉਹ ਤੋਂ ਕਿਉਂ ਲਿਖੀ ਹੈ ਪਤਿਕਾ ਤੇ  
 ਕਿਸੇ ਰੱਖਣ ਵਾਲਾ ਹੈ ਤੇ ਉਸੇ ਪਤ ਰੱਖਣ ਵਾਲਾ  
 ਕਾਮਿਆਰੀ ਦੀ ਜਿੰਦਗੀ ਤੇ ਹੋਂ

(੯) ਮੁਆ - ਬੱਪ ਯਾਠਰਮ ->

ਇਸ ਅਧਿਕਾਰ ਪੱਤੇ ਵਿੱਚ ਮੁਆ - ਬੱਪ  
 ਪੱਤੇ ਤੇ ਹੋਂ ਤੇ ਕਿਉਂ ਲਿਖ ਦਿੱਤੇ ਗੱਲ - ਕਿਸੇ ਦੀ  
 ਗੱਲ ਨਾਲ ਤੇ ਲਿਖ ਰਹੇ ਹੋਏ ਮੁਆ - ਬੱਪ  
 ਯਾਠਰਮ ਵਿੱਚ ਨਾਲ ਹੋਂ ਹੈ ਵਿੱਚ ਪੀਠੀ ਮੁਆ ਲਾ  
 ਗੱਲ ਉਹ ਤੋਂ ਤੇ ਜੀ ਮੁਆ ਪੀਠੀ ਮੁਆ  
 ਲਈ ਮੁਆ - ਕਿਸੇ ਗੱਲ ਨਾਲ ਹੋਂ

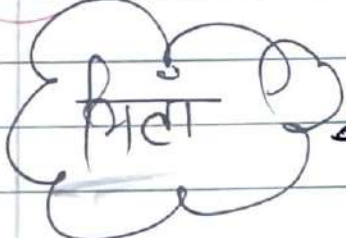
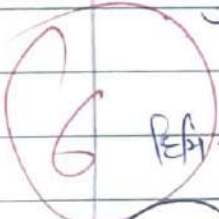
(੧੦) ਇਸੇ ਬਾਰੇ ਗਿਆਨ ->

ਇਸ ਅਧਿਕਾਰ ਪੱਤੇ ਵਿੱਚ ਹੈ ਹੈ  
 ਅਸੀਂ ਪਤ ਹੋਂ ਹੋਂ ਅਧਿਕਾਰਾਂ ਵੱਲੋਂ ਹੈ ਰੱਖਣ  
 ਵਿੱਚ ਨਾਲ ਹੋਂ ਪੜ੍ਹਾਉਣ ਤੇ ਉਹ ਹੈ  
 ਹੈ ਹੈ ਕਾਮਿਆਰੀ ਲਾ ਵਿੱਚ ਹੋਂ  
 ਉਸ ਬਾਰੇ ਮੁਆ ਗਿਆਨ ਉਹ

ਬਹੁਤ ਜ਼ਰੂਰੀ ਤੌਰ 'ਤੇ ਇਹਨਾਂ ਨੂੰ ਉਮੀਦ ਕਰਿਆ ਜਾਂਦਾ ਹੈ ਤਾਂ ਹੀ ਅੱਗੇ  
 ਉਹ ਪੜ੍ਹਾ ਸਕੇਗਾ।

(੭) ਛਾਤਾ ਬਦਲਣਾ →

ਇਸ ਅਧਿਐਤ ਪੜ੍ਹੇ ਵਿੱਚ ਛਾਤਾ ਬਦਲਣਾ  
 ਕਿ ਅਧਿਐਤ ਵੱਲੋਂ ਹੀ ਬਦਲਿਆ ਜਾ ਸਕਦਾ  
 ਹੈ। ਕਾਲਜ ਦੇ ਬਾਹਰ ਬਦਲਣਾ, ਪਾਠਕ੍ਰਮ  
 ਅਧੀ ਨਿਰਧਿਤ ਸਮਾ ਬੱਧ ਵਿੱਚ ਪੜ੍ਹਾਉਣੇ ਸੀ।  
 ਇਸੀ ਸਮੱਸਿਆ ਹਰੇ ਛਾਤਾ ਬਦਲਣਾ ਹਿੱਸੇ  
 ਜਾਂ ਇਹ ਵਿਸ਼ੇ ਨਾਲ ਬਹੁਤ ਘੱਟ  
 ਹੀ ਮੈਂਬਰਿਟ ਹੁੰਦੀ ਹੈ, ਇਸ ਲਈ  
 ਇਸ ਨਾਲ ਮੈਂਬਰਿਟ ਹੁੰਦੀ ਹੈ ਤਾਂ ਇਹ ਪੜ੍ਹੇ।



