

# CTET - January - 2026

## STRUCTURE AND CONTENT OF SYLLABUS

### Paper II

<b>I. Child Development and Pedagogy</b>	<b>30 Questions</b>
<b>a) Child Development(Elementary 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) 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 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 abled Learners</li> </ul>	
<b>c) 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>	
<b>II. Mathematics and Science</b>	<b>60 Questions</b>
<b>(i) Mathematics</b>	<b>30 Questions</b>
<b>a) Content</b>	<b>20 Questions</b>
<b>Number System</b>	
<ul style="list-style-type: none"> <li>• Knowing our Numbers</li> <li>• Playing with Numbers</li> <li>• Whole Numbers</li> <li>• Negative Numbers and Integers</li> <li>• Fractions</li> </ul>	
<b>Algebra</b>	
<ul style="list-style-type: none"> <li>• Introduction to Algebra</li> <li>• Ratio and Proportion</li> </ul>	

**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**❖ **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/psycho-motor/affective
- Problems
- Remedial Teaching

<b>III. Social Studies/Social Sciences</b>	<b>60 Questions</b>
<b>a) Content</b>	<b>40 Questions</b>

❖ **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

## II. 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

## IV. Language I

30 Questions

### • 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)

- Pedagogy of Language Development
- 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

### • Comprehension

15 Questions

- Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability

### • 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

**Note: For Detailed syllabus of classes I-VIII, please refer to NCERT syllabus and text books**