

**APPENDIX – I****STRUCTURE AND CONTENT OF SYLLABUS  
(Paper I and Paper II)****Paper I (for classes I to V) Primary Stage**

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|-----------|---|---------------------|
| <b>I.</b> | <b>Child Development and Pedagogy</b>   | <b>30 Questions</b> |
| a)        | <b>Child Development (Primary School Child)</b>   | <b>15 Questions</b> |
|           | <ul style="list-style-type: none"> <li>• Concept of development and its relationship with learning</li> <li>• Principles of the development of children</li> <li>• Influence of Heredity &amp; Environment</li> <li>• Socialization processes: Social world &amp; children (Teacher, Parents, Peers)</li> <li>• Piaget, Kohlberg and Vygotsky: constructs and critical perspectives</li> <li>• Concepts of child-centered and progressive education</li> <li>• Critical perspective of the construct of Intelligence</li> <li>• Multi-Dimensional Intelligence</li> <li>• Language &amp; Thought</li> <li>• Gender as a social construct; gender roles, gender-bias and educational practice</li> <li>• Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.</li> <li>• Distinction between Assessment for learning and assessment of learning; School-Based Assessment, Continuous &amp; Comprehensive Evaluation: perspective and practice</li> <li>• Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.</li> </ul> |                     |
|           | <b>b) Concept of Inclusive education and understanding children with special needs</b>  | <b>5 Questions</b>  |
|           | <ul style="list-style-type: none"> <li>• Addressing learners from diverse backgrounds including disadvantaged and deprived</li> <li>• Addressing the needs of children with learning difficulties, 'impairment' etc.</li> <li>• Addressing the Talented, Creative, Specially abled Learners</li> </ul>  |                     |
|           | <b>c) Learning and Pedagogy</b>   | <b>10 Questions</b> |
|           | <ul style="list-style-type: none"> <li>• How children think and learn; how and why children 'fail' to achieve success in school performance.</li> <li>• Basic processes of teaching and learning; children's strategies of learning; learning as a social activity; social context of learning.</li> <li>• Child as a problem solver and a 'scientific investigator'</li> <li>• Alternative conceptions of learning in children, understanding children's 'errors' as significant steps in the learning process.</li> <li>• Cognition &amp; Emotions</li> <li>• Motivation and learning</li> <li>• Factors contributing to learning – personal &amp; environmental</li> </ul>   |                     |

## II. Language I 30 Questions

### a) Language Comprehension 15 Questions

Reading unseen passages – two passages one prose or drama and one poem with questions on comprehension, inference, grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive)

### b) Pedagogy of Language Development 15 Questions

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

## III. Language – II 30 Questions

### a) Comprehension 15 Questions

Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability

### b) Pedagogy of Language Development 15 Questions

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

**IV Mathematics****30 Questions****a) Content****15 Questions**

- Geometry
- Shapes & Spatial Understanding
- Solids around Us
- Numbers
- Addition and Subtraction
- Multiplication
- Division
- Measurement
- Weight
- Time
- Volume
- Data Handling
- Patterns
- Money

**b) Pedagogical issues****15 Questions**

- Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning
- Place of Mathematics in Curriculum
- Language of Mathematics
- Community Mathematics
- Evaluation through formal and informal methods
- Problems of Teaching
- Error analysis and related aspects of learning and teaching
- Diagnostic and Remedial Teaching

**V. Environmental Studies****30 Questions****a) Content****15 Questions**

- i. Family and Friends:
  - 1.1 Relationships
  - 1.2 Work and Play
  - 1.3 Animals
  - 1.4 Plants
- ii. Food
- iii. Shelter
- iv. Water
- v. Travel
- vi. Things We Make and Do

**b) Pedagogical Issues****15 Questions**

- Concept and scope of EVS
- Significance of EVS, integrated EVS
- Environmental Studies & Environmental Education
- Learning Principles
- Scope & relation to Science & Social Science
- Approaches of presenting concepts
- Activities
- Experimentation/Practical Work
- Discussion
- CCE
- Teaching material/Aids
- Problems

**Paper II (for classes VI to VIII) Elementary Stage****I. Child Development and Pedagogy****30 Questions****a) Child Development (Elementary School Child)****15 Questions**

- Concept of development and its relationship with learning
- Principles of the development of children
- Influence of Heredity & Environment
- Socialization processes: Social world & children (Teacher, Parents, Peers)
- Piaget, Kohlberg and Vygotsky: constructs and critical perspectives
- Concepts of child-centered and progressive education
- Critical perspective of the construct of Intelligence
- Multi-Dimensional Intelligence
- Language & Thought
- Gender as a social construct; gender roles, gender-bias and educational practice
- Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.
- Distinction between Assessment for learning and assessment of learning; School-Based Assessment, Continuous & Comprehensive Evaluation: perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.