ਅੰਤ ਵਿੱਚ ਅਸੀਂ ਹਰ ਸਥਾਨ ਤੇ ਇਸ  
 ਅਧਿਐਤ ਬਹੁਤ ਵਧੀਆ ਪੜ੍ਹੇ ਤੇ ਇਹਨਾਂ  
 ਵਿੱਚ ਜ਼ਰੂਰੀ ਮਾਹਿਅ ਵਿਸ਼ਿਆਂ ਨਾਲ  
 ਅਧਿਐਤ ਹੋਵੇ ਤਾਂ



# UNIT-V

9. write short notes on the following

(A) what is the concept of Curriculum?

CURRICULUM →

ਪਾਠਕ੍ਰਮ ਮੁੱਖ ਸ਼ਬਦੀ ਰਾਸ਼ੀ ਦੇ ਸਤ ਤੋਂ  
 ਲਿਆ ਗਿਆ ਹੈ। ਲਿਖਾ ਅਰਥ ਹੈ ਵਿਸਤਾਰ  
 ਜਾਂ "ਮੋਲਕ"।

੯ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਿੱਖਿਆ ਵਿਭਾਗਿਤ ਕਰਕੇ  
 ਸਹੀ ਢੰਗ ਨਾਲ ਤੋਂ ਹੈ ਅਧਿਆਪਕ  
 ਤੋਂ ਵਿਦਿਆਰਥੀ ਉੱਤੇ ਉਪਰ ਪੜ੍ਹਾਏ  
 ਸਹੀ ਢੰਗ ਨਾਲ ਕਰਦੇ ਹਨ।

੯ ਪਾਠਕ੍ਰਮ ਨੂੰ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ  
 ਉੱਤੇ ਉੱਚ ਪੜ੍ਹਾਏ ਸਹੀ ਤੋਂ ਸਹੀ ਵਿਧੀ ਨਾਲ  
 ਤੋਂ ਉੱਚੇ ਪਾਠਕ੍ਰਮ ਲਿਆ ਜਾਂਦਾ ਹੈ।

ਸਿੱਖਿਆ ਪਾਠਕ੍ਰਮ ਦੇ ਉੱਤੇ



(b) What are the basic elements of Curriculum Construction ?

Ans ->

## BASIC ELEMENTS OF CURRICULUM CONSTRUCTION ->

सीडी	एडि	पाठरूम	डे	घाउं	हैं	जी	गंस
एडि	गली	उं	रि	पाठरूम	रं	रि	
एडि	हैं	उं	उं	पठरूम	सली	मर	
एडि	उं	रि	सली	हैं	हैं	हैं	
एडि	हैं	सली	गरी	जा	पाठरूम		
एडि	कमिमापर	गते	हैं	हैं	हैं	हैं	
एडि	हैं	पठरूम	सली	हैं	रि	उं	हैं
एडि	गपलहैं	जा	हैं	हैं	पाठरूम	हैं	
एडि	हैं	हैं	हैं	हैं	हैं	हैं	
एडि	पाठरूम	रिगपठिउं	पाठरूम	हैं	हैं	हैं	
एडि	रि	मउधर,	हैं	हैं	हैं	हैं	
एडि	हैं	पठरूम	हैं	हैं	हैं	हैं	
एडि	हैं	हैं	हैं	हैं	हैं	हैं	
एडि	हैं	हैं	हैं	हैं	हैं	हैं	



(c) Explain the type of Disciplines?

Type → अनुशासन के प्रकार के लिये, अनुशासन का

अनुशासन की श्रेणियाँ → इसके अन्तर्गत के प्रकार का यह कि उन

लिये अनुशासन का →

(i) सुव्यवस्थित अनुशासन → इसमें शिक्षक द्वारा ही तालमेल  
बनाया जाता है।

(ii) सुव्यवस्थित अनुशासन → इसमें शिक्षक द्वारा ही तालमेल  
बनाया जाता है।

(iii) असुव्यवस्थित अनुशासन → इसमें शिक्षक द्वारा ही तालमेल  
बनाया जाता है।

अनुशासन के प्रकार → (i) असाधारण अनुशासन

(ii) आदर्श अनुशासन

(iii) असाधारण अनुशासन

