CHILD DEVELOPMENT AND PEDAGOGY (Marks: 30)

1. DEVELOPMENT OF CHILD
   - Development, Growth & Maturation - Concept & Nature
   - Principles of Development & their educational implications
   - Factors influencing Development - Biological, Psychological, Sociological
   - Understanding Development - Piaget, Kohlberg, Chomsky, Carl Rogers and Erikson
   - Individual differences - Intra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Thinking (Divergent & Convergent), Intelligence and their Assessment
   - Development of Personality - Concept, Factors effecting development of Personality, Child Rearing Practices, Self-Concept
   - Adjustment, Behavioral problems, Defense Mechanisms, Mental Health
   - Methods and Approaches of Child Development – Introspection, Observation, Interview, Case study, Experimental, Rating Scales, Anecdotal Records, Questionnaire, Cross sectional and Longitudinal
   - Developmental tasks and Hazards

2. UNDERSTANDING LEARNING
   - Concept, Nature of Learning - Input - Process - Outcome
   - Factors of Learning - Personal and Environmental
   - Approaches to Learning and their applicability - Behaviorism (Skinner, Pavlov, Thorndike), Constructivism (Piaget, Vygotsky), Gestalt (Kohler, Koffka) and Observational (Bandura)
   - Dimensions of Learning - Cognitive, Affective and Performance
   - Motivation and Sustenance -its role in learning.
   - Memory & Forgetting
   - Transfer of Learning

3. PEDAGOGICAL CONCERNS
   - Teaching and its relationship with learning and learner
   - Learners in Contexts: Situating learner in the socio-political and cultural context
   - Children from diverse contexts - Children With Special Needs (CWSN), Inclusive Education
   - Understanding of Pedagogic methods - Enquiry based learning, Project based learning, Survey, Observation and Activity based learning, Co-operative & Collaborative learning
   - Individual and Group learning: Issues and concerns with respect to organizing learning in class room like Study habits, Self learning and Learning to learn skills
   - Organizing learning in heterogeneous class room groups - Socio-economic background, Abilities and Interest
   - Paradigms of organizing Learning - Teacher centric, Subject centric and Learner centric
   - Theory of Instruction - Bruner
   - Teaching as Planned activity - Elements of Planning
   - Phases of Teaching - Pre active, Interactive and Post active
   - General and Subject related skills, competencies required in teaching and attributes of good facilitator
   - Learning resources - Self, Home, School, Play, Community, Technology
   - Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation : Perspective & Practice
II. LANGUAGE - I Hindi (Marks : 30)

(A) CONTENT

Marks: 24

I. अवबोध

1. अपठित गद्य
2. अपठित पद्य

II. कवि, काव्य - रचनाकार (लेखक) रचनाएँ - विधाएँ

III. अकर्मक - सकर्मक क्रियाएँ

वाक्य - वाक्य के भेद, कर्म वाक्य, कर्म वाक्य, भाव वाक्य, वाक्य और प्रयोग वाक्य क्रम, घटना क्रम

IV. वर्णमाला, शब्द, भेद, वचन, लिंग, कारक, काल, विराम विचुन, संधि, समास,

वितोम शब्द, समान अर्थ, भिन्नार्थ, मुहावरे, कहावतें, तोकोफळयाँ

(B) भाषा - शिक्षण - विधियाँ (Methodology)  

Marks: 06

I. भाषा का स्वरूप - भाषा की प्रकृति

अर्थ - परिभाषा, व्यजन विज्ञान, शब्द, वाक्य विज्ञान, विविध स्तरों पर हिंदी शिक्षण के लक्ष्य

