NIOS Bridge Course

Six-Month Certificate Course (Bridge) in Primary Teacher Education

Complete Syllabus · Assignments · School Experience Guide

ENGLISH EDITION — Everything in one place

GyanTech Guru Ji

📞 9518616764

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1. Programme at a glance

Item	Detail (Programme Guide)
Official name	Six-Month Certificate Course (Bridge) in Primary Teacher Education (PTE) — for teachers appointed as Primary Teachers with B.Ed. degree
Offered by	National Institute of Open Schooling (NIOS), A-24-25, Institutional Area, Sector 62, NOIDA, Gautam Buddha Nagar, UP – 201309
Why it exists	Supreme Court judgement 08.04.2024, Civil Appeal No. 5068 of 2023 (Devesh Sharma vs. Union of India) + NCTE Gazette Notification F. No. NCTE-Reg. 012/2018 dated 28 June 2018. Bridge course must be completed within the given timeframe, otherwise the appointment becomes invalid.
Target group	In-service teachers appointed between **28 June 2018 and 11 August 2023** to teach Classes I–V with a B.Ed. degree
Duration	6 months · at least **20 days School Experience** · at least **10 days online Contact Classes**
Structure	**6 theory courses + 1 School Experience = 7 courses · 20 credits**
Medium	Instruction in Hindi and English; theory exam can be written in any of the 22 scheduled languages
Mode	ODL: e-Self Learning Material, live video / video tutorials, NIOS YouTube channel, 10-day online contact programme, school-based practicum
Admission	100% online at https://bridge.nios.ac.in (UDISE+ school code mandatory)
Fee	₹25,000/- : Registration ₹1,000 + Admission ₹24,000 (includes 1st-time exam fee) + exam fee as per norms (supplementary). ₹70 per online transaction + gateway charges extra. Non-refundable.
Certificate	Issued on successful completion

Messages

Chairman's message: Prof. Akhilesh Mishra (Chairperson, NIOS). Director's message: Dr. Rajiv Kumar Singh (Director – Academic, NIOS).

Introduction (key points)

- ✎ Specialised professional-development programme for in-service primary teachers with B.Ed.; a pathway to certification to teach Classes I–V.
- ✎ Six theory courses + school-based practicum connect theory with classroom practice (educational aims, curriculum objectives, learning outcomes, teaching strategies, assessment, classroom management).
- ✎ School experience = chapter planning and teaching in Language-I (Hindi/Regional), Language-II (English), Mathematics and The World Around Us (EVS); documented in portfolio and reflective journal.
- ✎ Goal: reflective practitioners; inclusive, equitable, holistic learning environments.

8 Objectives of the Programme

- ✎ Understand the primary school and the primary school child;
- ✎ Understand perspectives of learning and how a child constructs knowledge;

- ✎ Design content, evolve pedagogies, understand context of learning, organise curricular experiences;
- ✎ Interpret primary education as a continuum with early childhood and adolescence;
- ✎ Plan pedagogies in curricular areas per developmental level and nature of discipline;
- ✎ Address diversity — language, gender, disability, socio-cultural and economic context;
- ✎ Analyse and apply emerging technologies in teaching-learning;
- ✎ Reflect on assessment practices and design age-appropriate tools for 360° and holistic assessment.

Tentative Academic Calendar

Week	Activity
1st** – 8th	Admission process and document verification (**from date of notification)
9th – 21st	10 days Contact Classes (online) + 20 days School Experience
22nd	Assessments
30th – 32nd	Result

Fee stage	Amount (₹)
Stage 1 – Registration Fee	1,000/-
Stage 2 – Admission Fee (incl. 1st-time Exam Fee)	24,000/-
Supplementary Stage – Examination Fees	As per norms
Total	**25,000/-**

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2. Programme Structure — 7 Courses

Table 1 — Courses & credits

No.	Course title	Credits	Chapters	Units
1	Child Development & Educational Psychology	4	9	4
2	Curriculum, Pedagogy and Assessment	4	9	4
3	Pedagogy of Language-I (Hindi / Regional Language)	2	11	3
4	Pedagogy of Language-II (English / other than Lang-I)	2	11	3
5	Pedagogy of Mathematics	2	7	3
6	Pedagogy of The World Around Us	2	8	3
7	School Experience (Practicum)	4	—	—
	Total	**20**	**55**	**20**

Table 2 — Assessment & evaluation

No.	Course	Internal (assignment/project)	Term-End Exam	Total marks	Credits
1	Child Development & Educational Psychology	25 · 1 cr	75 · 3 cr	100	4
2	Curriculum, Pedagogy and Assessment	25 · 1 cr	75 · 3 cr	100	4
3	Pedagogy of Language-I (Hindi / Regional Language)	25 · 1 cr	25 · 1 cr	50	2
4	Pedagogy of Language-II (English / other than Lang-I)	25 · 1 cr	25 · 1 cr	50	2
5	Pedagogy of Mathematics	25 · 1 cr	25 · 1 cr	50	2
6	Pedagogy of The World Around Us	25 · 1 cr	25 · 1 cr	50	2
7	School Experience (Practicum)	100 · 4 cr	—	100	4
	Grand Total	**250 · 10**	**250 · 10**	**500**	**20**

Term-End Exam: Course 1 & 2 — 75 marks (3 credits), 3 hours each. Courses 3–6 — 25 marks (1 credit), 1 hour each.
Internal (Courses 1–6): 25 marks each from **two mandatory assignments/project tasks** (Annexure 4), uploaded on the dashboard. So 6 × 2 = **12 assignments**.

Implementation plan, transaction & contact programme

- Admission entirely online via https://bridge.nios.ac.in; register, upload documents, see status on the dashboard.
- All course material (Self-Learning Material) digital; audio/video and interactive content online (nios.ac.in/online-course-material.aspx and the bridge website).
- 10-day Online Contact Programme: live sessions, doubt clearing, mentoring by subject experts — weekends/holidays; covers the six theory courses.

