

6. ELIGIBILITY

The minimum qualifications for appearing in the CTET are as notified by NCTE. The candidates are advised to visit the website of NCTE <https://ncte.gov.in> to ascertain their eligibility.

The minimum qualifications for the teaching staff should be in accordance with the following:

- i. National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-Primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations as amended and notified from time to time.
- ii. Minimum qualifications laid down in the Recruitment Rules for the teachers by the Appropriate Government where the school is situated or the Recruitment Rules for the teachers of Kendriya Vidyalaya Sangathan or Navodaya Vidyalaya Samiti.
- iii. **The candidate should satisfy his/her eligibility before applying and shall be personally responsible in case he/she is not eligible to apply as per the given eligibility criteria. It is to be noted that if a candidate has been allowed to appear in the Central Teacher Eligibility Test it does not imply that the candidate's eligibility has been verified. It does not vest any right with the candidate for appointment. The eligibility shall be finally verified, by the concerned recruiting agency / appointing authority.**

Note: As notified by NCTE, relaxation up to 5% in the qualifying marks in the minimum Educational Qualification for eligibility shall be allowed to the candidates belonging to reserved categories, such as SC/ST/ OBC/Differently-abled.

7. STRUCTURE AND CONTENT OF CTET

All questions in CTET will be Multiple Choice Questions (MCQs), with four alternatives out of which one answer will be most appropriate. Each carrying one mark and there will be no negative marking.

There will be two papers of CTET.

- (i) **Paper I** will be for a person who intends to be a teacher for classes I to V.
- (ii) **Paper II** will be for a person who intends to be a teacher for classes VI to VIII.

Note: A person who intends to be a teacher for both levels (classes I to V and classes VI to VIII) will have to appear in both the papers (Paper I and Paper II).

**Paper I (for Classes I to V) Primary Stage; Duration of examination-Two-and-a-half hours
Structure and Content (All Compulsory): (Appendix I)**

(i) Child Development and Pedagogy(compulsory)	30MCQs	30Marks
(ii) Language I(compulsory)	30MCQs	30Marks
(iii) Language II(compulsory)	30MCQs	30Marks
(iv) Mathematics	30MCQs	30Marks
(v) Environmental Studies	30MCQs	30Marks
Total	150MCQs	150Marks

Nature and standard of questions:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning relevant to the age group of 6-11 years. They will focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The Test items in Language I will focus on the proficiencies related to the medium of instruction.
- The Test items in Language II will focus on the elements of language, communication and comprehension abilities.
- Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options and will be required to specify the same in the Confirmation Page.
- Opt two languages in which you wish to appear for CTET:List of languages and code are as follows:

Language	Code No.	Language	Code No.	Language	Code No.	Language	Code No.
English	01	Gujarati	06	Marathi	11	Sanskrit	16
Hindi	02	Kannada	07	Mizo	12	Tamil	17
Assamese	03	Khasi	08	Nepali	13	Telugu	18
Bengali	04	Malayalam	09	Odia	14	Tibetan	19
Garro	05	Manipuri	10	Punjabi	15	Urdu	20

- The Test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding and applications of the subjects. In all these subject areas, the test items will be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I-V by the NCERT.
- The questions in the test for Paper I will be based on the topics prescribed in syllabus of the NCERT for classes I - V but their difficulty standard as well as linkages, could be up to the Secondary stage.

Paper II (for Classes VI to VIII) Elementary Stage: Duration of examination-Two-and-a-half hours Structure and Content (All Compulsory): (Appendix I)

(i) Child Development & Pedagogy (compulsory)	30MCQs	30Marks
(ii) Language I (compulsory)	30MCQs	30Marks
(iii) Language II (compulsory)	30MCQs	30Marks
(iv) Mathematics and Science (for Mathematics and Science teacher)	60MCQs	60Marks
OR		
(v) Social Studies/Social Science (for Social Studies/Social Science teacher)	60MCQs	60Marks

*For any other teacher-either(IV)or(V)

Total

150MCQs

150Marks

Nature and standard of questions:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group of 11-14 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The Test items in Language I will focus on the proficiencies related to the medium of instruction.
- The Test items in Language II will focus on the elements of language, communication and comprehension abilities.
- Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options and will be required to specify the same in the Confirmation Page.
- Opt two languages in which you wish to appear for CTET : List of languages and code are as follows:

Language	Code No.	Language	Code No.	Language	Code No.	Language	Code No.
English	01	Gujarati	06	Marathi	11	Sanskrit	16
Hindi	02	Kannada	07	Mizo	12	Tamil	17
Assamese	03	Khasi	08	Nepali	13	Telugu	18
Bengali	04	Malayalam	09	Odia	14	Tibetan	19
Garro	05	Manipuri	10	Punjabi	15	Urdu	20

- The Test items in Mathematics and Science, and Social Studies/Social Science will focus on the concepts, problem solving abilities and pedagogical understanding and applications of the subjects. The test items of Mathematics and Science will be of 30 marks each. The test items will be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI-VIII by the NCERT.
- The questions in the test for Paper II will be based on the topics prescribed in syllabus of the NCERT for classes VI-VIII but their difficulty standard as well as linkages, could be up to the Senior Secondary stage.

