



CTET- JULY 2013

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

Paper I (for classes I to V) Primary Stage:

I. Child Development and Pedagogy

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|---|---------------------|
| | 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
- 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 **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
- 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:**
 - 1.1 Relationships
 - 1.2 Work and 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**
 - 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. (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)
 - 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

- (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)
- InJULY ation
- 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

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