- ✎ Teaching also through Live Video Programme / Video Tutorial and NIOS YouTube channel.
- ✎ 20-day School Experience assessment is monitored by the nearest DIET; if none, by Principal/Headmaster of a Secondary/Higher Secondary school with primary section in the same block (as decided by NIOS).
- ✎ Internal assessments (assignments/projects) uploaded online by the teacher; Term-End Exam at centres allotted by NIOS.

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3. Course-wise Detailed Syllabus (Annexure 1)

Order: Course → Unit → Chapter → topics. The syllabus links are in Part II (Links). On the portal each chapter PDF opens from its "Download" button after choosing the medium (Hindi/English).

Course 1 — Child Development & Educational Psychology

Credits: 4 | **Assessment:** 25 + 75 (3 hrs) = 100

Aim: A systematic introduction to the study of childhood and development of children, so teachers understand the children they teach.

Unit 1 — Childhood

▸ **Chapter 1: Understanding Childhood**

- ✎ Constructs of childhood: commonalities and diversities; how multiple childhoods are constructed in the Indian context; childhood in the context of globalization.

▸ **Chapter 2: Childhood and Socialization**

- ✎ Social, economic and cultural differences in socialization; parenting, family and adult-child relationships, child-rearing practices; child labour, child abuse; childhood in poverty.
- ✎ Schooling as a context of socialization: peer influences, school culture, relationships with teachers.

Unit 2 — Perspectives of Child Development

▸ **Chapter 3: The Indian Concept of Self**

- ✎ Mind (मस्तिष्क), Intellect (बुद्धि), Memory (चित्त); Panch-Koshiya Vikas (पञ्चकोशीय विकास) and educational implications.

▸ **Chapter 4: Development**

- ✎ Development across domains (Physical, Cognitive, Socio-Emotional, Moral, Language): role of family, peers and school, with special reference to Foundational and Preparatory stage learners.

▸ **Chapter 5: Play and Development**

- ✎ Meaning and functions of play; linkages with aspects of development; types and kinds of play; games and group dynamics: rules of games, how children negotiate differences and resolve conflict.

Unit 3 — Process of Learning

▸ **Chapter 6: Concept Formation**

- ✎ Contexts of learning: Home, School, Environment.
- ✎ Facilitating concept formation: building on children's existing ideas, connections, meaning making, big ideas; graphic organizers and concept maps; Panchpadi.

▸ **Chapter 7: Learning Theories**

- ✎ Perspectives of learning and classroom implications: experiential learning, toy-based pedagogy, art-integrated learning; guided inquiry and problem solving, learner autonomy, teacher as facilitator.

Unit 4 — Inclusive Classrooms

▸ **Chapter 8: Learning by Children with Special Needs**

- ✎ Learning disabilities; Children with Special Needs (Divyang): early intervention, IEP, differentiated learning.

▸ **Chapter 9: Learner Friendly Environment**

- ✎ Inclusive learner-friendly environment: importance, multiple resources, adapting to diverse needs, flexible planning, classroom management, inclusive schools.

Study-material list on the portal (bridge.nios.ac.in)

- ✎ Ch.1 Understanding Childhood (Balyawastha ko Samajhna)
- ✎ Ch.2 Childhood and Socialisation
- ✎ Ch.3 The Indian Concept of Self
- ✎ Ch.4 Development (Vikas)
- ✎ Ch.5 Play and Development (Khel aur Vikas)
- ✎ Ch.6 Concept Formation
- ✎ Ch.7 Learning Theories
- ✎ Ch.8 Learning by Children with Special Needs
- ✎ Ch.9 Learner Friendly Environment
- ✎ Ch.10 Child Development and Educational Psychology (curriculum file)
- ✎ Ch.11 Pre-Pages

Course 2 — Curriculum, Pedagogy and Assessment

Credits: 4 | **Assessment:** 25 + 75 (3 hrs) = 100

Aim: Insight into the interconnectedness of what is taught (curriculum), how it is taught (pedagogy) and how learning is assessed.

Unit 1 — Education and Curriculum

▸ **Chapter 1: Curriculum**

- ✎ Curriculum: meaning, need, relationship and significance.
- ✎ Curricular Goals, Competencies and Learning Outcomes with reference to NCF-FS and NCF-SE.

▸ **Chapter 2: Curricular Issues and Concerns**

- ✎ Learning styles, multilingualism; inclusion, multi-age grouping and gender equity.

Unit 2 — Curriculum, Learning Environment and Resources

▸ **Chapter 3: Designing Creative and Child-Friendly Learning Environment**

- ✎ Indoor environment with activity areas, outdoor play environment, role of teachers.

▸ **Chapter 4: Learning Resources**

- ✎ Learning resources in primary education: design and preparation.
- ✎ Partnership with parents, families and communities: parent education, parents as teachers, engaging parents as a resource, role of community, strategies for parent involvement.

Unit 3 — Curriculum Transaction

▸ Chapter 5: Role of Teachers in Operationalizing and Evaluating Curriculum

- ✎ Print and non-print material: textbooks, supplementary material, teacher's handbook, educational kits, Jaadui Pitara, audio-video programmes, e-content, DIKSHA and other portals.

▸ Chapter 6: Techniques for Effective Teaching at Foundational and Preparatory Stage

- ✎ Principles of pedagogy, planning for teaching, positive teacher-child relationship.
- ✎ Approaches: theme-based, play-based, activity-based, projects/inquiry-based, emergent curriculum, integrating approaches, daily schedule, suggestive schedule of activities.

▸ Chapter 7: Learning through Play

- ✎ Conversation, stories, toys, music, art and craft; strategies for literacy and numeracy.

Unit 4 — Assessment

▸ Chapter 8: Assessment

- ✎ Assessing children's development and learning: ways of knowing; why, what, when and how to assess; guiding principles for assessment.

