

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

2025-26 (July)

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 (preferably a single register) are to be submitted in hardcopy at the allotted Learner Support Centre (LSC) as per the dates mentioned in the Academic Calendar 2025-26 i.e March 1, 2026.**

<https://www.jmi.ac.in/bulletinboard/academiccalendar/cdol>

- 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 & 250-300 words for a 5 marks question.
- For your own record you may keep a photocopy or PDF of your assignments.
- Please go through the posts on Google Classroom & your Programme Guide carefully.

Course Title – Childhood and Growing Up
Course Code – B.Ed. 01

Maximum Marks – 30

Attempt any three questions from the following. All questions carry equal marks. (10 X 3= 30 Marks)

1. Discuss the different theories of child development with relevant examples.
2. What role does biographies of eminent personalities play in the development of children?
Explain the lessons learnt from the childhood of Louis Braille.
3. Explain the impact of urbanization and economic change on the experiences of adolescence of children.
4. Explain with examples the process of adolescence in different cultures and situations.
5. Discuss the legal provisions in India to protect the rights of a child, explain in detail.
6. Explain with relevant examples the role of different agencies like WHO, Red Cross, etc. working for protection of child rights.

Course Title – Contemporary India & Education
Course code – B.Ed -02

Maximum Marks – 30

Attempt any three questions from the following. All questions carry equal marks. (10 X 3= 30 Marks)

1. Explain the concept of equity, equality and diversity in education. How can education help in addressing social and cultural diversity in India?
2. What is Universalization of Education? Discuss the major strategies adopted in India to achieve universal access, enrolment, retention and quality in education.
3. Describe the constitutional provisions related to education in India. Explain how Fundamental Rights, Directive Principles of State Policy and constitutional amendments promote educational equality.
4. Discuss the development of education in India during the ancient and medieval periods. Highlight the main features of Islamic systems of education.
5. Write short notes on any two of the following
 - 1) Macaulay's Minute
 - 2) Gurukul system of Education
 - 3) Mid Day meal Scheme
 - 4) Right to Education (RTE) Act, 2009
 - 5) Wardha Scheme of Education

Course Title –Language Across the Curriculum

Course code - B.Ed -03

Maximum Marks – 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Explain the concept and importance of Language with relevant examples. Also, discuss the Interrelationship between language and literacy.
2. Discuss the concept of Multilingualism. Illustrate with suitable examples the advantages of having a multilingual classroom.
3. Elucidate the Discontinuity Theory of Language. Also, briefly discuss the importance of this theory and Language learning and teaching.
4. What is Lingual Diversity? Highlight the advantages and disadvantages of language diversity in India. Support your answer with suitable examples.
5. Write short notes on any two of the following:

I. Deficit Theory of Language

II. Schema theory

III. Different strategies for reading textbooks

IV. Discussion as tool for learning

V. Home language and School language

Course Title – Understanding the Disciplines and Subjects

Course code- B.Ed -04

Maximum Marks – 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Why is certain content included in a syllabus and other content left out? Explain the main principles that decide what subject matter is chosen for the school curriculum.
2. Differentiate between the terms Discipline, Curriculum, and Syllabus. Explain how a specific Discipline (like Natural Science or Linguistics) influences the school curriculum. Why are certain factors responsible for the emergence of various disciplines?
3. What is the Doctrine of Disciplinarity? Contrast subjects that are focused on the discipline (the academic field) with subjects focused on the learner (the student). How can a school subject be used to bring about social change?
4. Explain the four basic ways we gain knowledge (Tenacity, Authority, A-Priori, and Scientific Inquiry). How do these ways of knowing connect with the different levels of thinking and learning described in the Revised Bloom's Taxonomy?
5. Write short notes on any two of the following:
 - a) Revised Bloom's Taxonomy
 - b) Discipline-Oriented and Learner-Oriented approaches
 - c) Analysis and 'Synthesis' in cognition.
 - d) Contribution of school subjects to National Development
 - e) A-priori and A-posteriori knowledge

Course Title – Learning and Teaching
Course code – B.Ed -05

Maximum Marks – 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Define learning and discuss the key characteristics and types of learning.

