1. Child Development and Pedagogy
   a) Child Development (Primary School Child)
      - Concept of development and its relationship with learning.
      - Principles of the development of children.
      - Influence of Heredity & Environment.
      - Piaget, Kohleberg 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
      - 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 & Pedagogy
      - Basic processes of teaching & 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 step in the learning process.
      - Cognition & Emotions.
      - Motivation & Learning.
      - Factors contributing to learning – personal & environmental

II. Language – I
   a) Language Comprehension
      - 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
      - Learning & 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, Textbooks, 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 & 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 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.
- Languages 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 & Friends:

1.1 Relationships
1.2 Work & 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.

- Concepts 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 Class VI to VIII) Elementary Stage

I. Child Development and Pedagogy 30 Questions.

a) Child Development (Elementary School Child) 15 Questions.

- Concepts of development and its relationship with learning
- Principles of the development of children
- Influence of Heredity & Environment
- Piaget, Kohleberg 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 & Pedagogy 10 Questions.

- Basic processes of teaching & 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 step in the learning process.
- Cognition & Emotions.
- Motivation & Learning.
- Factors contributing to learning – personal & environmental

II. Language – I 30 Questions.
a) Language Comprehension

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

- Learning & 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, Textbooks, multi-media materials, multilingual resource of the classroom.
- Remedial Teaching.

III Language – II

a) Comprehension

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

b) Pedagogy of Language Development

- 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 classrooms, language difficulties, errors and disorders.
- Language skills.
- Evaluating language comprehension and proficiency: speaking, listening, reading and writing
- Teaching – learning materials: Textbook, multi-media classroom
- Remedial Teaching.

IV Mathematics

(i) Mathematics

a) Content

* Number System
  - Knowing our Numbers
  - Playing with Numbers
  - Whole Numbers
  - Negative Numbers and Integers
  - Fractions

* Algebra
  - Introduction to Algebra
  - Ration 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)
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

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 Materials / 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 and as a science
• Planet: Earth in the solar system
• Globe
• Environment in its totality: natural and human environmental
• 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

• Concepts & 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 Class I-VIII, Please refer to NCERT Syllabus and Textbooks.