

Bachelor of Education (B.Ed.) Part-II

2024-25 (January)

Batch

Assignments

**Centre for Distance & Online Education (CDOE)
Jamia Millia Islamia
New Delhi-25**

INSTRUCTIONS FOR STUDENTS

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

- Submission of one complete assignment in each course of the programme is compulsory.
- Completed assignments on plain sheets/ruled sheets are to be uploaded as PDF as per the dates mentioned in the Academic Calendar 2025-26 i.e **November 30, 2026**.

(<https://www.jmi.ac.in/bulletinboard/academiccalendar/cdol>) Make sure that you upload all the pages of the assignments while creating the PDF.

- For assignments submitted after dates mentioned in the Academic Calendar, a late fee of Rs. 100/- per assignment will be payable through a Demand Draft.
- For ex-students who failed to submit assignments during the course of the programme are required to submit Rs. 200/- per assignment payable through online payment option. **Such students have to fill the Online Examination Form as well for submitting the assignments.** For more information, feel free to contact the Programme Coordinator at CDOE, JMI.
- Write your name, roll number, Paper Code & Title and other details as required on the cover page of each assignment. Word limit should be 500-600 words for 10 marks question & 400-500 words for a 7.5 marks question.
- For your own record you may keep a PDF of your assignments.
- Please go through the posts on Google Classroom & your Programme Guide carefully.

B.Ed 15

Assessment of Learning

The students have to attempt any 3 questions. All questions carry equal marks. (10*3=30 Marks)

Q1. Elucidate the concepts of Measurement and Evaluation. Write a brief note on the revised Bloom's Taxonomy and its implication in educational assessment.

Q2. Differentiate between Formative Assessment and Summative Assessment? How can you as a teacher ensure learner oriented assessment in an inclusive classroom? Give suitable examples to support your answer.

Q3. Critically discuss the Behaviouristic and Constructivist approaches to assessment. Elucidate your answer with appropriate examples.

Q4. List the main recommendations of RTE 2009 regarding assessment in schools. Also, discuss the changes brought in the assessment of the learners after RTE 2009 in Indian classrooms.

Q5. Write a short note on any two from the following: (5*2=10 Marks)

- a) Latest trends in Assessment with suitable examples.
- b) Tools of Assessment for learners with Learning Disability.
- c) Use of Statistics in Assessment.
- d) Comprehensive and dynamic assessment.
- e) Curriculum Framework for School Education (NCFSE, 2005).

B.Ed 16

Knowledge and Curriculum

The students have to attempt any 3 questions. All questions carry equal marks. (10*3=30 Marks)

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

1. What is knowledge and its sources? Discuss the Priori and Posterior knowledge with reference to the enterprise of education.
2. Define the terms analysis and synthesis. Differentiate between the analytical and synthetic approaches.
3. Discuss the philosophy of Mahatma Gandhi.
4. Define the term epistemology. Explain the epistemological reflection model.
5. Discuss the features of Islamic knowledge. Describe the socio-cultural impact of Islamic knowledge on Indian education

B.Ed 17

Gender, School and Society

The students have to attempt any 2 questions. All questions carry equal marks. (15 Marks)

Q1. Define the term 'Feminism'. How Liberal feminism is different from Socialist & Radical feminism? Explain in detail.

Q2. Throw some light upon the similarities and differences between the Marxian class struggle and feminist social protest.

Q3. How 'gender' is differentiated from 'sex'? Discuss in detail the gender differences across different social groups, regions and time periods in India.

Q4. Explore the impact of family, caste, religion, culture, media, advertisement, law state in shaping gender roles in society.

Q5. Elucidate the role of curriculum, textbooks and school teachers in bringing gender equality.

Q6. Discuss the process of 'gender sensitivity'. How it can be established in schools and society?

B.Ed 18

Creating an Inclusive School

Note: Attempt any 2 questions from the following. All questions carry equal marks. (15 Marks)

1. Discuss the theory of labelling and examine its impact on the social participation of children with disabilities. Critically evaluate the debate between the terms disabled & and & differently abled.
2. Discuss the major international declarations and frameworks that have promoted inclusive education. Explain their significance for shaping national education policy for children with special needs.
3. Describe the process of screening and identification of children with autism spectrum disorder and attention deficit hyperactivity disorder (ADHD). Discuss the role a classroom teacher can play in their early identification.
4. Examine the psycho-social issues faced by children with special needs in an inclusive classroom. Discuss the roles that parents and teachers can play in fostering collaborative learning.
5. Discuss the teaching strategies a classroom teacher can adopt to address the individual learning needs of children with special needs in an inclusive classroom, with suitable examples.

Course Title: Critical Understanding of ICT

Course code: B.Ed 19

Note: Attempt all the five questions from the following. All questions carry equal marks. (50 Marks)

The questions for the project file of B.Ed 19 will be provided by the Programme Coordinator of the respective LSC during the Counselling Sessions of this paper. The practical file for this paper will also be submitted in the respective LSC as per the schedule given by the LSC coordinator.