▸ Chapter 9: Tools and Techniques of Assessment

- ✎ Methods, tools and techniques; analysing children's responses for effective teaching-learning.
- ✎ Documenting and communicating assessment: 360° progress reports, portfolios, PARAKH, qualitative reporting based on observations.

Chapter 8 "Assessment" — internal sections (document supplied)

- ✎ 8.1 Introduction
- ✎ 8.2 Learning Outcomes
- ✎ 8.3 Meaning and Scope of Assessment
- ✎ 8.4 Assessment Based on Learning Outcomes — Formative · Summative
- ✎ 8.5 Strategies for Continuous and School Based Assessment
- ✎ 8.6 Formative and Summative, Formal, Informal and 360° Assessment
- ✎ 8.7 Qualitative Assessment
- ✎ 8.8 Let Us Sum Up
- ✎ 8.9 End Exercises
- ✎ 8.10 References

Study-material list on the portal (bridge.nios.ac.in)

- ✎ Ch.1 Curriculum
- ✎ Ch.2 Curricular Issues and Concerns
- ✎ Ch.3 Design Creative and Child-Friendly Learning Environment
- ✎ Ch.4 Learning Resources
- ✎ Ch.5 Role of Teachers in Operationalising and Evaluating Curriculum
- ✎ Ch.6 Techniques for Effective Teaching
- ✎ Ch.7 Learning through Play

- ✎ Ch.8 Assessment (Aankalan)
- ✎ Ch.9 Tools and Techniques of Assessment
- ✎ Ch.10 Curriculum Pedagogy and Assessment (curriculum file)
- ✎ Ch.11 Pre-Pages

Course 3 — Pedagogy of Language-I (Hindi / Regional Language) — भाषा का शिक्षाशास्त्र-I

Credits: 2 | **Assessment:** 25 + 25 (1 hr) = 50

Aim: To make primary teachers aware of new ideas in language education at foundational/preparatory level and give a clear understanding of curricular goals, competencies and learning outcomes so they can organise suitable language-class activities.

Unit 1 — Understanding Language Education and Multilingualism

▸ **पाठ 1: भाषा शिक्षा : विभिन्न नीतियाँ एवं बहुभाषिकता**

- ✎ Language education in the context of NEP 2020, NCF-FS (2022) and NCF-SE (2023): provisions and recommendations on L-1 and L-11.
- ✎ Multilingualism in Indian classrooms; multilingualism as a resource.

▸ **पाठ 2: उदीयमान साक्षरता एवं भाषा संबंधी पाठ्यचर्या**

- ✎ Language learning-teaching: meaning of Emergent Literacy and classroom implications.
- ✎ Language curriculum goals, linguistic competencies and learning outcomes (especially L-1).

Unit 2 — Pedagogy of Language and Resources

▸ **पाठ 3: चार ब्लॉक मॉडल एवं मौखिक भाषा-विकास**

- ✎ Four-block model: oral language, word recognition, reading, writing.
- ✎ Oral language: importance of listening; activities — conversation, picture description, sharing experiences, storytelling, drama and role play, situational talk, speech, language games, creative thinking, asking questions, opinion and feedback.

▸ **पाठ 4: शब्द-पहचान : विभिन्न रणनीतियाँ**

- ✎ Phonological awareness, letter recognition, sound-symbol relation, recognising written words/sentences, writing and reading; vocabulary through stories and poems.

▸ **पाठ 5: पढ़ना एवं विभिन्न संसाधन**

- ✎ Reading is understanding; reading to learn; schema building; types of reading — intensive, aloud, silent, shared, guided, independent; pre- and post-reading activities.
- ✎ Resources: reading corner, children's literature and magazines, posters, pictures, newspapers, hoardings, letter/word/sentence cards, textbook, Jaadui Pitara, audio-video, e-content, DIKSHA, SWAYAM.

▸ **पाठ 6: लिखना एवं लेखन कौशल का विकास**

- ✎ What writing is; reading-writing relation; writing process; modelled, shared, guided, independent writing; formal and informal writing (story, poem, letter, diary, article, dialogue, speech).

Unit 3 — Planning and Assessment

▸ **पाठ 7: इकाई योजना एवं पाठ योजना का निर्माण**

- ✎ Making unit plans and lesson plans from curricular goals and learning outcomes.

▸ **पाठ 8: मौखिक भाषा का आकलन : विभिन्न उपकरण एवं रणनीतियाँ**

- ✎ Sound recognition, word choice, sentence structure, receiving and responding to information, conversation, storytelling, dialogue, intonation, pace, pause, clarity, fluency; understanding in context.

▸ **पाठ 9: पठन का आकलन : विभिन्न उपकरण एवं रणनीतियाँ**

- ✎ Reading with comprehension; reading different texts, for specific information, words/sentences/paragraphs, opinion after familiar/unfamiliar text; miscue analysis; worksheets, assessment items, question paper.

▸ **पाठ 10: लेखन का आकलन : विभिन्न उपकरण एवं रणनीतियाँ**

- ✎ Writing with understanding, organising ideas; dictation, creative writing (story, poem, dialogue, experience, information), combining words/sentences/paragraphs, punctuation; grammar in context; worksheets and assessment items.

▸ **पाठ 11: आकलन के अन्य पक्ष**

- ✎ Self-correction, 360° assessment.

Study-material list on the portal (bridge.nios.ac.in)

- ✎ Ch.1 Bhasha Shiksha ki Vibhinn Nitiyan
- ✎ Ch.2 Udiyaman Saksharta
- ✎ Ch.3 Char Block Model
- ✎ Ch.4 Shabd Pehchan
- ✎ Ch.5 Padhna evam Vibhinn Sansadhan
- ✎ Ch.6 Lekhan ko Samajhna
- ✎ Ch.7 Ikai Yojana
- ✎ Ch.8 Maukhik Bhasha ka Aankalan
- ✎ Ch.9 Pathan ka Aankalan
- ✎ Ch.10 Lekhan ka Aankalan
- ✎ Ch.11 Aankalan ke Anya Paksh
- ✎ Ch.12 Pre-page — Bhasha ka Shiksha Kshetra

Course 4 — Pedagogy of Language-II (English / other than Lang-I)

Credits: 2 | **Assessment:** 25 + 25 (1 hr) = 50

Aim: To enable primary teachers to organise classroom activities with understanding of language curricular goals, competencies and learning outcomes; plan the class with understanding of Language-II, transition from mother tongue to other language, and multilingualism.

