

CTET Paper I Syllabus (Classes 1 to V) - Primary Stage

This paper consists of five sections, each carrying 30 questions, for a total of 150 questions.

I. Child Development and Pedagogy (30 Questions)

This section focuses on understanding the foundational principles of child development and effective teaching methodologies for primary school children.

a) Child Development (Primary School Child) - 15 Questions

- **Concept of Development:** Explore what development means and its close connection to learning processes.
- **Principles of Child Development:** Understand the fundamental rules governing how children grow and change.
- **Influence of Heredity & Environment:** Analyze the impact of genetic predispositions and environmental factors on development.
- **Socialization Processes:** Examine how the social world, including teachers, parents, and peers, shapes a child's development.
- **Key Theorists:** Study the theories and critical perspectives of Piaget (cognitive development), Kohlberg (moral development), and Vygotsky (socio-cultural development).
- **Educational Approaches:** Grasp the concepts of child-centered education and progressive education.
- **Intelligence:** Critically analyze the construct of intelligence, including its multi-dimensional aspects.
- **Language & Thought:** Investigate the relationship between language acquisition and cognitive processes.
- **Gender:** Understand gender as a social construct, including gender roles, biases, and their implications for educational practices.
- **Individual Differences:** Recognize and address the diverse learning needs among children based on language, caste, gender, community, and religion.
- **Assessment:** Differentiate between assessment *for* learning (formative) and assessment *of* learning (summative). Understand School-Based Assessment (SBA) and Continuous & Comprehensive Evaluation (CCE) in theory and practice.
- **Question Formulation:** Learn to formulate effective questions for assessing learners' readiness, enhancing critical thinking, and evaluating achievement.

b) Concept of Inclusive Education and Understanding Children with Special Needs - 5 Questions

- **Diverse Backgrounds:** Strategies for addressing learners from varied backgrounds, including disadvantaged and deprived groups.
- **Learning Difficulties & Impairments:** Approaches to meet the needs of children facing learning difficulties and various impairments.

- **Talented & Creative Learners:** Methods for addressing and nurturing the potential of talented, creative, and specially-abled learners.

c) Learning and Pedagogy - 10 Questions

- **Child Learning Processes:** Explore how children think and learn, and the reasons behind their failure to achieve in school.
- **Teaching-Learning Basic Processes:** Understand fundamental teaching and learning processes, children's learning strategies, and the social context of learning.
- **Child as Investigator:** View the child as an active problem-solver and a "scientific investigator."
- **Alternative Conceptions & Errors:** Recognize children's "errors" as significant steps in the learning process and understand alternative conceptions of learning.
- **Cognition & Emotions:** Examine the interplay between cognitive processes and emotions in learning.
- **Motivation and Learning:** Understand the role of motivation in the learning process.
- **Factors Contributing to Learning:** Identify personal and environmental factors that influence learning.

II. Mathematics (30 Questions)

This section assesses mathematical content knowledge and pedagogical understanding relevant to primary education.

a) Content - 15 Questions

- **Geometry:** Basic geometric concepts.
- **Shapes & Spatial Understanding:** Recognizing and understanding different shapes and spatial relationships.
- **Solids around Us:** Familiarity with 3D objects in the environment.
- **Numbers:** Understanding number systems and operations.
- **Addition and Subtraction:** Proficiency in these fundamental operations.
- **Multiplication:** Understanding and applying multiplication.
- **Division:** Understanding and applying division.
- **Measurement:** Concepts of length, mass, and capacity.
- **Weight:** Understanding and comparing weights.
- **Time:** Concepts of time, calendar, and clocks.
- **Volume:** Understanding the concept of volume.
- **Data Handling:** Basic skills in organizing and interpreting data.
- **Patterns:** Recognizing and extending numerical and visual patterns.
- **Money:** Practical application of money concepts.

b) Pedagogical Issues - 15 Questions

- **Nature of Mathematics:** Understanding logical thinking and children's reasoning patterns; strategies for making meaning and learning in mathematics.

- **Place of Mathematics in Curriculum:** Importance and integration of mathematics in the school curriculum.
- **Language of Mathematics:** Understanding how mathematical language facilitates learning.
- **Community Mathematics:** Connecting mathematics to real-life situations and the community.
- **Evaluation:** Assessing mathematical understanding through formal and informal methods.
- **Problems of Teaching:** Identifying common challenges in teaching mathematics.
- **Error Analysis:** Analyzing common errors and relating them to teaching and learning strategies.
- **Diagnostic and Remedial Teaching:** Techniques for identifying and addressing learning gaps in mathematics.

