

## **STUDENT ASSIGNMENTS (SESSION 2018-19)**

### **INSTRUCTIONS**

The students are required to read carefully and follow the instructions given below:

- Submission of one complete Assignment in each course of the programme every year is compulsory.
- Completed Assignments on prescribed Assignment booklets are to be submitted by hand or through post to the Study Centre/Programme Coordinator, CDOL as per dates mentioned in the Academic Calendar 2018-19 (<http://jmi.ac.in/bulletinboard/academic-calendar/cdol>).
- For Assignments Submitted after dates mentioned in the Academic Calendar, a late fee of **Rs. 100/-** per Assignment will be payable to CDOL through Demand Draft in favour of Jamia Millia Islamia, Payable at New Delhi.
- For Ex-Students who failed to submit Assignments during the course of the programme are required to submit **Rs. 200/-** per Assignment to CDOL in the form of Demand Draft in favour of Jamia Millia Islamia, Payable at New Delhi.
- Write your name, roll number and other details as required on the cover page of **Assignment Booklet**.
- **For your record you may keep a photocopy of your Assignment.**
- Contact your Study Centre/ Programme Coordinator to collect evaluated Assignments.
- **Please go through your Programme Guide carefully**

## **Bachelor of Education (B.Ed.): Final Year**

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**Course Title – Assessment of Learning  
Session – 2018-19**

**Course Code – B.Ed. 15  
Maximum Marks – 30**

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**Note: Attempt any three questions from the following. All questions carry equal marks.**

1. Define assessment. Enlight the revised Bloom's Taxonomy and its implication.
2. Critically evaluate the assessment and evaluation.
3. Elaborate different approaches involved in teaching learning process.
4. Define tools and assessment. Highlight the strategies and tools for children with special needs.
5. Write short notes on any two:
  - a. NCFSE (2005).
  - b. Latest trend in assessment.
  - c. Portfolio as a tool for assessment.

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**Course Title – Knowledge and Curriculum  
Session – 2018-19**

**Course Code – B.Ed. 16  
Maximum Marks – 30**

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**Note: Attempt any three questions from the following. All questions carry equal marks.**

1. Discuss briefly the methods of acquiring Knowledge. Illustrate the epistemological basis of education.
2. What are different schools of Philosophical thoughts? How it's implanted the mark on the growth of education.
3. Describe various milestones of historical changes in social basis of education.
4. Detail the process of preparing curriculum. Highlights the participation of stakeholders in curriculum development.
5. Write short notes on any two:
  - a. Secularism and Education
  - b. Nationalism and Education
  - c. Educational thoughts of Tagore.

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**Course Title – Gender, School and Society  
Session – 2018-19**

**Course Code – B.Ed. 17  
Maximum Marks – 15**

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**Note: Attempt any two questions from the following. All questions carry equal marks.**

1. Critically evaluate the theory of Feminism.
2. Define Gender and Sex. Elaborate the process of social representation.
3. What are the different factors effecting unequal access of education to girls? Discuss.
4. Role of media and culture to influence the gender identity.

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**Course Title – Creating an Inclusive School**  
**Session – 2018-19**

**Course Code – B.Ed. 18**  
**Maximum Marks – 15**

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**Note: Attempt any two questions from the following. All questions carry equal marks.**

1. Define Disability and its models.
2. What are the various declarations to promote Inclusive Education? Discuss
3. What do you understand by Differently Abled Children's?
4. Discuss in Brief the barriers to inclusive education. Enlight its strategies to combat.

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**Course Title – Vocational/Work Education**  
**Session – 2018-19**

**Course Code – B.Ed. 22**  
**Maximum Marks -15**

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**Note: Attempt any two questions from the following. All questions carry equal marks.**

1. Define nature and meaning of vocational education. Highlight its needs and importance in India.
2. Define communication and its various ways to improve the skills.
3. Discuss the different educational under plans in India.
4. Enlight the Intra and inter cultural communication.

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**Course Title – Health/ Physical and Yoga Education**  
**Session – 2018-19**

**Course Code – B.Ed. 23**  
**Maximum Marks -15**

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**Note: Attempt any two questions from the following. All questions carry equal marks.**

1. Introduce Physical and Health Education. Elaborate its various aspects.
2. Enlight the contribution of schools in context of dealing with services and malnutrition under health and physical education.
3. What do you understand by curriculum design? Elaborate different health policies in India.
4. Illustrate the role of NCERT.

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**Course Title – Peace Education**  
**Session – 2018-19**

**Course Code – B.Ed. 24**  
**Maximum Marks -15**

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**Note: Attempt any two questions from the following. All questions carry equal marks.**

1. Define Peace Education. How it has been associate with Human rights and Gandhian Philosophy.
2. Elaborate different peace education programme with suitable examples.
3. What the role “Value and Skills” play in peace education? Did educators contribute to peace education? Justify your answer with suitable examples.
4. Critically evaluate the issues in peace education in India.

**Note: Attempt any two questions from the following. All questions carry equal marks.**

1. Define Guidance. Elaborate its importance in teaching.
2. What are the recent trends contributing in Guidance and Counselling? Explain.
3. Illustrate the different Guidance and Counselling services in India.
4. What are the Projective and Non-projective techniques in Guidance and Counselling? Discuss.