BEd 20 Understanding the self

Note: Attempt all the five questions from the following. All questions carry equal marks. (50 Marks)

The questions for the project file of B.Ed 20 will be provided by the Programme Coordinator of the respective LSC during the Counselling Sessions of this paper. The practical file for this paper will also be submitted in the respective LSC as per the schedule given by the LSC coordinator.

B.Ed. 22: Vocational/Work Education

Note: Attempt any two questions from the following. All questions carry equal marks. (15 Marks)

Q1. What do you mean by 'Vocational Education'? What are the need, importance and relevance of vocational education in the contemporary scenario?

Q2. Discuss in detail the history of vocational education in India. Also, emphasize upon various policies developed, which gave importance to vocational education in India.

Q3. Explain the concept of 'Typology of Work' in education. How it can contribute to the holistic development of students?

Q4. Explain the main process of communication, highlighting its main features, types and purpose of communication. Identify common communication barriers and propose practical strategies for overcoming them.

Q5. Differentiate between educational management and educational administration. What are the various approaches to educational planning in India? Explain.

Q6. Define the term 'Personality'. Elucidate Type theory, trait theory and psychoanalytic theory of personality in detail.

Course Code : B.Ed.23

Course Title : Health and Physical Education/Yoga Education

Maximum Marks : 15

Note: Attempt any two questions from the following. Each question carries equal marks.

1. While reviewing the physical fitness reports of middle school students, you observe poor core strength, low flexibility, and frequent complaints of stress before exams. As a physical education teacher, how would you create a balanced weekly physical fitness and yoga plan that targets strength, flexibility, and stress management?
2. Peer pressure, competitive stress, and aggressive behaviour often surface during intra-school matches. Applying your knowledge of the psychological, philosophical, and physiological principles of physical education, how would you promote sportsmanship, emotional control, and fair play among student athletes?
3. A neighbouring school faced a sudden outbreak of water-borne illness and poor hygiene issues among its students. Drawing from the framework of School Health Services in India, what preventive health measures, hygiene routines, and emergency health protocols would you set up in your school to prevent such health hazards?
4. The school leadership wants to move away from traditional physical education periods and introduce health awareness directly into academic projects. How would you design an interdisciplinary project linking Physical Education with Mathematics (such as calculating BMI, heart rate, and calorie intake) and Environmental Studies (such as clean surroundings and community health)?
5. During a routine safety inspection, the existing school sports field and equipment storage room are found to be cluttered, poorly lit, and unsafe for young children. Applying the principles of sports facility planning, organization, and safety management, what actionable plan would you submit to renovate, organize, and maintain these sports facilities.

Assignment Questions for Paper B.Ed. - 24

Peace Education

Note: Attempt any two of the following questions. All questions carry equal marks. (800 words) (15 Marks)

1. During a classroom discussion on global issues, students show strong biases and intolerance toward differing perspectives. Drawing upon the core principles of Human Rights and Peace Education, how would you design a classroom framework to build empathy, mutual respect, and human dignity among students?
2. Gandhian philosophy offers practical approaches to resolving conflicts non-violently. Based on Gandhian concepts of Peace Education, how can a teacher apply the principles of Ahimsa (non-violence) and Satyagraha (truth/dialogue) to resolve peer conflicts and prevent bullying in modern school environments?
3. School violence and aggressive behaviour among children are often influenced by external factors. How do media exposure, school settings, and weak teacher-parent relationships contribute to aggressive behaviour in students, and what collaborative steps can school, and families take to address these issues?
4. Rather than adding Peace Education as a separate subject, schools are encouraged to integrate peace concerns into existing academic topics. How would you embed peace values, conflict-resolution skills, and harmonious living into your daily teaching transactions without increasing the existing curriculum load?
5. Personality formation plays a vital role in shaping a peaceful society. How can schools structure daily activities, institutional practices, and student interactions to nurture responsible citizenship, national integration, and peace as a personal lifestyle among learners from diverse backgrounds?

B.Ed. 25 - GUIDANCE AND COUNSELLING

M.M: 15

Note: Attempt any two questions from the following. Each question carries equal marks.

1. Explain the meaning, nature, scope and importance of guidance and counselling in education. Discuss how guidance and counselling can help students in academic, personal, social and career development.
2. Explain the importance of psychological assessment in guidance and counselling. Discuss how tools such as interest inventories, aptitude tests, behavioural observation and achievement measures can assist in understanding learners and planning appropriate guidance services.
3. Elucidate the concept and significance of individual and group counselling. Compare the two approaches and discuss the situations in which each approach may be appropriately used in a school setting.
4. Identify the major academic, emotional, and social problems faced by school students. Discuss suitable guidance and counselling strategies that teachers and counsellors can use to help students cope with these problems.
5. Discuss the major ethical principles in counselling, including confidentiality, empathy, respect, acceptance and professional boundaries. Explain why these principles are important for establishing trust between the counsellor and the learner.