III. Environmental Studies (30 Questions)

This section evaluates knowledge of environmental concepts and pedagogical approaches for teaching EVS at the primary level.

a) Content - 15 Questions

- **i. Family and Friends:**
 - Relationships
 - Work and Play
 - Animals
 - Plants
- **ii. Food:** Importance of food, different types of food.
- **iii. Shelter:** Types of shelters, importance of shelter.
- **iv. Water:** Importance of water, sources of water, water conservation.
- **v. Travel:** Modes of transport, importance of travel.
- **vi. Things We Make and Do:** Understanding various human activities and creations.

b) Pedagogical Issues - 15 Questions

- **Concept and Scope of EVS:** Defining EVS and understanding its breadth.
- **Significance of EVS, Integrated EVS:** Importance of environmental studies and the concept of integrating various subjects within EVS.
- **Environmental Studies & Environmental Education:** Differentiating between the two and understanding their relationship.
- **Learning Principles:** Application of learning principles in EVS education.
- **Scope & Relation to Science & Social Science:** How EVS connects with science and social science.
- **Approaches of Presenting Concepts:** Different methods for introducing EVS concepts.
- **Activities:** Role of hands-on activities in EVS learning.
- **Experimentation/Practical Work:** Importance of practical experience in EVS.
- **Discussion:** Using discussions as a pedagogical tool in EVS.

- **CCE (Continuous & Comprehensive Evaluation):** Application of CCE in EVS.
- **Teaching Material/Aids:** Effective use of teaching resources.
- **Problems:** Addressing common challenges in teaching EVS.

IV. Language I (30 Questions)

This section assesses proficiency in the chosen Language I (e.g., Hindi, English, etc.) with an emphasis on comprehension and pedagogical aspects.

a) Language Comprehension - 15 Questions

- **Reading Unseen Passages:** Two passages (one prose/drama and one poem) will be provided, followed by questions on comprehension, inference, grammar, and verbal ability. Prose passages may be literary, scientific, narrative, or discursive.

b) Pedagogy of Language Development - 15 Questions

- **Learning and Acquisition:** Distinction between language learning and language acquisition.
- **Principles of Language Teaching:** Fundamental principles guiding effective language instruction.
- **Role of Listening and Speaking:** Importance of listening and speaking skills; how children use language as a tool.
- **Grammar's Role:** Critical perspective on the function of grammar in communicating ideas verbally and in written form.
- **Challenges in Diverse Classrooms:** Addressing language difficulties, errors, and disorders in a multilingual classroom.
- **Language Skills:** Understanding the four core language skills: speaking, listening, reading, and writing.
- **Evaluating Language Proficiency:** Methods for assessing comprehension and proficiency in speaking, listening, reading, and writing.
- **Teaching-Learning Materials:** Effective use of textbooks, multimedia materials, and multilingual resources in the classroom.
- **Remedial Teaching:** Strategies for providing support to learners with language difficulties.

V. Language-II (30 Questions)

This section assesses proficiency in the chosen Language II (different from Language I) with an emphasis on comprehension and pedagogical aspects.

a) Comprehension - 15 Questions

- **Unseen Prose Passages:** Two unseen prose passages (discursive, literary, narrative, or scientific) will be provided, followed by questions on comprehension, grammar, and verbal ability.

b) Pedagogy of Language Development - 15 Questions

- **Learning and Acquisition:** Distinction between language learning and language acquisition.
- **Principles of Language Teaching:** Fundamental principles guiding effective language instruction.
- **Role of Listening and Speaking:** Importance of listening and speaking skills; how children use language as a tool.
- **Grammar's Role:** Critical perspective on the function of grammar in communicating ideas verbally and in written form.
- **Challenges in Diverse Classrooms:** Addressing language difficulties, errors, and disorders in a multilingual classroom.
- **Language Skills:** Understanding the four core language skills: speaking, listening, reading, and writing.
- **Evaluating Language Proficiency:** Methods for assessing comprehension and proficiency in speaking, listening, reading, and writing.
- **Teaching-Learning Materials:** Effective use of textbooks, multimedia materials, and multilingual resources in the classroom.
- **Remedial Teaching:** Strategies for providing support to learners with language difficulties.