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Unit 1 — Understanding Language Education and Multilingualism

▸ Chapter 1: Language Education: various policies and multilingualism

- ✎ Policy perspectives: provisions on L-I and L-II in NEP 2020, NCF-FS 2022, NCF-SE 2023 and other documents/commissions.
- ✎ Bi-/multilingualism and scholastic achievement; need to promote it; multilingualism as classroom resource, challenges and practices.

▸ Chapter 2: Second Language Acquisition and Curricular Goals

- ✎ Second language acquisition: from mother tongue to other tongues; advantages; first, second and other languages; concerns and challenges in L-II learning in Indian classrooms.
- ✎ Curricular goals, competencies and learning outcomes for Language-II.

Unit 2 — Pedagogy and Resources

▸ Chapter 3: Four Block Approach and Oral Language Development

- ✎ Four blocks: oral language, word recognition, reading, writing. Oral language: role of listening; activities — conversation, picture description, sharing experiences, storytelling, drama/role play, situational conversation, speech, language games, creative thinking, questions, opinions, feedback.

▸ Chapter 4: Word Recognition: Various Strategies

- ✎ Phonemic awareness, letter recognition, sound-symbol association, reading and writing words/sentences, vocabulary through stories and poems.

▸ Chapter 5: Reading and Various Resources

- ✎ Reading is understanding; reading to learn; schema building; expository text; extensive/intensive, aloud, silent, shared, guided, independent reading; pre-/post-reading strategies.
- ✎ Resources: reading corner, children's literature/magazines, posters, pictures, newspapers, hoardings, cards, textbooks, supplementary material, Jaadui Pitara, audio-video, e-content, DIKSHA.

▸ Chapter 6: Writing and Development of Writing Skill

- ✎ What is writing; reading-writing connection; stages and process; modelled, shared, guided, independent writing; formal/informal writing (stories, poems, letters, diary, articles, dialogues, speech); writing for a purpose.

Unit 3 — Planning and Assessment

▸ Chapter 7: Development of Unit Plans and Chapter Plans

- ✎ Unit/chapter plans from curricular goals and L-II learning outcomes.

▸ Chapter 8: Assessment of Oral Language: Various Tools and Strategies

- ✎ Sound recognition, word selection, sentence structure, comprehending and responding, conversation, storytelling, dialogue, intonation, pace, pause, clarity, fluency; understanding in context.

▸ Chapter 9: Assessment of Reading: Various Tools and Strategies

- ✎ Reading with comprehension; reading various texts, specific information, words/sentences/paragraphs, opinion after reading; miscue analysis; worksheets, assessment items, question paper.

▸ **Chapter 10: Assessment of Writing: Various Tools and Strategies**

- ✎ *Writing with understanding, organising ideas; listening and writing, creative writing, sentence/paragraph combination, punctuation; grammar in context; worksheets, assessment items, question paper.*

▸ **Chapter 11: Other Dimensions of Assessment**

- ✎ *Self-correction and 360° assessments.*

Study-material list on the portal (bridge.nios.ac.in)

- ✎ *Ch.1 Language Education — Various Policies and Multilingualism*
- ✎ *Ch.2 Second Language Acquisition and Curricular Goals*
- ✎ *Ch.3 Four Block Approach and Oral Language Development*
- ✎ *Ch.4 Word Recognition*
- ✎ *Ch.5 Reading and Various Resources*
- ✎ *Ch.6 Understanding Writing and Development of Writing Skills*
- ✎ *Ch.7 Unit Planning and Lesson Planning*
- ✎ *Ch.8 Assessment of Oral Language*
- ✎ *Ch.9 (portal title repeats "Assessment of Oral Language…"; Programme Guide: Assessment of Reading)*
- ✎ *Ch.10 Assessment of Writing in a Second Language*
- ✎ *Ch.11 Other Dimensions of Assessment*
- ✎ *Ch.12 Curriculum · Ch.13 Glossary · Ch.14 Suggested Reading · Ch.15 Pre-Pages*

Course 5 — Pedagogy of Mathematics

Credits: 2 | **Assessment:** 25 + 25 (1 hr) = 50

Aim: *To give primary teachers deeper insight into mathematics education and pedagogy, making the classroom lively and the learning joyful, enjoyable and exciting.*

Unit 1 — Introduction to Primary School Mathematics

▸ **Chapter 1: Nature of Mathematics**

- ✎ *Abstract, hierarchical, logico-deductive nature; nature of concepts and processes; mathematization, problem solving and reasoning; language of mathematics; mathematics and everyday language.*

▸ **Chapter 2: How Children Learn Mathematics**

- ✎ *Numeracy, foundational numeracy, pre-number concepts, stages of number sense.*
- ✎ *Children's errors, error analysis, pedagogical implications.*

▸ **Chapter 3: Mathematical Communication**

- ✎ *Data handling, visualization and spatial thinking.*

Unit 2 — Understanding of Pedagogy and Resources

▸ **Chapter 4: Teaching Learning in Mathematics**

✎ *Approaches of teaching mathematics at primary level; manipulatives and other resources; mathematics textbook at primary stage.*

▸ **Chapter 5: Resources in Mathematics Learning**

✎ *Role of resources, pedagogical use, community participation, textbooks.*

Unit 3 — Planning and Assessment

▸ **Chapter 6: Planning in Mathematics**

✎ *Importance of planning, curricular goals, learning outcomes, unit plans and chapter plans.*