Illustrate with classroom examples.

2. Discuss the socio-cultural perspective of learning with reference to Vygotsky's idea of social mediation.

3. Describe the major principles of development and explain their implications for teaching adolescents.

4. Discuss the application of educational technology (e.g., TV, video, online resources) in the teaching-learning process.

5. Write short notes on any two of the following:

(a) Scaffolding and cooperative learning

(b) Key characteristics of learning

(c) Role of technology for teaching, learning and evaluation

(d) Piaget theory of cognitive development

(e) Characteristics of an effective teacher

Course Title - (Pedagogy of Urdu)
Course code – B.Ed -08

Maximum Marks – 30

نوٹ: درج ذیل میں پانچ (۵) سوال دیے گئے ہیں۔ ان میں سے صرف دو سوالوں کے جواب دیجیے (3)

- ۱۔ اردو زبان کے آغاز و ارتقا پر تفصیل سے روشنی ڈالیے۔
- ۲۔ تدریس نظم کے مقاصد بیان کیجیے او ار اس کی تدریس کے مختلف طریقے بیان کیجیے۔
- ۳۔ اندازہ قدر کی وضاحت کیجیے۔ نیز مسلسل اور جامع اندازہ قدر پر تفصیل سے روشنی ڈالیے۔
- ۴۔ ہم نصابی سرگرمیوں سے کیا مراد ہے؟ زبان کی مہارت کی نشو و نما کے لیے ہم نصابی سرگرمیاں تجویز کیجیے۔
- ۵۔ درج ذیل میں سے صرف دو (۲) پر مختصر نوٹ لکھیے:۔
 - الف) تدریس اردو میں سمعی و بصری ذرائع کا استعمال۔
 - ب) تدریس انشا کے مقاصد۔
 - ج) زبان کی نوعیت اور اقسام۔
 - د) عملی قواعد

Course Title - Pedagogy of Hindi

Course Code - B.Ed -09

Maximum Marks – 30

नोट: निम्नलिखित पाँच प्रश्नों में से किन्हीं 3 पर समुचित आकर में अपने विचारों का उल्लेख कीजिए। प्रत्येक प्रश्न के अंक समान हैं।

प्रश्न 1: भाषा की परिभाषा तथा प्रकृति स्पष्ट करते हुए भाषा अधिगम प्रक्रिया की सटीक उदाहरणों की सहायता से विस्तृत चर्चा कीजिए।

प्रश्न 2: माध्यमिक स्तर पर छात्रों के श्रवण तथा मौखिक कौशल के विकास हेतु आयोजित की जाने वाली उचित क्रियाओं की विवेचना कीजिए।

प्रश्न 3: व्याकरण शिक्षण की आगमन विधि की उपयुक्त उदाहरण के साथ व्याख्या कीजिए।

प्रश्न 4: उच्च प्राथमिक स्तर के छात्रों की वर्तनी की अशुद्धियों को दूर करने हेतु निदानात्मक परीक्षण तथा उपचारात्मक शिक्षण की योजना बनाइए।

प्रश्न 5: निम्नलिखित में से किन्हीं दो पर संक्षिप्त टिप्पणी लिखिए -

- i. गद्य शिक्षण की प्रमुख विधियाँ
- ii. पाठ्यपुस्तक के आन्तरिक गुण
- iii. गुणात्मक मूल्यांकन की विधियाँ
- iv. विद्यालयी शिक्षा के क्षेत्र में क्रियात्मक अनुसंधान के सोपान

Course Title- Pedagogy of English
Course code- B.Ed -10

Maximum Marks – 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Discuss in detail the Structure of English Language. Give appropriate examples to support your answer.
2. Justify the Place of English in School Curriculum. Illustrate its Linkage with other Subjects and Different Stages in the school.
3. What are the different strategies that can be adopted by a teacher for teaching Reading Comprehension in English? Also, justify the importance of teaching Reading Comprehension in English.
4. Define the term 'Assessment'. As an English language teacher, what different tools and techniques can you adopt for student assessment? Support your answer with suitable examples.
5. Write short notes on any two of the following:
 - A. Scaffolding and cooperative learning
 - B. Innovation in English teaching
 - C. Cognitive Maps in ELT
 - D. Unified/ Specialized Approach to Curriculum
 - E. Importance of Textbooks in ELT

