

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

Paper I (for classes 1 to V) Primary Stage

I.	Child Development and Pedagogy	30
a)	Child Development(Primary School Child)	Questions
	<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>	15 Questions
b)	Concept of Inclusive education and understanding children with special needs	5 Questions
	<ul style="list-style-type: none"> <li>• Addressing learners from diverse back grounds including disadvantaged and deprived</li> <li>• Addressing the needs of children with learning difficulties, “impairment” etc.</li> <li>• Addressing the Talented, Creative, Specially baled Learners</li> </ul>	
c)	Learning and Pedagogy	10 Questions
	<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>	
II	Mathematics	30 Questions
a)	Content	15 Questions
	<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>	

- 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

III. 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

IV. 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). [Result Guru CTET Paper-1 Course](#)

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, multi lingual resource of the classroom
- Remedial Teaching

V. Language-II	30 Questions
a) Comprehension	15 Questions
<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) Pedagogy of Language Development	15 Questions
<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>	