

## **CHAPTER- II**

### **STRUCTURE AND CONTENT OF SYLLABUS** (Paper- II for classes VI to VIII)

#### **Upper Primary Stage**

#### **I. Child Development and Pedagogy ( 30 Questions)**

##### **a) Child Development (Upper Primary 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 (Teachers, 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(English): (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( Hindi): (30 Questions)**

### **a) Comprehension: (15 Questions)**

Two unseen prose passages (discursive or literary or narrative or scientific) with questions 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. (A) 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)
- Constructions (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
- Problems of Teaching

**(ii) Science:**

**(30 Questions)**

**a) Content:**

**(20 Questions)**

**I. Food**

- Sources of food
- Components of food
- Cleaning food

**II.. Materials**

- Materials of daily use

**III. The World of the Living**

**IV. Moving Things, People and Ideas**

**V. How things work**

- Electric current and circuits
- Magnets

**VI. Natural Phenomena**

**VII. 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)**

**(i) 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

**(ii) 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

### **(iii) 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

### **c) 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 prescribed in the schools of Arunachal Pradesh**