▸ **Chapter 7: Assessment in Mathematics**

✎ *Meaning and scope; continuous and school-based assessment; formative and summative; formal, informal, 360°; qualitative assessment.*

Chapter 1 "Nature of Mathematics" — internal sections (EN+HI documents supplied)

✎ 1.1 Introduction
✎ 1.2 Learning Outcomes
✎ 1.3 Nature of Mathematics: Concepts and Conceptual Structures
✎ 1.4 Mathematisation
✎ 1.5 Mathematics Language, Structure and Notation
✎ 1.6 Mathematics in Everyday Life
✎ 1.7 Mathematics Learning in Preparatory Years
✎ 1.8 Let Us Sum Up
✎ 1.9 End Exercises
✎ 1.10 References

Study-material list on the portal (bridge.nios.ac.in)

✎ Ch.1 Nature of Mathematics (Ganit ki Prakriti)
✎ Ch.2 How Children Learn Mathematics
✎ Ch.3 Mathematical Communication (Ganitiya Sanchaar)
✎ Ch.4 Teaching Learning in Mathematics
✎ Ch.5 Resources in Learning Mathematics
✎ Ch.6 Planning in Mathematics
✎ Ch.7 Assessment in Mathematics
✎ Ch.8 Curriculum · Ch.11 Pre-Pages (portal numbering)

Course 6 — Pedagogy of The World Around Us

Credits: 2 | **Assessment:** 25 + 25 (1 hr) = 50

Aim: *To develop understanding of the nature, scope and importance of 'The World Around Us' as a composite discipline and its synergy with Science, Social Sciences and Environmental Education.*

Unit 1 — Nature and Scope of The World Around Us

▸ Chapter 1: Nature and Scope of The World Around Us

- ✎ Interdisciplinary and integrated nature; place in school curriculum and linkages with other subjects; curricular goals, competencies and learning outcomes.

▸ Chapter 2: Children's Ideas and Alternate Conceptions

- ✎ Constructivism, alternate conceptions, causes and elicitation, pedagogical implications.

Unit 2 — Pedagogy and Resources

▸ Chapter 3: Teaching Learning in The World Around Us

- ✎ Approaches: integrated approach, experiential learning, inquiry.

▸ Chapter 4: Process Skills

- ✎ Importance of process skills; development of various process skills.

▸ Chapter 5: Resources

- ✎ Role of resources, pedagogical use, community participation.

▸ Chapter 6: Textbooks

- ✎ Understanding the pedagogical intent of textbooks and transacting it in classrooms.

Unit 3 — Planning and Assessment

▸ Chapter 7: Planning

- ✎ Importance of planning, curricular goals, learning outcomes, unit plans and chapter plans.

▸ Chapter 8: Assessment

- ✎ Meaning and scope; continuous and school-based assessment; formative and summative; formal, informal, 360°; qualitative assessment.

Chapter 1 "Nature and Scope of TWAU" — internal sections (EN+HI documents supplied)

- ✎ 1.1 Introduction
- ✎ 1.2 Learning Outcomes
- ✎ 1.3 TWAU and Policy Statements
- ✎ 1.4 Nature and Scope of TWAU
- ✎ 1.5 Integrated and Interdisciplinary Approaches to Learning of TWAU
- ✎ 1.6 Linkages of TWAU with Other Subjects of the Preparatory Stage
- ✎ 1.7 Curricular Goals, Key Competencies and Learning Outcomes of TWAU
- ✎ 1.8 Linkages Between Curricular Goals, Competencies and Learning Outcomes
- ✎ 1.9 Let Us Sum Up
- ✎ 1.10 End Exercises
- ✎ 1.11 References

Study-material list on the portal (bridge.nios.ac.in)

- ✎ Ch.1 Nature and Scope of TWAU
- ✎ Ch.2 Understanding Children's Ideas and Alternate Conceptions

- ✎ Ch.3 Teaching Learning in TWAU
- ✎ Ch.4 Processes to Concepts — Developing Process Skills in Classroom
- ✎ Ch.5 Learning Resources in TWAU
- ✎ Ch.6 Textbook (The World Around Us)
- ✎ Ch.7 Planning
- ✎ Ch.8 Assessment (Aankalan)
- ✎ Ch.9 Curriculum — Pedagogy of The World Around Us
- ✎ Ch.10 Pre-Pages

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4. Course 7 – School Experience (Practicum)

About the practicum

School-based activities connect theory to practice and give a perspective on aims of education. Teachers critically reflect on practice, maintain records and registers, prepare chapter and unit plans with artefacts and technology, manage the classroom, take part in school–community–parent activities and reflect on self-development. The major component is delivering chapters/units of the pedagogy courses; activities are presented in **Portfolios and Reflective Journals**. Journal entries are analytical: what is new, why observations are same/different, how they may change practice. The course is largely field-based.

Learning outcomes

- ✎ Experience the school in its totality — beyond classroom teaching, including interaction with parents;
- ✎ Innovate within the existing system;
- ✎ Conduct meaningful classroom activities by careful selection and organisation;
- ✎ Critically reflect on own school experiences and keep records;
- ✎ Assess different aspects of children's learning, not only achievement.

Assessment structure (100 marks · 4 credits)

No.	Component	Marks	Credits
1	**(a) Planning & Teaching Lessons — 40 lessons.** 10 each in Language-I, Language-II, Maths, TWAU; **any 5 per subject assessed** (10 marks × 4 = 40). **(b) Portfolio** — 5 best practices × 2 = 10	50 (40+10)	2
2	**Activities & Workshop Record** — Play, Art, Craft, Music, Yoga, PE and Wellbeing with children + records. **5 mandatory × 5 marks**	25	1
3	**Reflective Journal** — 1 entry/day for 20 days (20) + overall summary report (5)	25	1
	Total	**100**	**4**

Monitoring by nearest DIET (or alternative school Principal as per NIOS). **80% attendance is mandatory** in the 20-day school experience.