Course code -BED 11

Course Title-Pedagogy of Mathematics

Maximum Marks: 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Discuss the objectives of Teaching Mathematics and write the futuristic vision of mathematics in the light of NEP 2020.
2. Write the summary of Mathematics Education in reference to NCFSE 2023.
3. Write the importance of teaching aid to teach mathematics at the secondary level. Discuss the role of integration of ICT in mathematics Teaching.
4. Write the significance of assessment and evaluation. What are Diagnostic Test and Remedial Teaching, how are these related to each other?
5. What are the characteristics of an effective mathematics teacher? Enlist problems of mathematics teachers and suggest solutions to overcome from these difficulties.

Course Title- Pedagogy of Commerce

Course Code - B.Ed -12

Maximum Marks: 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Elaborate the meaning of term Commerce. Discuss the branches of Commerce in detail
2. Discuss in brief commerce activities and the importance of trade and commerce.
3. Discuss the application of unified/specified approach to commerce curriculum
4. Discuss the meaning question bank and the method of development of question banks.
5. Discuss the use of media and its integration in teaching of Commerce.
6. Write short notes on any two of the following:
 - a. Preparation and evaluation of textbooks.
 - b. Difference between diagnostic and remedial teaching
 - c. Assess the various approaches in commerce teaching.
 - d. Futuristic vision of Commerce
 - e. Any two methods of teaching commerce.

Course Title - Pedagogy of General Science
Course Code - B.Ed -13

Maximum Marks: 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

1. Explain the structure of General Science and discuss its significance at the school level.
2. Explain the general and specific objectives of teaching General Science at secondary level.
3. Discuss the place of General Science in the school curriculum and its correlation with other subjects.
4. Explain the concept and importance of measurement and evaluation in General Science.
5. Write short notes on any two of the following:
 - i. Advantages of lesson planning
 - ii. Types of Teaching aids used in science
 - iii. Subject specific skills in science Teaching
 - iv. Professional problems faced by science teachers
 - v. Innovative practices in science teaching.

Course Title - Pedagogy of Social Science

Course Code - B.Ed -14

Maximum Marks: 30

Note: Attempt any three questions from the following. All questions carry equal marks. (3 X 10 = 30 Marks)

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

1. Discuss the basic conceptual schemes and futuristic perspectives of social science in the contemporary world.
2. “Without teaching aids effective teaching is not possible” Justify your answer by citing relevant examples from social science.
3. Why is assessment important? Discuss the various assessment techniques adopted by the teachers to evaluate the students of social science with the help of suitable examples.
4. Discuss the importance of professional development of teachers. As a social science teacher, suggest the ways for your professional development to teach social science effectively.
5. Write Short Notes on any two of the following:
 - (a) Objectives of social science teaching
 - (b) Justify the place of economics in social science curriculum
 - (c) Differentiate between measurement and evaluation
 - (d) Qualities of social science teachers

Practical Papers

B.Ed 06 & B.Ed 07 are practical papers. Project Files have to be submitted in hardcopy at the LSC.

Course Title - Reading and Reflecting on Text

Course Code - B.Ed -06

Max. Marks- 50 (Including Practical file based on the following questions and VIVA)

The LSC will conduct 6 Counselling Sessions for this paper and discuss the preparation of the file on the basis of the syllabus given in the [B.Ed](#) Programme guide. The Project file of B.Ed-06 has to be submitted in hardcopy at the respective LSC and VIVA VOICE will also be conducted by the respective LSC.

Course Title - Drama and Art in Education

Course Code - B.Ed -07

Max. Marks- 50 (Including Practical file based on the following questions and VIVA)

The LSC will conduct 6 Counselling Sessions for this paper and discuss the preparation of the file on the basis of the syllabus given in the [B.Ed](#) Programme guide. The Project file of B.Ed-07 has to be submitted in hardcopy at the respective LSC and VIVA VOICE will also be conducted by the respective LSC.