

NASA

CTET Syllabus for paper - II

CTET syllabus for Paper - II (For Classes VI to VIII) Elementary Stage:

Candidates who wish to appear for paper-II must have one of the academic qualifications that are listed below as per CTET eligibility criteria.

Graduation in any discipline and the candidate must have passed or must be appearing in the final year of a 2-year diploma in Elementary Education

OR

50% marks in graduation and passed or appearing in 1-year B.Ed. course

OR

At least 45% marks in graduation and passed or appearing in 1 year B.Ed. in accordance with NCTE Regulations issued from time to time in this regard.

OR

At least 50% marks in class 12th and passed or appearing in the final year of a 4-year B.El.Ed.

OR

50% marks or more in class 12th and passed or appearing in the final year of B.A./ B.Sc.Ed. or B.A.Ed./ B.Sc.Ed

OR

At least 50% marks in graduation and passed or appearing in 1-year B.Ed. (Special Education).

OR

Any candidate who has qualified a B.Ed. programme recognised by NCTE is eligible to appear for the exam. Moreover, anybody who's pursuing a teachers' education programme that is NCTE recognised can appear for the exam.

Important Points

The test will be conducted twice (July session and December session). The CTET eligibility of candidates as teachers of classes I to VIII. Candidates who wish to teach classes I to V have to appear for paper-I while those who want to teach classes VI to VIII have to take paper-II. Candidates can appear for both the papers if they wish to. Candidates who apply for the exam successfully will be issued CTET admit card. As per CTET exam dates the exam is likely to be conducted on July. Given below are some salient points

1. Reserved category candidates (SC, ST, OBC and PWD) will get up to 5% relaxation in the minimum qualifying marks of the educational qualifications mentioned above.
2. Diploma and degree courses recognised by the National Council of Teacher Education (NCTE) will only be considered.
3. In the case of Diploma in Education (Special Education) and B.Ed. (Special Education) courses, those recognised by the Rehabilitation Council of India (RCI) will only be considered.
4. A candidate with a Diploma in Education (Special Education) must undergo a 6-month NCTE recognized special programme in Elementary Education.
5. Educational qualifications mentioned in CTET 2020 eligibility criteria are applicable to teachers of Languages, Social Studies/ Social Science, Mathematics, Science, etc.
6. For physical education teachers, minimum qualification norms for these teachers as per NCTE regulations will be applicable.
7. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. norms set by the State Government or other managements will be applicable.
8. If found out that a candidate does not fulfil the required CTET eligibility and is still appearing for the exam will be rejected at any stage.

CTET Qualifying Marks

Candidates who appear for the exam must acquire certain minimum marks as per their category along with CTET cutoff. CTET minimum qualifying marks have been tabulated below.

Category	Cutoff percentage (out of 150)	Cutoff marks (out of 150)
General	60%	90
OBC, SC, ST	55%	85

CTET Exam Centres

Candidates could select CTET exam centre cities while filling the application form. CTET will be conducted in about 112 cities spread across various states of the country. CTET exam centre venues and addresses will be mentioned in the admit cards. CTET exam centre details on the admit card will include the state and city that the candidates have selected, exam centre codes, and the address where the exam centre will be located. Candidates will be allotted exam centres on a first come first serve basis. If all the seats in a particular centre are filled, candidates will be allotted the next nearest CTET exam centre.

CTET Exam Pattern

Candidates who have applied for the exam must check the CTET exam pattern before starting their preparations. It is essential that they cover all the sections of the exam pattern while preparing for the exam. CTET consists of two papers - paper-I and paper-II. The exam pattern of CTET paper-I includes the sections - Language-I, Language-II, Child Development and Pedagogy, Environmental Studies, and Mathematics. Paper-II includes the sections - Language-I, Language-II, Child Development and Pedagogy, Mathematics and Science (for Mathematics and Science teacher only), and Social Studies/Social Science (for Social Studies/Social Science teacher only). Both papers will be conducted for 150 marks in online mode.

CTET Marking Scheme

Candidates can go through the following CTET 2020 marking scheme that has been mentioned below:

- For each correct answer, candidates are awarded 1 mark.
- There is no negative marking in the entrance exam.

Type of Answer	Marks
For Correct Answer	+ 1 Mark
For Wrong Answer	No Negative Marking

Types of questions and their Nature:

- The section on Child Development and Pedagogy will be based on educational psychology of teaching and learning, for the age group of 11-14 years .
- The studies mainly focus on understanding the interaction with learners, characteristics, needs and psychology of diverse learners, attributes and qualities of a good teacher.
- The language I section is based on the elements of language, communication and comprehension abilities.
- Language II has to be another language other than Language I. A candidate is free to choose any one language as Language I and another as Language II. The list of languages available to choose for a student is also given below in the list.

List of Languages with their codes are given as follows:

English- 01	Gujarati- 06
Marathi- 11	Sanskrit- 16
Hindi- 02	Kannada- 07
Mizo- 12	Tamil- 17
Nepali- 13	Telugu- 18
Bengali- 04	Malayalam- 09
Oriya- 14	Tibetan- 19
Garo- 05	Manipuri- 10
Punjabi- 15	Urdu- 20
Assamese- 03	Khasi- 08

CTET Syllabus for Paper II

The CTET Paper 2 syllabus consists of 5 sections namely, Child Development and Pedagogy, Language I, Language II, Mathematics and Science, and Social Studies/Social Science. Check the important topics and section-wise syllabus from below:

Sections	Topics	No. of Questions
Child Development and Pedagogy	Development of an Elementary School Child	15
	Concept of Inclusive education and understanding children with special needs	5
	Learning and Pedagogy	10
Language 1	Language Comprehension	15
	Pedagogy of Language Development	15
Language 2	Language Comprehension	15
	Pedagogy of Language Development	15
Mathematics and Science (for Mathematics and Science teacher)	Mathematics Number system, Algebra, Geometry, Mensuration, Data Handling Pedagogical issues	20
	Pedagogical issues	10
	Science Food, Materials, The world of the living, Moving things, people and ideas, How things work, Natural phenomena and resources	20
	Pedagogical issues	10
Social Studies/Social Science (for Social Studies/Social Science teacher)	History, Geography, Social and Political Life	40
	Pedagogical issues	20
TOTAL MARK		150

Child Development and Pedagogy

a) Child Development (Elementary School Child)

- 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-centred 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

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

- 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

Language I

a) Language Comprehension

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

- 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

Language II

a) Comprehension

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

b) 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, multilingual resource of the classroom
- Remedial Teaching

Mathematics

a) Content

- 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 Idea (2-D)
- Understanding Elementary Shapes (2D and 3D)
- Symmetry (Reflection)
- Construction (Using Straight Edge Scale, Protractor, Compasses)
- Mensuration
- Data Handling

b) Pedagogical Issues

- Nature of Mathematics/Logical Thinking
- Place of Mathematics in Curriculum
- Language of Mathematics
- Community Mathematics
- Evaluation
- Remedial Teaching
- Problem of Teaching

Science

a) Content

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

- Nature & Structure of Sciences
- Natural Science/Aims & Objectives
- Understanding & Appreciating Science
- Approaches/Integrated Approach
- Observation/Experimental/Discovery (Method of Science)
- Innovation
- Text Material/Aids
- Evaluation – Cognitive/Psychomotor/Effective
- Problems
- Remedial Teaching

Social Science/Studies

a) Content

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

b) Pedagogical Issues

- 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

NASA B.ED.ACADEMY