



ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)

40-A, New Marine Lines, Churchgate, Mumbai – 400 020

REVISED SYLLABUS 2024-2025

TWO YEAR B.ED. (CBCS)

PROGRAM CODE: 4E00143

SEMESTER III

ACADEMIC YEAR: 2025 –2026

SEMESTER END EXAMINATION

INTERDISCIPLINARY COURSE 3: LANGUAGE ACROSS CURRICULUM

COURSE CODE: SXBED3IC3

QUESTION PAPER CODE: 101225

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.

1. Explain the concept and purpose of Language Across the Curriculum. Illustrate how LAC supports the development of subject-specific literacy in school education. 10
2. Examine the role of various registers in communication within school settings. How can teachers guide learners to use appropriate registers across different subjects? 10
3. Define multilingualism in the context of education. Elaborate on the challenges faced by teachers in multilingual classrooms and their remedies. 10
4. Elaborate the concept of the Language Acquisition Device (LAD) and Universal Grammar as per Chomsky's Innatist (Nativist) Theory of language acquisition. 10
5. 'Questioning strategy helps in engaging learners effectively in the classroom.' Analyze the role and impact of different types of questions on classroom discourse and oral language development. 10
6. "Extensive reading strategies help to build reading and referencing skills." Justify with reference to reading strategies. 10
7. Examine the interrelationship between listening, speaking, reading and writing competencies in disciplinary learning. Provide suitable examples that will strengthen overall communication skills across subjects. 10

8. 'Language for Specific Purposes is not merely about learning words, it is about empowering 10



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PAPER COURSE 4: ASSESSMENT FOR LEARNING

COURSE CODE: SXBED3CC4

QUESTION PAPER CODE: 081225

Time: 2 hours

Marks: 60

Instructions:

- Answer any 6 questions from the given 9 questions.
- Question Number 9 is compulsory.
- Answer any five questions from the remaining 8 questions.
- Marks are indicated against each question.

- Observe the following frequency distribution table and answer the following questions: 10

C.I	Frequency
70-79	3
60-69	5
50-59	4
40-49	12
30-39	10
20-29	6
10-19	8
0-9	2
	N=50

- Calculate the median of the distribution and Interpret the results. (5)
 - If Mean= 42.5 and S. D. is 5.5. Interpret with respect to the Normal Probability Curve (3)
 - In a Geography test, Sunita's PR is 65 and Smitha's PR is 56. Interpret and compare their performances. (2)
- Explain the levels of Psychomotor domain by R.H.Dave with examples 10
 - "Choice based credit system helps students to create a personalized academic journey. Justify with reference to the characteristics and significance of choice-based credit system 10
 - "Rubrics make assessment more authentic and valid." Enumerate with reference to the guidelines of developing and the uses of rubric 10
 - "Student Portfolio aids teacher to assess the student with evidence" Elucidate on the basis of designing a good student portfolio and uses of student portfolio. 10
 - Explain the meaning and features of any two types of assessment 10



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ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

COURSE CODE: SXBED3EC2EC

QUESTION PAPER CODE: 091225

Time: 2 hours

Marks: 60

Instructions:

- Answer any 6 questions from the given 9 questions.
- Question Number 9 is compulsory.
- Answer any five questions from the remaining 8 questions.
- Marks are indicated against each question.

1. Explain the concept of academic disciplines and discuss the Becher–Biglan typology. How does the nature of knowledge in different discipline types influence the teaching of Economics in schools? 10
2. Illustrate any three maxims of teaching ~~of~~ Economics. 10
3. “A good Economics textbook serves as a guide to a teacher and students.” Enumerate the characteristics of an economics text book. 10
4. Explain the uses of Social Networking and Open Educational Resource in transacting the Economics curriculum 10
5. “Seminars encourage active participation from students rather than passive listening.”. Justify the statement with regard to the use and role of teacher in using seminar method by the Economics teacher. 10
6. How can visits to bank enhance the teaching–learning process in Economics? Elaborate with reference to the procedure of the visit to a bank. 10
7. Illustrate any two cooperative methods of teaching ~~E~~conomics. 10
8. “Professional development is a must for today’s Economics teacher.” Justify with reference to the need and avenues of continuous professional development. 10
9. Attempt **any two** questions of the following: 10

p
c
q
a

Q. Att

ii.

i.

Instru

Time:



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ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

COURSE CODE: SXBED3EC2E

QUESTION PAPER CODE: 091225

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.

