

FREE SAMPLE SET | IGNOU GUESS PAPER | DECEMBER 2026 TEE

BEDSV-101 Value Education

Five either/or questions of 20 marks: the themes that recur, three solved in full, and plans for the rest

Course: BEDSV-101 Value Education, 6 credits, value-added course (Common Prospectus July 2026)

December 2026 paper: Tuesday 22 December 2026, 10 AM to 1 PM (IGNOU tentative date sheet dated 21 September 2026)

Programme: Four-year undergraduate programmes (FYUP) such as BAM and BSCM

Built from: IGNOU's BEDSV-101 paper of June 2025 (read on IGNOU's server), a copy of December 2025 on another website, and IGNOU's 2025 and 2026 assignment questions, read on 29 September 2026

STUDY REFERENCE

WRITE IN YOUR OWN WORDS

NOT AN IGNOU PUBLICATION

How IGNOU sets the BEDSV-101 paper

- **Time and marks.** The June 2025 paper gives 3 hours for 100 marks.
- **Structure.** There are five questions of 20 marks, and each one offers an internal choice: answer one side of each "or", so you write five answers in all.
- **Language.** The paper carries English and Hindi versions in the same file.

This is a new FYUP course, so fewer past papers exist than for older courses. IGNOU's own assignment questions are therefore a useful second guide to what the course stresses.

Repeat map: what came back

The December 2025 column is from a copy on another website, not IGNOU's own file.

Theme	June 2025 paper	Dec 2025 (copy)	IGNOU assignments
Cultural pluralism in India and its challenges	Q2 (or)	Q2 (or)	2026 Q1
Theories of conduct	Q3	Q3	a 2025 question
Personality: character patterns, personality disorders	Q3 (or)	Q3 (or)	2026 Q2
Media: role, functions and effects	Q5 (or)	not seen	2026 Q5
Value development through peers, parents and community	Q5	Q5 (or)	a 2025 question
Morality: moral and religious education, facets of morality	Q1	not seen	2025 Q1
Adjustment: push and pull factors	Q4 (or)	not seen	2026 Q4
Democracy; malaise of Indian society; sustainable development	none	Q1, Q2	2026 Q3 (democracy)
Schools of Indian philosophy	Q2	not seen	none

Three repeat themes, solved

1. What is cultural pluralism in India? Explain the challenges of living in a culturally pluralistic society.

June 2025 Q2 (or), the December 2025 copy (Q2 or), and IGNOU's 2026 assignment Q1.

Meaning. Cultural pluralism is a condition in which many cultural groups live together in one society. Each keeps its own identity, and all share common values and institutions. India is one of the world's clearest examples: a single democratic nation that includes many religions, languages, regions, castes and tribal communities.

Features of Indian pluralism.

- *Religious diversity:* Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism and others.
- *Linguistic diversity:* the Eighth Schedule of the Constitution lists 22 languages, and many more are spoken.
- *Regional and tribal diversity* in food, dress, festivals and customs.
- *Constitutional support:* freedom of religion (Articles 25 to 28), cultural and educational rights of minorities (Articles 29 and 30), and a secular state.

Challenges of living in a pluralistic society.

1. *Communalism:* treating religious identity as the basis for political and social conflict.
2. *Regionalism and linguistic disputes:* competition over resources, jobs and language policy.
3. *Casteism:* discrimination and exclusion, despite legal equality.
4. *Stereotypes and prejudice:* judging others by group labels, often spread through rumours and misinformation.
5. *Assimilation pressure:* the fear of minority cultures that they will be absorbed by the majority.

Role of value education. Education can build respect for diversity, dialogue across groups, empathy, critical thinking about stereotypes, and commitment to constitutional values of equality and fraternity.

Conclusion. Pluralism is India's strength, but it has to be nurtured. Unity in diversity survives when citizens value both their own identity and the equal dignity of others.

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2. Explain the theories of conduct.

June 2025 Q3 and the December 2025 copy (Q3). Use the headings your course material uses if they differ.

Introduction. Theories of conduct explain how we decide what is right or good to do. Four families of theory are usually discussed, alongside Indian ideas of duty.