(i-a) Planning and Teaching Lessons (40 lessons)

- ✎ Planning and teaching unit plans and chapter plans; critical engagement with content from multiple sources incl. textbook; framing questions to (a) assess knowledge base, (b) further meaning-making, (c) assess learning to improve pedagogy.
- ✎ **Mandatory:** at least 20 days with 10 lessons each in Language-I, Language-II, Maths and TWAU in 8 weeks.
- ✎ At least **40 lessons** in a primary school; **separate file with lesson plan for each lesson taught**; any **5 lessons per pedagogy course** assessed.
- ✎ Faculty supervision (general and subject); unit plans with designed activities; daily reflective journal linking pedagogy with theory courses.

(i-b) Portfolio — FIVE best practices

Collection of work samples showing professional identity: list of courses, syllabi, assignments, description of class activities, summary of students' assignments, student work samples, learning resources, teacher-development activities; teacher profile and write-up of professional journey; photographs, worksheets developed, community resources.

(ii) Activities & Workshops Record — any 5 of 8 tasks

a) Materials & Manipulatives (Children's Play, Jaadui Pitara, Art, Craft). b) Workshop & activities record for Music, Yoga, Physical Education and Wellbeing.

Task	Description
1	At least five samples of visual arts created by you, used in teaching one subject; reflect on integration of Arts in Education; analyse and submit report.
2	At least five types of Performing Arts activities used in teaching one subject; reflect, analyse, submit report.
3	Plan and report — integrate Health & Physical Education with any one subject (role-play, games, songs, posters etc.).
4	Conduct physical fitness tests (short runs, distance run, sit-ups, push-ups, vertical and standing broad jump); report on objectives and benefits.
5	Scrapbook on a theme like communicable diseases and malnutrition diseases common in school children.
6	At least ten poems/rhymes used in teaching; reflect on integration of Music in Education; analyse and submit report.
7	Two play-based activities promoting cooperation, sharing, communication; conduct in class; report on children's feedback, strategies to include shy and Divyang children, and method of assessing effectiveness.
8	Practise Yoga with children (Asanas, Pranayam, Surya Namaskar, meditation techniques); write a comprehensive experiential report.

(iii) Reflective Journal

Daily reflection on practice linking pedagogy with theory courses. Some description (pedagogy, management, psychological and social issues), more reflection and analysis (what the teacher did and why; developmental theories + socio-cultural influences). Focus on teacher's growth: responding to supervisors' comments, qualitative improvement, regular submission. **One entry daily for 20 days + overall summary report.**

5. 10-Day Online Contact Classes (Annexure 3)

No.	Course	Credits	Chapters	Units	Sessions (90 min)	Hours
1	Child Development & Educational Psychology	4	9	4	8	12
2	Curriculum, Pedagogy and Assessment	4	9	4	8	12
3	Pedagogy of Language-I (Hindi / Regional Language)	2	11	3	4	6
4	Pedagogy of Language-II (English / other than Lang-I)	2	11	3	4	6
5	Pedagogy of Mathematics	2	7	3	4	6
6	Pedagogy of The World Around Us	2	8	3	4	6
7	School Experience (Practicum)	4	—	—	8	12
	Total	**20**	**55**	**20**	**40**	**60**

Day-wise sessions per course

Day	C1	C2	C3	C4	C5	C6	C7	Sessions
Day 1	1	–	1	–	1	–	1	4
Day 2	–	1	–	1	–	1	1	4
Day 3	1	1	1	–	–	–	1	4
Day 4	1	1	–	1	–	1	–	4
Day 5	1	1	1	–	–	–	1	4
Day 6	1	1	–	–	–	1	1	4
Day 7	1	1	1	–	1	–	–	4
Day 8	–	1	–	1	–	1	1	4
Day 9	1	1	–	–	1	–	1	4
Day 10	1	–	–	1	1	–	1	4
Total	**8**	**8**	**4**	**4**	**4**	**4**	**8**	**40**

Every day: 4 sessions × 90 min = 6 hours; 10 days = 60 contact hours. C1…C7 = Course 1…7.

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6. Internal Assessment – all Assignment / Project Tasks (Annexure 4)

Rule: two (2) mandatory tasks per course (1–6) = 25 marks → **12 assignments**.
· Courses 1 & 2: any two tasks · Course 3: one task from each Section (Khand 1 and 2) · Courses 4, 5, 6: one from Section A + one from Section B.

Course 1 — Child Development & Educational Psychology

Task	Description
1	Spend a day with children from diverse (economic) backgrounds; report observations on physical, emotional, social, language, cultural, religious influences.
2	Identify learning difficulties of students and reasons; prepare and implement a Personalized Intervention Plan — Case Study Report.
3	Interview 4–5 parents from different socio-cultural and economic backgrounds on child-rearing practices and parenting styles.
4	Collate at least ten newspaper articles on parenting and childhood and critically analyse.
5	Design an activity to promote Panch-koshiya Vikas in children of your class.
6	Children at play — observe games, expression of feelings, cooperation, response to praise/criticism/winning, negotiation and conflict resolution.
7	Reflective essay: how cultural differences in socialization impact learning in the classroom.

Course 2 — Curriculum, Pedagogy and Assessment

Task	Description
1	Critically analyse NEP 2020: salient features and implications for foundational and preparatory stage.
2	Visit an innovative/alternative school; observe schooling and curricular transaction; report.
3	Essay on importance and possibilities of integrating IKS (Indian Knowledge Systems) in preparatory-level curriculum.
4	Compare curricular goals and competencies of foundational and preparatory stage; importance of FLN.
5	Choose one curricular goal for a subject; design learning outcomes and activities for any two competencies.
6	Interview 5 parents about expectations from schooling, parents' role; analyse and report.
7	Download PARAKH assessment cards; fill sample cards for 3 students; report strategies and challenges.