**b) Concept of Inclusive education and understanding children with special needs****5 Questions**

- Addressing learners from diverse backgrounds including disadvantaged and deprived
- Addressing the needs of children with learning difficulties, 'impairment' etc.

- Addressing the Talented, Creative, Specially abled Learners

**c) Learning and Pedagogy 10 Questions**

- How children think and learn; how and why children 'fail' to achieve success in school performance.
- Basic processes of teaching and learning; children's strategies of learning; learning as a social activity; social context of learning.
- Child as a problem solver and a 'scientific investigator'
- Alternative conceptions of learning in children, understanding children's 'errors' as significant steps in the learning process.
- Cognition & Emotions
- Motivation and learning
- Factors contributing to learning – personal & environmental

**II. Language I 30 Questions**

**a) Language Comprehension 15 Questions**

Reading unseen passages – two passages one prose or drama and one poem with questions on comprehension, inference, grammar and verbal ability (Prose passage may be literary, scientific, narrative or discursive)

**b) Pedagogy of Language Development 15 Questions**

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

**III. Language – II 30 Questions**

**a) Comprehension 15 Questions**

Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability

**b) Pedagogy of Language Development 15 Questions**

- Learning and acquisition
- Principles of language Teaching
- Role of listening and speaking; function of language and how children use it as a tool
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language Skills
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching – learning materials: Textbook, multi-media materials, multilingual resource of the classroom
- Remedial Teaching

**IV. Mathematics and Science 60 Questions**

**(i) Mathematics 30 Questions**

**a) Content 20 Questions**

- **Number System**
  - Knowing our Numbers
  - Playing with Numbers
  - Whole Numbers
  - Negative Numbers and Integers
  - Fractions
- **Algebra**
  - Introduction to Algebra
  - Ratio and Proportion
- **Geometry**
  - Basic geometrical ideas (2-D)
  - Understanding Elementary Shapes (2-D and 3-D)
  - Symmetry: (reflection)
  - Construction (using Straight edge Scale, protractor, compasses)
- **Mensuration**
- **Data handling**

- b) Pedagogical issues** **10 Questions**
- Nature of Mathematics/Logical thinking
  - Place of Mathematics in Curriculum
  - Language of Mathematics
  - Community Mathematics
  - Evaluation
  - Remedial Teaching
  - Problem of Teaching
- (ii) Science** **30 Questions**
- a) Content** **20 Questions**
- **Food**
    - Sources of food
    - Components of food
    - Cleaning food
  - **Materials**
    - Materials of daily use
  - **The World of the Living**
  - **Moving Things People and Ideas**
  - **How things work**
    - Electric current and circuits
    - Magnets
  - **Natural Phenomena**
  - **Natural Resources**
- b) Pedagogical issues** **10 Questions**
- Nature & Structure of Sciences
  - Natural Science/Aims & objectives
  - Understanding & Appreciating Science
  - Approaches/Integrated Approach
  - Observation/Experiment/Discovery (Method of Science)
  - Innovation
  - Text Material/Aids
  - Evaluation – cognitive/psychomotor/affective
  - Problems
  - Remedial Teaching

**V. Social Studies/Social Sciences****60 Questions****a) Content****40 Questions**

- **History**
  - When, Where and How
  - The Earliest Societies
  - The First Farmers and Herders
  - The First Cities
  - Early States
  - New Ideas
  - The First Empire
  - Contacts with Distant lands
  - Political Developments
  - Culture and Science
  - New Kings and Kingdoms
  - Sultans of Delhi
  - Architecture
  - Creation of an Empire
  - Social Change
  - Regional Cultures
  - The Establishment of Company Power
  - Rural Life and Society
  - Colonialism and Tribal Societies
  - The Revolt of 1857-58
  - Women and reform
  - Challenging the Caste System
  - The Nationalist Movement
  - India After Independence
  
- **Geography**
  - Geography as a social study and as a science
  - Planet: Earth in the solar system
  - Globe
  - Environment in its totality: natural and human environment
  - Air
  - Water
  - Human Environment: settlement, transport and communication
  - Resources: Types-Natural and Human
  - Agriculture



- **Social and Political Life**
  - Diversity
  - Government
  - Local Government
  - Making a Living
  - Democracy
  - State Government
  - Understanding Media
  - Unpacking Gender
  - The Constitution
  - Parliamentary Government
  - The Judiciary
  - Social Justice and the Marginalised

**b) Pedagogical issues**

**20 Questions**

- Concept & Nature of Social Science/Social Studies
- Class Room Processes, activities and discourse
- Developing Critical thinking
- Enquiry/Empirical Evidence
- Problems of teaching Social Science/Social Studies
- Sources – Primary & Secondary
- Projects Work
- Evaluation

**Note: For Detailed syllabus of classes I-VIII, please refer to NCERT syllabus and textbooks**