



**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)**  
40-A, New Marine Lines, Churchgate, Mumbai – 400 020

**REVISED SYLLABUS – 2023-2024**

**TWO YEAR B.ED. (CBCS) PROGRAM 2024-26 SEMESTER I TERM END EXAMINATION**

**PROGRAM CODE: 4E00141**

**ACADEMIC YEAR: 2024-2025**

**COURSE NAME: CORE COURSE 1: CHILDHOOD AND GROWING UP**

**COURSE CODE: SXBED1CC1**

**QUESTION PAPER CODE:200225**

Time: 2 hours

Marks: 60

**Instructions:**

- i. Answer any 6 questions from the given 9 questions.
  - ii. Question Number 9 is compulsory.
  - iii. Answer any five questions from the remaining 8 questions.
  - iv. Marks are indicated against each question.
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1. Explain the meaning of Growth and Development and illustrate its principles. 10
  2. "Maturation is essentially a process of modification from within." Illustrate the meaning and educational implications of Maturation as a developmental process. 10
  3. "The best parenting style is one that is consistent, supportive, and fosters open communication." Justify with reference to the Authoritative Parenting Style on child development. 10
  4. Explain Social and Intellectual Child Development as a multi-dimensional concept within a pluralistic society. 10
  5. Explain the meaning and educational implications of the Cross-Cultural Approach of studying human development. 10
  6. "Moral development is a lifelong process that continues throughout adulthood." Illustrate this statement in the context of Moral Development Theory of Kohlberg. 10
  7. Explain Jean Piaget's Theory of Cognitive Development. 10
  8. Elaborate Daniel Goleman's Theory of Emotional Intelligence. 10
  9. Attempt **any two** questions of the following: 10
    - a. Role of schools in the development of adolescents
    - b. Educational Implications of Individual Differences
    - c. Merits of Participatory Observation Method
    - d. **Any two** dimensions of Seligman's Multidimensional "PERMA" model.



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**COURSE NAME: INTERDISCIPLINARY COURSE 1: GENDER, SCHOOL AND SOCIETY**

**COURSE CODE: SXBED1IC1**

**QUESTION PAPER CODE:220225**

**Instructions:**

- i. Answer any 6 questions from the given 9 questions.
  - ii. Question Number 9 is compulsory.
  - iii. Answer any five questions from the remaining 8 questions.
  - iv. Marks are indicated against each question.
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1. "Gender Audit is an exercise for bringing in Gender Equality in institutions". Justify the statement with reference to the process and significance of Gender Audit. 10
  2. Describe the Challenges faced by LGBTQ+ community and their psychological perspectives. 10
  3. Elaborate Gender stereotyping and biases with respect to media and region. 10
  4. "Sustainable Development Goals are all geared towards Gender Equality". Justify the statement by illustrating atleast Five SDGs linked with Gender Equality. 10
  5. Explain the provisions given in Protection of Women from Domestic Violence Act, 2005. 10
  6. "Gender is a social construct." Explain this statement and illustrate with the help of examples. 10
  7. Explain the features of the Transgender Persons (Protection of Rights) Act 2019. 10
  8. Explain how the POSCO Act, 2012, protects the dignity and autonomy of the child at every stage of the legal process. 10
  9. Attempt **any two** questions of the following: 10
    - a. Concept of Sexual Orientation
    - b. Measures taken under CARE Policy 2018 for Gender Empowerment
    - c. Gender stereotyping and biases with respect to Education
    - d. Role of the teacher and educational institutions for promoting Entrepreneurship



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**COURSE NAME: CORE COURSE 2: KNOWLEDGE AND CURRICULUM**

**COURSE CODE: SXBED1CC2**

**QUESTION PAPER CODE:210225**

Time: 2 hours

Marks: 60

**Instructions:**

- i. Answer any 6 questions from the given 9 questions.
  - ii. Question Number 9 is compulsory.
  - iii. Answer any five questions from the remaining 8 questions.
  - iv. Marks are indicated against each question.
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1. 'Nonaka and Takeuchi's Model of Knowledge Conversion facilitates deeper learning experiences.' Illustrate this statement in light of the teacher's role in knowledge conversion and creation. 10
  2. Define Education. Elaborate the characteristics of education. 10
  3. 'Learner Autonomy in the 21<sup>st</sup> century is both feasible and desirable.' Justify with reference to the concept, desirability and feasibility of Learner Autonomy. 10
  4. Define curriculum. Explain the philosophical and sociological determinants of curriculum. 10
  5. Explain the selection and organisation of learning situations in curriculum planning. 10
  6. 'The curriculum is enriched with applications of theory to practice.' Justify with reference to the Linkage Model of curriculum implementation. 10
  7. Explain the meaning of knowledge. Elaborate the types of knowledge according to educational perspectives. 10
  8. Differentiate between interdisciplinary and multidisciplinary approaches to curriculum design. 10
  9. Attempt **any two** questions of the following: 10
    - a. Features of Enacted Curriculum
    - b. Implications of Pragmatism on education
    - c. Knowledge, in the evolution of education from 1.0 to 4.0
    - d. Role of NCERT in curriculum reform.