Course 3 — Pedagogy of Language-I (Hindi / Regional Language)

Task	Description
Khand 1 · 1	Critical discussion of main points on language education in NCF-FS 2022.
Khand 1 · 2	Critically analyse a Hindi/regional-language textbook of Class 1 or 2 (State/NCERT) against foundational language learning outcomes.

Khand 1 · 3	Critically analyse a Hindi/regional-language textbook of Classes 3–5 against preparatory-level learning outcomes.
Khand 2 · 1	Explain the four-block model; explain with example the classroom process for one component of one block.
Khand 2 · 2	Explain activities done with one children's-literature book; share children's experiences.
Khand 2 · 3	Create low-cost/no-cost TLM for one class; analyse your experience of using it.
Khand 2 · 4	How will you assess oral language at foundational level? Use five strategies in class and analyse your experience.

Course 4 — Pedagogy of Language-II (English / other than Lang-I)

Task	Description
A·1	Report on curricular and pedagogic recommendations of NCF-FS 2022 and NCF-SE 2023 for English (or any L-II/L-III).
A·2	Critically analyse NCERT/state English (L-II) textbook: outcomes, language, content, illustrations, inclusion, stereotypes, assessment.
A·3	Watch and critically analyse an English (L-II) video from DIKSHA; detailed report.
B·1	Unit plan (7–10 days) on a foundational/preparatory topic using the four-block model.
B·2	Challenges in English (L-II) learning in your multilingual classroom; strategies.
B·3	Assess oral language at foundational stage using five strategies; reflect.
B·4	Worksheet folder (at least 5) for reading/writing in context of four-block model.
B·5	Analyse notebooks/worksheets for error patterns; types, causes, suggested activities.
B·6	Prepare low-cost/no-cost material for language skills; use it and analyse.
B·7	Report on using Jaadui Pitara / e-Jaadui Pitara / ICT for L-II and link with outcomes.

Course 5 — Pedagogy of Mathematics

Task	Description
A·1	Critically analyse NCERT/state Mathematics textbook (language, illustrations, organisation, inclusion, stereotypes, assessment).
A·2	Watch and critically analyse a DIKSHA video on a foundational/preparatory topic; detailed report.
A·3	Report on NCF-SE 2023 and NCF-FS 2022 recommendations for mathematics education.
B·1	Unit plan (7–10 days) using the four-block approach in Mathematics.
B·2	Two TLRs in mathematics with instructional manual (objectives, scope, steps).
B·3	Worksheet folder (at least 5) for foundational numeracy.
B·4	Analyse written work for error patterns; types, causes, activities.
B·5	Report on use of Jaadui Pitara / e-Jaadui Pitara / ICT to teach a maths concept.
B·6	Unit test in one area of mathematics (place value/operations); administer, analyse, report.

Course 6 — Pedagogy of The World Around Us

Task	Description
A·1	Critically analyse NCERT (Our Wondrous World) / state EVS textbook.
A·2	Report on NCF-SE 2023 and NCF-FS 2022 recommendations for The World Around Us at preparatory stage.
A·3	Integrated unit plan for Class 1 or 2 promoting interdisciplinarity (art, sports, languages, maths).
A·4	Watch and analyse a DIKSHA video; detailed report.
B·1	Probe children's ideas/alternate conceptions on a topic (hint interviews, drawings, questionnaire); report.
B·2	Field trip (museum, monument, post office, park or market); four learning outcomes; interdisciplinary approach.
B·3	Develop 5 worksheets per PARAKH report-card guidelines.
B·4	Report on use of Jaadui Pitara / e-Jaadui Pitara / ICT in 'the world around us'.
B·5	Board game / EVS kit with instructional manual; process skills promoted.

7. Assessment, Passing Criteria & Certification

- ✎ **Internal:** theory courses 25 marks (1 credit) each from two mandatory assignments/projects; School Experience via lessons, portfolio, activities, reflective journal.
- ✎ **External:** Term-End Exam — C1 & C2: 75 marks, 3 hrs; C3–C6: 25 marks, 1 hr.

Passing: 50% in Practical · 40% in Theory exam · 50% in aggregate.
Certification: a certificate is issued on successful completion.

8. Online Admission Process, Helpdesk & State Nodal Officer

Step	What to do
1 Registration	Go to https://bridge.nios.ac.in → "Enroll Now" → follow instructions. Valid email + mobile; valid **UDISE+ school code** (school where you teach now).
2 Application form	Personal info with Appointment Date; address; subject and medium. Upload: passport photo, signature, B.Ed. certificate, appointment letter, self-certificate signed and stamped by Principal.
3 Fee	Online only: Debit/Credit card, Net banking, UPI. ₹70 per transaction extra. Non-refundable. Receipt generated; dashboard login sent to email after mobile/email authentication.
4 Verification	School Principal verifies → State Nodal Officer re-verifies → confirmation email/SMS. **Enrolment Number** and **Home School (Study Centre)** notified by email and dashboard.
5 Commencement	Dashboard shows start date, digital study material, orientation schedule and guidelines for online classes.
6 Login	Log in with credentials; all information through the Teacher's Dashboard.
7 Helpdesk	Email: bridge@nios.ac.in (shown as "example" in guide) · Helpline: 1800-180-9393 · Regional Centre contacts on NIOS website.

State Nodal Officer — action points

- ✎ Coordination & communication; state-level support mechanism for enrolment, monitoring, reporting.
- ✎ Verify eligible B.Ed. in-service primary teachers per the 08.04.2024 judgement/NCTE notification; timely portal verification for enrolment number generation by Principal.
- ✎ Advocacy & publicity; participation of DIETs, schools, district bodies.
- ✎ Monitor academic/administrative work; oversee DIETs, Home Schools and PCP institutions; supervise field staff; 20-day school experience monitored by nearest DIET.
- ✎ Grievance redressal and handholding of teachers; representation and reporting in state meetings.
- ✎ Quality assurance: contact classes, assignments, school experience, term-end exam; 80% attendance; portfolio, journal, lesson plans and activity records submitted on time; assignments uploaded on dashboards.

