

**STRUCTURE AND CONTENT OF SYLLABUS  
(Paper I and Paper II)**

**Paper I (for classes 1 to V) Primary Stage**

<b>I. Child Development and Pedagogy</b>	<b>30 Questions</b>
<b>a) 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 back grounds including disadvantaged and deprived</li> <li>• Addressing the needs of children with learning difficulties, "impairment" etc.</li> <li>• Addressing the Talented, Creative, Specially baled 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**

**30Questions**

**a) Language Comprehension**

**15Questions**

- 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**

**15Questions**

- 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,multi lingual 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**

**15Questions**

- 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:  
Relationships  
Work and Play  
Animals  
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**

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|------------|---|---------------------|
| <b>I.</b>  | <b>Child Development and Pedagogy</b>   | <b>30 Questions</b> |
|            | <b>a) Child Development (Elementary 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 back grounds 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 solve rand 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>  |                     |
| <b>II.</b> | <b>Language</b>   | <b>30 Questions</b> |
|            | <b>a) Language Comprehension</b>  | <b>15 Questions</b> |
|            | <p>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)</p>   |                     |

<p><b>b) Pedagogy of Language Development</b></p> <ul style="list-style-type: none"> <li>• Learning and acquisition</li> <li>• Principles of language Teaching</li> <li>• Role of listening and speaking; function of language and how children use</li> <li>• IT as a tool</li> <li>• Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;</li> <li>• Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders</li> <li>• Language Skills</li> <li>• Evaluating language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching-learning materials:Textbook,multi-media materials,multi lingual resource of the classroom</li> <li>• Remedial Teaching</li> </ul>	<p><b>15 Questions</b></p>
<p><b>III. Language-II</b></p>	
<p><b>a) Comprehension</b></p> <ul style="list-style-type: none"> <li>• Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability</li> </ul>	<p><b>15 Questions</b></p>
<p><b>b) Pedagogy of Language Development</b></p> <ul style="list-style-type: none"> <li>• Learning and acquisition</li> <li>• Principles of language Teaching</li> <li>• Role of listening and speaking; function of language and how children use it as a tool</li> <li>• Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;</li> <li>• Challenges of teaching language in a diverse classroom ; language difficulties, errors and disorders</li> <li>• Language Skills</li> <li>• Evaluating language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching- learning materials:Textbook,multi-media materials, multi lingual resource of the classroom</li> <li>• Remedial Teaching</li> </ul>	<p><b>15 Questions</b></p>
<p><b>IV. Mathematics and Science</b></p>	
<p><b>(i) Mathematics</b></p>	<p><b>30 Questions</b></p>
<p><b>a) Content</b></p>	<p><b>20 Questions</b></p>
<p><b>Number System</b></p> <ul style="list-style-type: none"> <li>• Knowing our Numbers</li> <li>• Playing with Numbers</li> <li>• Whole Numbers</li> <li>• Negative Numbers and Integers</li> <li>• Fractions</li> </ul>	
<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Introduction to Algebra</li> <li>• Ratio and Proportion</li> </ul>	

**Geometry**

- Basic geometrical ideas(2-D)
- Understanding Elementary Shapes(2-Dand3-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

**i) 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/psycho-motor/affective
- Problems
- Remedial Teaching

<b>V.</b>	<b>Social Studies/Social Sciences</b>	<b>60 Questions</b>
<b>a)</b>	<b>Content</b>	<b>40 Questions</b>
	❖ <b>History</b>	
	<ul style="list-style-type: none"> <li>• When, Where and How</li> <li>• The Earliest Societies</li> <li>• The First Farmers and Herders</li> <li>• The First Cities</li> <li>• Early States</li> <li>• New Ideas</li> <li>• the first Empire</li> <li>• Contacts with Distant lands</li> <li>• Political Developments</li> <li>• Culture and Science</li> <li>• New Kings and Kingdoms</li> <li>• Sultans of Delhi</li> <li>• Architecture</li> <li>• Creation of an Empire</li> <li>• Social Change</li> <li>• Regional Cultures</li> <li>• The Establishment of Company Power</li> <li>• Rural Life and Society</li> <li>• Colonialism and Tribal Societies</li> <li>• The Revolt of 1857-58</li> <li>• Women and reform</li> <li>• Challenging the Caste System</li> <li>• The Nationalist Movement</li> <li>• India After Independence</li> </ul>	
	❖ <b>Geography</b>	
	<ul style="list-style-type: none"> <li>• Geography as a social study and as a science</li> <li>• Planet: Earth in the solar system</li> <li>• Globe</li> <li>• Environment in its totality: natural and human environment</li> <li>• Air</li> <li>• Water</li> <li>• Human Environment: settlement, transport and communication</li> <li>• Resources: Types-Natural and Human</li> <li>• Agriculture</li> </ul>	

❖ **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 text books**