

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

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

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|-----------|---|---------------------|
| <b>I.</b> | <b>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 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>   |                     |

<b>II. Language I</b>	<b>30 Questions</b>
<b>a) Language Comprehension</b> 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>15 Questions</b>
<b>b) Pedagogy of Language Development</b> <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, multilingual resource of the classroom</li> <li>• Remedial Teaching</li> </ul>	<b>15 Questions</b>
<b>III. Language - II</b>	<b>30 Questions</b>
<b>a) Comprehension</b> Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability	<b>15 Questions</b>
<b>b) Pedagogy of Language Development</b> <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, multilingual resource of the classroom</li> <li>• Remedial Teaching</li> </ul>	<b>15 Questions</b>

<b>IV Mathematics</b>	<b>30 Questions</b>
<b>a) Content</b> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Shapes &amp; Spatial Understanding</li> <li>• Solids around Us</li> <li>• Numbers</li> <li>• Addition and Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Measurement</li> <li>• Weight</li> <li>• Time</li> <li>• Volume</li> <li>• Data Handling</li> <li>• Patterns</li> <li>• Money</li> </ul>	<b>15 Questions</b>
<b>b) Pedagogical issues</b> <ul style="list-style-type: none"> <li>• Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning</li> <li>• Place of Mathematics in Curriculum</li> <li>• Language of Mathematics</li> <li>• Community Mathematics</li> <li>• Evaluation through formal and informal methods</li> <li>• Problems of Teaching</li> <li>• Error analysis and related aspects of learning and teaching</li> <li>• Diagnostic and Remedial Teaching</li> </ul>	<b>15 Questions</b>
<b>V. Environmental Studies</b>	<b>30 Questions</b>
<b>a) Content</b> <ul style="list-style-type: none"> <li>i. Family and Friends: <ul style="list-style-type: none"> <li>Relationships</li> <li>Work and Play</li> <li>Animals</li> <li>Plants</li> </ul> </li> <li>ii. Food</li> <li>iii. Shelter</li> <li>iv. Water</li> <li>v. Travel</li> <li>vi. Things We Make and Do</li> </ul>	<b>15 Questions</b>

**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

##### v Number System

- Knowing our Numbers
- Playing with Numbers
- Whole Numbers
- Negative Numbers and Integers
- Fractions

##### v Algebra

- Introduction to Algebra
- Ratio and Proportion

##### v 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

i) <b>Science</b>	<b>30 Questions</b>
	<b>a) Content 20 Questions</b>
❖ <b>Food</b>	
• Sources of food	
• Components of food	
• Cleaning food	
❖ <b>Materials</b>	
• Materials of daily use	
❖ <b>The World of the Living</b>	
❖ <b>Moving Things People and Ideas</b>	
❖ <b>How things work</b>	
• Electric current and circuits	
• Magnets	
❖ <b>Natural Phenomena</b>	
❖ <b>Natural Resources</b>	
<b>b) Pedagogical issues</b>	<b>10 Questions</b>
• 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	
<b>V. Social Studies/Social Sciences</b>	<b>60 Questions</b>
<b>a) Content</b>	<b>40 Questions</b>
❖ <b>History</b>	
• 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**

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