II. भाषा-कोशों का विकास

गुजरात, गोलाना, पड़ता, लिखना

III. हिंदी अध्यापक और शिक्षण-विधियाँ

अच्छे शिक्षक और अच्छे शिक्षण की विशेषताएँ

भाषा - शिक्षण के सामान्य मार्गप्रदेश

भाषा - शिक्षण की प्रणालियाँ

भाषा - शिक्षण के पद्धतियाँ (प्रत्यय, परोक्ष, खेल, मॉडलरी, स्वर्णियता, स्वाभाव, डाटम, रासिया, रासिया, अर्थशास्त्र, विलियम, क्रियालय, सूक्ष्म शिक्षण)

IV. पाठ्यक्रम और सहायकी क्रियाएँ

पाठ्यक्रम, पाठ्यपुस्तक, पुस्तकालय, दुर्ग-श्रद्धा उपकरण (शिक्षण उपकरण),

भाषा की दृष्टि से सहयोगी सहायकी क्रियाएँ

V. शिक्षण और योजना

आवश्यकता, उपयोगिता, इकाई योजना, पाठ्य योजना

VI. मूल्यांकन

मूल्यांकन की धारणा, निरंतर समग्र मूल्यांकन, उत्तम परीक्षा की विशेषताएँ,

प्रश्न पत्र का निर्माण, उपलब्ध परीक्षा अभिलेख
III. LANGUAGE - II (ENGLISH) (Marks: 30)

CONTENT (Marks: 24)

5. Degrees of Comparison 6. Direct and Indirect Speech 7. Questions and question tags,
Sentences, 15. Sequencing of the Sentences in the given paragraph 16. Error
identification within a sentence.

PEDAGOGY (Marks: 06)

1. Aspects of English:- (a) English language - History, nature, importance, principles of
English as second language (b) Problems of teaching / learning English
2. Objectives of teaching English.
3. Phonetics
4. Development of Language skills:- (a) Listening, Speaking, Reading & Writing (LSRW).
   (b) Communicative skills.
5. Approaches, Methods, Techniques of teaching English.
   (a) Introduction, Definition and Types of approaches methods and techniques of
   teaching English (b) Remedial teaching.
6. Teaching of structures and vocabulary items.
7. Teaching learning materials in English
8. Lesson Planning
9. Curriculum & Textbooks
10. Evaluation in English language Teaching - CCE

IV. MATHEMATICS (Marks: 30)

CONTENT (Marks: 24)

1. Number System:
   Natural Numbers, Whole Numbers, Integers, Rational Numbers & their fundamental
   operations (addition, subtraction, multiplication and division). Primes Composite
   Numbers, Co-Primes, Twin Primes, Relationship between LCM & GCD, Indian
   currency, Representation of Natural, Whole, integers and rational numbers on a
   number line. Terminating and Non-terminating decimals, Non-terminating but
   recurring decimals, square, square root, cube, cube roots of numbers, Pythagorean
   triplets. Applications on number system
2. Fractions:
   Concept of Fractions, Proper Fractions, Improper Fractions, Mixed Fractions,
   Decimal Fractions, Comparison, Fundamental operations on fractions (addition,
   subtraction, multiplication and division), Representation of a fraction in pictorial form
   and on a number line, reciprocal of fraction, uses of fractions in daily life
3. Arithmetic:
   Unitary method, percentages, profit and loss, ratio and proportion, direct proportion,
   discount, simple interest, compound interest, time and work, time and distance, tax
   (Vat).
4. **Geometry:**
   Basic idea of geometry (2D & 3D shapes), types of angles, construction and measurement of angles, types of angles, lines, triangles, types of triangles, quadrilaterals, types of quadrilaterals, congruence, property of congruencies of triangles (SAS, SSS, ASA, RHS), construction of triangles and quadrilaterals, patterns with geometrical shapes, representing 3D Shapes into 2D Shapes, Euler's relation, Properties of triangles, parallelogram, trapezium, Rhombus, Rectangle, Square and Kite, Concept of Circles, Symmetry.