8. LANGUAGE OF THE QUESTION PAPER;

Main question paper shall be Bilingual (Hindi/English).

9. QUALIFYING MARKS AND AWARD OF CTET CERTIFICATE

As per NCTE Notification No.76-4/2010/NCTE/Acad dated 11.02.2011: A person who scores 60% or more in the TET exam will be considered as TET pass.

- (a) School managements (Government, local bodies, government aided and unaided) may consider giving concessions to person belonging to SC/ST,OBC, differently abled persons, etc., in accordance with their extant reservation policy.
- (b) Should give weightage to the CTET scores in the recruitment process however, qualifying the CTET would not confer a right on any person for recruitment/employment as it is only one of the eligibility criteria for appointment.

10. APPLICABILITY

- (i) The CTET shall apply to schools of the Central Government (KVS, NVS, Central Tibetan Schools, etc.) and schools under the administrative control of UT's of Chandigarh, Dadra & Nagar Haveli, Daman & Diu and Andaman & Nicobar Islands, Lakshdweep and NCT of Delhi.
- (ii) CTET may also apply to the unaided private schools, who may exercise the option of considering the CTET.
- (iii) Schools owned and managed by the State Government/local bodies and aided schools shall consider the TET conducted by the State Government. However, a State Government can also consider the CTET if it decides not to conduct the State TET.
- (iv) According to CBSE Affiliation Bye-Laws, prescribing the minimum qualifications for teachers to teach various subjects in Classes I to VIII in the schools Affiliated to CBSE stands amended to that extent and it shall be mandatory that the teachers appointed hereinafter i.e. 6th March, 2012 to teach classes I to VIII in the Schools affiliated to the CBSE shall qualify/pass the Central Teacher Eligibility Test or Teacher Eligibility Test (TET), conducted by the appropriate Central/ State Government in accordance with the Guidelines framed by the NCTE for this purpose.

11. VALIDITY PERIOD OF CTET CERTIFICATE;

The Validity Period of CTET qualifying certificate for appointment will be for life time for all categories. There is no restriction on the number of attempts a person can take for acquiring a CTET Certificate. A person who has qualified CTET may also appear again for improving his/her score.

12. EXAMINATION CENTRES

List of Examination Cities where the CTET will be conducted is given in **Appendix-III**.

Candidates are required to give **FOUR DIFFERENT OPTIONS** in order of their preference. While every effort will be made to allot a Centre in one of the places opted by the candidate, the Board reserves its discretion to allot a Centre other than that of Candidate's choice anywhere in India. **In case the number of candidates in any of the notified City is very less for running the Examination Centre or any other specific reason, the Board at its discretion may not conduct the Examination in that City and the Candidate who opted that city as 1st Choice may be allotted Examination Centres in other city opted as 2nd or 3rd or 4th choice or any other city.**

Under no circumstances, the Centre once allotted shall be changed by the Board.

**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 Questions
a) Child Development (Primary School Child)	15 Questions
<ul style="list-style-type: none"> • 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-centered 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	5 Questions
<ul style="list-style-type: none"> • Addressing learners from diverse back grounds including disadvantaged and deprived • Addressing the needs of children with learning difficulties, “impairment” etc. • Addressing the Talented, Creative, Specially baled Learners 	
c) Learning and Pedagogy	10 Questions
<ul style="list-style-type: none"> • 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 	

II. 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)

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

III. Language-II

30 Questions

a) Comprehension

15 Questions

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

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, multilingual resource of the classroom
- Remedial Teaching

IV Mathematics

30 Questions

a) Content

15 Questions

- Geometry
- Shapes & Spatial Understanding
- Solids around Us
- Numbers
- Addition and Subtraction
- Multiplication
- Division
- Measurement
- Weight
- Time

- 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

Paper II (for classes VI to VIII) Elementary Stage

I. Child Development and Pedagogy

30 Questions

a) Child Development (Elementary School Child)

15 Questions

- 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-centered 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

5 Questions

- Addressing learners from diverse back grounds 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

10 Questions

- 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

II. Language

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)

b) Pedagogy of Language Development	15 Questions
<ul style="list-style-type: none"> • 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 	
III. Language-II	30 Questions
a) Comprehension	15 Questions
<ul style="list-style-type: none"> • Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability 	
b) Pedagogy of Language Development	15 Questions
<ul style="list-style-type: none"> • 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 	
IV. Mathematics and Science	60 Questions
(i) Mathematics	30 Questions
a) Content	20 Questions
Number System	
<ul style="list-style-type: none"> • Knowing our Numbers • Playing with Numbers • Whole Numbers • Negative Numbers and Integers • Fractions 	
Algebra	
<ul style="list-style-type: none"> • Introduction to Algebra • Ratio and Proportion 	

Geometry

- Basic geometrical ideas(2-D)
- Understanding Elementary Shapes(2-Dand3-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

i) 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

V. Social Studies/Social Sciences	60 Questions
a) Content	40 Questions
❖ 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

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

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