

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

Paper I (for classes 1 to V) Primary Stage

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|-----------|---|---------------------|
| I. | Child Development and Pedagogy | 30 Questions |
| | a) Child Development (Primary School Child) | 15 Questions |
| | <ul style="list-style-type: none"> • 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 |
| | <ul style="list-style-type: none"> • 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 |
| | <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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

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

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)
- 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/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 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

A. PROCEDURE TO BE FOLLOWED DURING CONDUCT OF CTET

1. The examination rooms/hall will be opened at 7:30 am for Shift – I and 12.30PM for Shift - II i.e. 120 minutes before the commencement of test. Candidates should take their seat immediately after opening of the examination hall. If the candidates do not report in time due to any reason i.e. traffic jam, train/bus delay etc, they are likely to miss some of the general instructions to be announced in the Examination Hall.
2. The candidate must show, the Admit Card downloaded from CTET official website for admission in the examination room/hall. A candidate who does not possess the valid Admit Card shall not be permitted for the examination under any circumstances by the Centre Superintendent.
3. A seat indicating roll number will be allocated to each candidate. Candidates should find and occupy their allocated seat only." Any candidate found to have changed room or the seat on his/her own other than allotted, his/her candidature shall be cancelled and no plea would be accepted for it.
4. **A candidate who comes after the commencement of the examination shall not be permitted to sit in the examination. The candidates shall report at the Examination Centre at 7:30am for Shift – I and 12.30PM for Shift - II i.e. 120 minutes before the examination.**
5. **Candidates are not allowed to carry the following items inside the centres :-**
 - a) **Any stationery item like textual material (printed or written), bits of papers, Geometry/Pencil Box, Plastic Pouch, Calculator, Scale, Writing Pad, Pen drives, Eraser, Calculator, Log Table, Electronic Pen/scanner, Cardboard etc.**
 - b) **Any communication devices like Mobile phones, Bluetooth, Earphones, Microphone, Pager, Health band etc.**
 - c) **Any Watch/Wrist watch, wallet, goggles, handbags, Gold/artificial ornaments etc.**
 - d) **Any other item which could be used for unfair means and for hiding communication devices/gadgets like Camera, Bluetooth device etc.**
6. No candidate, without the special permission of the Invigilator concerned, will leave his/her seat or Examination Room until the full duration of the paper is over.
7. Smoking, chewing gutka, spiting etc. in the Examination Hall/Room is strictly prohibited.
8. Tea, coffee, cold drinks or snacks are not allowed to be taken into the examination rooms during examination hours.
9. **The test will start exactly at the time mentioned in the Admit Card and an announcement to this effect will be made by the invigilator.**
10. **During the examination invigilator will check Admit Card of all the candidates to verify the identity of the candidate.**
11. **The candidate should ensure that the question paper available on the computer is as per his/her opted subject/language indicated in the Admit Card. In case, the subject of question paper is other than his/her opted subject/language, the same may be brought to the notice of the Invigilator concerned.**
12. **Candidate may approach the Centre Superintendent/Invigilator in the room for any technical assistance, first aid emergency or any other information during the course of examination.**

13. In case, a candidate, by furnishing false information, appears in more than one shift/date, his/her candidature will be cancelled and his/her result will not be declared.
14. For those who are unable to appear on the scheduled date of test for any reason, retest shall not be held by the CTET under any circumstances.

15. ROUGH WORK:

All calculations/writing work are to be done only in the Rough Sheet provided at the Test Centre in the examination Room/Hall and on completion of the test, candidates must hand over the Rough Sheets to the Invigilator on duty in the Room/Hall.

16. UNFAIR MEANS:

Candidates shall maintain proper silence and attend their Question Paper only. Any conversation or gesticulation or disturbance in the Examination Room/Hall shall be deemed as misbehavior. If a candidate is found using unfair means or impersonating, his/her candidature shall be cancelled and he/she will be liable to be debarred for taking examination either permanently or for a specified period according to the nature of offence.

If any candidate is in possession of any item(s) as mentioned in Para 5 above, his/her candidature for current examination will be cancelled and also liable to be debarred for future examination(s).