1. Explain the concept of Academic Disciplines with reference to the Becher-Biglan Typology. 10
2. 'Teaching English in multilingual classrooms is not merely about bridging language gaps, but about bridging worlds.' Justify with reference to challenges and remedies of teaching English in India. 10
3. Illustrate Palmer's principles of teaching English. 10
4. Elucidate the contemporary relevance of Indian English writers such as Arundhati Roy and Amitav Ghosh. How does postcolonial literature contribute to shaping the perspectives of learners in English classrooms? 10
5. Elaborate the Inductive and Deductive methods of grammar instruction emphasizing their advantages, limitations, suitable contexts for use and assessment techniques. 10
6. 'The expository and interactive techniques of teaching English enhance learner participation and comprehension.' Analyse the effectiveness of narration and questioning techniques with relevant examples. 10
7. Illustrate the Constructivist Approach (7Es model) in language teaching. Highlight the concepts, procedures and the ways it contributes to meaningful language learning in the English classroom. 10
8. 'Effective library management, reading programmes and guided activities can promote language acquisition among learners.' Illustrate the role of the library as a resource for teaching and learning English. 10
9. Attempt **any two** questions of the following: 10



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ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT: HISTORY

COURSE CODE: SXBED3EC2H

QUESTION PAPER CODE: 091225

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.

1. What is meant by an Academic Discipline? Explain the relationship between Academic Disciplines and school subject of History and Political Science. 10
2. Illustrate the Historical Thinking Concepts proposed by Peter Seixas and Tom Morton. 10
3. Elaborate the features of a good History textbook. How can a teacher address biases in the History and Political Science Textbook? 10
4. Explain the importance of Visual Learning Resources Maps and Models in the teaching of History and Political Science. 10
5. "Storytelling method make the teaching of History and Political Science meaningful and participatory." Justify with reference to the Process and Merits of Story Telling Method in the teaching of History and Political Science. 10
6. "Maxims make teaching of History and Political Science purposeful." Illustrate in the context of three Maxims of teaching History and Political Science. 10
7. Explain the Pedagogical and Globalization challenges faced by the History and Political Science Teacher. 10
8. "Professional Development fosters continuous learning among the teachers." Explain in the context of need and avenues of professional development of History and Political Science Teachers 10
9. Attempt **any two** questions of the following: 10



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ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

COURSE CODE: SXBED3EC2M

QUESTION PAPER CODE: 091225

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.

1. How will a teacher use Project Zero thinking routines in Mathematics teaching-learning? Illustrate with the use of any two PZs. 10
2. Illustrate how Geogebra can be a useful tool for teaching, learning and research in Mathematics. 10
3. "Mathematics is an integral part of societal development". Justify the statement with relevant examples. 10
4. How will correlation of Mathematics with other subjects help in wholistic Mathematics teaching learning? Illustrate the use of correlation of Mathematics with atleast two other subjects. 10
5. Explain the difference in Drill and Assignment, and enumerate the importance of these techniques in achieving the learning outcomes. 10
6. Illustrate the difference between Vertical Mathematisation and Horizontal Mathematisation. 10
7. "Mathematics Laboratory sparks interest and the spirit of experimentation in Mathematics". Justify with objectives, significance and working of Mathematics Laboratory. 10
8. "Professional Development avenues for Mathematics teachers are available within and outside the institution". Justify the statement. 10
9. Attempt **any two** questions of the following: 10

- a. Difference between Concentric and Topical method of curriculum organisation.



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ELECTIVE COURSE 2: PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

COURSE CODE: SXBED3EC2S

QUESTION PAPER CODE: 091225

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.

1. Elucidate the Becher-Biglan typology of Academic Disciplines. 10
2. "Inducto-Deductive approach is complementary to each other." Justify with reference to teaching of Science. 10
3. Elaborate the organization and significance of Science Club in the teaching of Science. 10
4. Explain the meaning and nature of Science. 10
5. Elaborate the avenues of professional development for a Science teacher. 10
6. "Use of Artificial Intelligence and the Science teaching apps will enhance the students understanding of the concepts in Science." Comment 10
7. Illustrate the 5 E Model of teaching Science. 10
8. "Correlation aids in unification of knowledge." Illustrate the external correlation of Science with any two school subjects. 10
9. Attempt **any two** questions of the following: 10
 - a. Explain the steps of PEOR with a suitable example.
 - b. Aims and Objectives of teaching Science across the Secondary Stage as outlined in NEP 2020