



## CTET Primary Level Syllabus

CTET – JULY, 2023

APPENDIX-I

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

#### Paper I (for classes 1 to V) Primary Stage

- |           |   |                     |
|-----------|---|---------------------|
| <b>I.</b> | <b>Child Development and Pedagogy</b>   | <b>30 Questions</b> |
| <b>a)</b> | <b>Child Development (Primary School Child)</b>   | <b>15 Questions</b> |
|           | <ul style="list-style-type: none"> <li>• Concept of development and its relationship with learning</li> <li>• Principles of the development of children</li> <li>• Influence of Heredity &amp; Environment</li> <li>• Socialization processes: Social world &amp; children (Teacher, Parents, Peers)</li> <li>• Piaget, Kohlberg and Vygotsky: constructs and critical perspectives</li> <li>• Concepts of child-centered and progressive education</li> <li>• Critical perspective of the construct of Intelligence</li> <li>• Multi-Dimensional Intelligence</li> <li>• Language &amp; Thought</li> <li>• Gender as a social construct; gender roles, gender-bias and educational practice</li> <li>• Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.</li> <li>• Distinction between Assessment for learning and assessment of learning; School-Based Assessment, Continuous &amp; Comprehensive Evaluation: perspective and practice</li> <li>• Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and for assessing learner achievement.</li> </ul> |                     |
| <b>b)</b> | <b>Concept of Inclusive education and understanding children with special needs</b>   | <b>5 Questions</b>  |
|           | <ul style="list-style-type: none"> <li>• Addressing learners from diverse backgrounds including disadvantaged and deprived</li> <li>• Addressing the needs of children with learning difficulties, „impairment” etc.</li> <li>• Addressing the Talented, Creative, Specially abled Learners</li> </ul>  |                     |
| <b>c)</b> | <b>Learning and Pedagogy</b>  | <b>10 Questions</b> |
|           | <ul style="list-style-type: none"> <li>• How children think and learn; how and why children “fail” to achieve success in school performance.</li> <li>• Basic processes of teaching and learning; children’s strategies of learning; learning as a social activity; social context of learning.</li> <li>• Child as a problem solver and a “scientific investigator”</li> <li>• Alternative conceptions of learning in children, understanding children’s “errors” as significant steps in the learning process.</li> <li>• Cognition &amp; Emotions</li> <li>• Motivation and learning</li> <li>• Factors contributing to learning - personal &amp; environmental</li> </ul>   |                     |



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<b>II. Language I</b>	<b>30 Questions</b>
<b>a) Language Comprehension</b>	<b>15 Questions</b>
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	
<b>b) Pedagogy of Language Development</b>	<b>15 Questions</b>
<ul style="list-style-type: none"> <li>• Learning and acquisition</li> <li>• Principles of language Teaching</li> <li>• Role of listening and speaking; function of language and how children use it as a tool</li> <li>• Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form</li> <li>• Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders</li> <li>• Language Skills</li> <li>• Evaluating language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom</li> <li>• Remedial Teaching</li> </ul>	
<b>III. Language - II</b>	<b>30 Questions</b>
<b>a) Comprehension</b>	<b>15 Questions</b>
<ul style="list-style-type: none"> <li>• Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability</li> </ul>	
<b>b) Pedagogy of Language Development</b>	<b>15 Questions</b>
<ul style="list-style-type: none"> <li>• Learning and acquisition</li> <li>• Principles of language Teaching</li> <li>• Role of listening and speaking; function of language and how children use it as a tool</li> <li>• Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form;</li> <li>• Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders</li> <li>• Language Skills</li> <li>• Evaluating language comprehension and proficiency: speaking, listening, reading and writing</li> <li>• Teaching - learning materials: Textbook, multi-media materials, multilingual resource of the classroom</li> <li>• Remedial Teaching</li> </ul>	
<b>IV Mathematics</b>	<b>30 Questions</b>
<b>a) Content</b>	<b>15 Questions</b>
<ul style="list-style-type: none"> <li>• Geometry</li> <li>• Shapes &amp; Spatial Understanding</li> <li>• Solids around Us</li> <li>• Numbers</li> <li>• Addition and Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Measurement</li> <li>• Weight</li> <li>• Time</li> </ul>	



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- 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



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