9. Where each document comes from

Every document set prepared for a learner and its exact source in the Programme Guide:

Document	Count	Marks	Source in Programme Guide	Contents
Assignments (Courses 1–6)	**12**	25 per course	Annexure 4; Table 2; Sec. 14-1-a	2 tasks per course following the section rule
Lesson plans	**40**	40 (10 per subject)	Annexure 2 → i(a); Sec. 8-B-i	10 each: Language-I, Language-II, Maths, TWAU/EVS
Reflective journal (diary)	**20**	20	Annexure 2 → iii	1 entry/day for 20 days
Summary report	**1**	5	Annexure 2 → structure table row 3	Overall summary of the 20 days
Portfolio	**5**	10 (5×2)	Annexure 2 → i(b)	Five best practices with samples
Activity & workshop records	**5**	25 (5×5)	Annexure 2 → ii	Any 5 of 8 tasks
Front page	1	—	Dashboard: enrolment no., home school; Admission step 4	Name, enrolment no., school (UDISE+), signature

School Experience: 40 + 10 + 25 + 25 (20 journal + 5 summary) = **100 marks · 4 credits**

10. Master Count Sheet & Checklist

Item	Count
Courses	7 (6 theory + 1 School Experience)
Credits / Marks	20 / 500
Units · Chapters (C1–6)	20 · 55 (9+9+11+11+7+8)
Assignments	12
Lesson plans (assessed)	40 (any 5 per subject = 20)
Journal entries + summary	20 + 1
Portfolio · Activity records	5 · 5
School experience	≥ 20 days, 80% attendance
Contact classes	10 days / 60 hours / 40 sessions
Term-end papers	6 (C1, C2: 3 hrs; C3–6: 1 hr)
Passing	50% practical · 40% theory · 50% aggregate

Checklist before upload

- ✎ Enrolment number, school and signature on every front page.
- ✎ 12 assignments — exactly 2 per course with section rule followed.

- ✎ 40 lesson plans — 10 each subject.
- ✎ 20 journal entries + summary report.
- ✎ 5 portfolio items · 5 activity records.
- ✎ Everything uploaded on the dashboard within the timeframe.

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11. GyanTech Guru Ji – Bridge Course Solutions & Links

Handwritten and PDF solution material for the NIOS Bridge Course 2026 listed on the course page (details and current rates on the website):

Solution	What it covers (as per Programme Guide)
12 Assignments (Courses 1–6)	2 tasks per course — Annexure 4; Hindi, English and other medium packs
40 Lesson Plans (Hindi, English, Maths, EVS)	10 per subject — Annexure 2 (i-a); state versions available
20-Day Reflective Journal	1 entry per day + summary report
Activity & Workshop Record (5 tasks)	5 mandatory tasks of Annexure 2 (ii)
Teacher Portfolio (5 best practices)	Annexure 2 (i-b)
Question Bank (2 PDFs)	For the Term-End Examination
Single PDFs & Complete Combo	Individual assignments, lesson-plan sets, journal days, activity tasks; full combo

All links (tap to open)

Link	URL
NIOS Bridge Course portal — syllabus, chapters, admission	https://bridge.nios.ac.in/
NIOS online course material	https://nios.ac.in/online-course-material.aspx
NIOS official site	https://www.nios.ac.in/
NIOS Tutor Mark Assignment (TMA) status	https://nios.ac.in/student-information-section/tutor-mark-assignment-status.aspx
GyanTech Guru Ji — NIOS Bridge Course 2026 page	https://gyantechguruji.com/nios-bridge-course-2026/
Class-wise assignments	https://gyantechguruji.com/nios-bridge-class-wise-assignments/
Tutor Mark Assignment (GyanTech Guru Ji)	https://gyantechguruji.com/tutor-mark-assignment/
WhatsApp 9518616764	https://wa.me/919518616764
Telegram	https://t.me/ThinkIndiaX
YouTube — GyanTech Guru Ji	https://www.youtube.com/@GyanTechGuruJi

Syllabus links — course-wise

Course	Where to open the syllabus / chapters
1. Child Development & Educational Psychology	https://bridge.nios.ac.in/ → open the course tab → chapter → "Download" → choose Hindi/English
2. Curriculum, Pedagogy and Assessment	https://bridge.nios.ac.in/ → open the course tab → chapter → "Download" → choose Hindi/English

3. Pedagogy of Language-I (Hindi / Regional Language)	https://bridge.nios.ac.in/ → open the course tab → chapter → "Download" → choose Hindi/English
4. Pedagogy of Language-II (English / other than Lang-I)	https://bridge.nios.ac.in/ → open the course tab → chapter → "Download" → choose Hindi/English
5. Pedagogy of Mathematics	https://bridge.nios.ac.in/ → open the course tab → chapter → "Download" → choose Hindi/English
6. Pedagogy of The World Around Us	https://bridge.nios.ac.in/ → open the course tab → chapter → "Download" → choose Hindi/English
7. School Experience (Practicum)	https://bridge.nios.ac.in/ → Programme Guide, Annexure 2

Note: the portal opens each chapter PDF through a pop-up "Download" button (medium selection), so a direct per-chapter link is not available. Open the portal and use the course tabs shown above.

12. Sources & Notes

- ✎ **Programme Guide:** "Six-Months Certificate Course (Bridge) in Primary Teacher Education", NIOS Academic Department — Sections 1–16, Annexures 1–4.
- ✎ **Portal:** https://bridge.nios.ac.in — course tabs and chapter lists (English and Hindi).
- ✎ **Chapter documents supplied:** Course 2 Assessment; Course 5 Ch.1; Course 6 Ch.1 — only their section headings are listed.
- ✎ Portal chapter numbering includes extra files (Curriculum, Glossary, Suggested Reading, Pre-Pages). Course 4 Ch.9 title on the portal repeats the oral-language title; the Programme Guide names it "Assessment of Reading".

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