1. Consequentialist (teleological) theories. An action is right if it produces good results. Hedonism takes pleasure as the good. Utilitarianism (Bentham, J. S. Mill) seeks the greatest happiness of the greatest number. *Criticism:* it may justify harming a few for the benefit of many.

2. Deontological theories. Some actions are right or wrong in themselves, whatever their results. Kant's categorical imperative asks us to act only on principles we could want everyone to follow, and to treat people always as ends, never merely as means. *Criticism:* rigid rules can clash with one another.

3. Virtue ethics. Associated with Aristotle, it asks what a good person would do. The focus is on character traits such as honesty, courage, justice and moderation, developed through habit.

4. Social contract views. Moral rules are those that people would agree to for living together fairly and peacefully.

Indian perspectives.

- *Dharma*: duty according to one's role and to what is right.
- *Karma*: action and its consequences.
- *The Gita's nishkama karma*: doing one's duty without attachment to its fruits.

These ideas combine duty, consequence and character.

Conclusion. A mature moral agent draws on all of these: respect for duty, attention to consequences, and the cultivation of good character.

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3. Describe the role and functions of media, and its positive and negative effects on values.

June 2025 Q5 (or) and IGNOU's 2026 assignment Q5.

Meaning. Media are the channels through which information and ideas reach large audiences: print, radio, television, cinema, the internet and social media.

Functions of media.

1. *To inform*: news and information about events.
2. *To educate*: awareness of health, rights, science and culture.
3. *To entertain*.
4. *To shape opinion and set the agenda*: deciding which issues the public discusses.
5. *To act as a watchdog* over those in power.
6. *To socialise*: passing on norms and values across society.

Positive effects on values. Awareness of social issues and rights; exposure to other cultures, which builds tolerance; campaigns against social evils; support for democratic participation; inspiring stories of courage and service.

Negative effects.

- Misinformation and rumours.
- Glorification of violence and consumerism.
- Stereotyping of gender, caste and communities.
- Screen addiction.

- Polarisation through echo chambers on social media.

The way forward: media literacy. Checking sources, recognising bias and advertising, and using media responsibly turn media from a risk into a resource.

Conclusion. Media are powerful agents of value formation. Their effect depends on responsible producers and critical users.

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Answer plans for the other repeat themes

Moral and religious education; facets of morality

- Moral education builds reasoning and values applicable to all people.
- Religious education teaches the beliefs and practices of a particular faith.
- The facets of morality: knowing, feeling and doing (moral knowledge, moral emotion, moral action).

Personality and personality disorders

- Personality as an enduring pattern of thinking, feeling and behaving; character as its moral side.
- Personality disorders are commonly grouped into three clusters:
- odd or eccentric;
- dramatic or erratic;
- anxious or fearful.
- Give an example from each cluster.

Value development through peers, parents and community

- Imitation and role models.
- Peer acceptance and pressure, both positive and negative.
- Family routines and communication.
- Community festivals and service.

Schools of Indian philosophy

- The six orthodox (āstika) schools: Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa and Vedanta.
- The heterodox (nāstika) schools: Charvaka, Buddhism and Jainism.
- Explain any two orthodox schools in brief.

Adjustment

- Adjustment as keeping a balance between one's needs and the demands of the environment.
- Present the push and pull factors exactly as your course material frames them, with an example of each.

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Use this set in the last three weeks

- **Week 3:** write the three solved answers from memory, about 450 words each.
- **Week 2:** prepare both sides of each either/or pair in the map above.
- **Final week:** write one full paper, five answers, in 3 hours.
- **Last two days:** read IGNOU's June 2026 paper for BEDSV-101 on ignou.ac.in.

What this free set is, and is not

This set covers the BEDSV-101 themes that recurred in the papers and assignments above. The complete BEDSV-101 set, with both sides of every recurring either/or solved in English or Hindi medium, costs ₹49 as a PDF or ₹100 as a printed copy, plus a one-time ₹100 courier charge per printed order. Order on WhatsApp +91 93546 37830.

IGNOU does not publish guess papers, and no guess paper can tell you which questions will be set. Use the official study material and IGNOU's own past papers (ignou.ac.in, Student Services, Downloads, Previous Year Question Papers) as your first sources.

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