5. **Measurements:**
   Length, Weight, Capacity, Time and their Standard Units, Surface Area and volume of a cube and a cuboids, perimeter and area of triangle, quadrilateral, parallelogram, rectangle, Rhombus, Square and Trapezium. Circumference of a circle, Area of Circle, Circular paths, other polygons and sector in a circle.

6. **Data Applications:**
   Introduction to Data, Data Presentation, Preparation of Frequency distribution table, Bar Graph, Pictograph, Histogram, Mean, Median and Mode of ungrouped data, determination of Mean by deviation method, Cumulative Frequency Distribution Table, Frequency Polygon, Frequency Curve and Cumulative Frequency Curves.

7. **Algebra:**
   Introduction to Algebra, Simple equations, solving linear equation in one variable, exponents and powers, Algebraic expressions, Addition, Subtraction, Multiplication, Division and Factorisation of algebraic expressions, algebraic identities.

**PEDAGOGY (Marks: 06)**

1. Definitions and Nature of Mathematics
2. Aims, values, instructional objectives of teaching Mathematics and Academic Standards
3. Methods of Teaching Mathematics
4. Instructional material in Mathematics - TLM in Mathematics
5. Instructional Planning
6. Continuous Comprehensive Evaluation (CCE) – Formative Assessment, Summative Assessment – Processes and procedures
7. Designing, Administration, Analysis of scholastic Achievement test (SAT)
8. Diagnostic and Remedial Teaching
9. The Mathematics Teacher
10. Resource Utilization
11. Curriculum and Text Book
V. ENVIRONMENTAL STUDIES (Marks: 30)

CONTENT (Marks: 24)

1. **My Family** - My Family - Family tree, migration, changing structures of family - nuclear and joint families, festivals.
2. **Work & Play** - Occupations, Child labor, Games - Local, National and International, Marshal Arts, Effects of games on respiration and breathing, fairs, Circus.
3. **Plants and Animals** - Plants & animals in our surroundings, Plant & Animal products, parts of a plant, photosynthesis, parts of a flower, pollination, fertilization, fruits, seeds. Wild & cultivated plants, wild & domestic animals their food, arrangement of teeth in animals.
4. **Our Food** - Different types of food, storage of grains and vegetables, storage of food, Food - animal husbandry, Nutrients of food, deficiency diseases.
5. **Shelter** - Need, different types of houses, electrical appliances - their use, social life in ants and honey bees, Animals shelter - variation.
6. **Air** - Importance of air, composition of air, atmospheric pressure, diseases spread through air and their prevention, air pollution - causes, its impact, and measures to prevent, Green House effect.
8. **Water** - Importance, water resources, tanks, aquatic flora and fauna, measurement of liquids, Water pollution - causes, impact, measures to prevent, purification of water, drought, floods.
9. **Our Body - Health - Cleanliness** - External, Internal parts of our body, Bones, Muscles, Sense organs, Digestion, Respiration, Nervous system, Excretory system, Circulatory system, First Aid.
10. **Mapping** - Direction, Mandal, District, State, India
11. **History and culture of India** - Evolution of Man, Pre-historic period, Indian culture and Heritage, Civilization, Medieval period culture, Ancient monuments, Religious movements: Jainism, Buddhism, Bhakti movement, Great personalities, Indian freedom movement, Modern India.
12. **Our country (India)** - Location, Area, Physical features, Climate, Natural resources, Continents and Oceans, Historical places in India, Population.
14. **Indian constitution** – Preamble, Major concepts, Fundamental rights, Fundamental duties, Child Rights
15. **Security** – Earth Quakes, Floods, Fire, First Aid, 108, 104 Vehicles

PEDAGOGY (Marks: 06)

1. Concept and scope of Environmental Studies (Science & Social Studies)
2. Aims & Objectives of teaching Environmental Studies (Science & Social Studies) Academic Standards of Teaching EVS
3. Relation to Science and Social Studies
4. Curriculum and its transaction
5. Learning Environment
6. CCE