I. Child Development and Pedagogy 30 Questions
   a) Child Development (Primary 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 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 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 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, multilingual 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

1. Family and Friends:
   1.1 Relationships
   1.2 Work and Play
   1.3 Animals
   1.4 Plants

2. Food
3. Shelter
4. Water
5. Travel
6. Things We Make and Do
b) **Pedagogical Issues**

- 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**

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-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**

- 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

10 Questions
- 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, multilingual 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 and Science

(i) 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 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

• Nature of Mathematics/Logical thinking
• Place of Mathematics in Curriculum
• Language of Mathematics
• Community Mathematics
• Evaluation
• Remedial Teaching
• Problem of Teaching

60 Questions
30 Questions
20 Questions
10 Questions
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/psychomotor/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**

- 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 textbooks
A. Procedure to be Followed During Conduct of CTET

1. The examination rooms/hall will be opened 90 minutes before the commencement of test. Candidates should take their seat immediately after opening of the examination hall. If the candidates do not report in time due to any reason i.e. traffic jam, train/bus delay etc, they are likely to miss some of the general instructions to be announced in the Examination Hall.

2. The candidate must show the Admit Card downloaded from CTET official website for admission in the examination room/hall. A candidate who does not possess the valid Admit Card shall not be permitted for the examination under any circumstances by the Centre Superintendent.

3. A seat indicating roll number will be allocated to each candidate. Candidates should find and occupy their allocated seat only. Any candidate found to have changed room or the seat on his/her own other than allotted, his/her candidature shall be cancelled and no plea would be accepted for it.

4. A candidate who comes after the commencement of the examination shall not be permitted to sit in the examination. The candidates shall report at the Examination Centre 90 minutes before the examination.

5. Candidates are not allowed to carry the following items inside the centres:
   a) Any stationery item like textual material (printed or written), bits of papers, Geometry/Pencil Box, Plastic Pouch, Calculator, Scale, Writing Pad, Pen drives, Eraser, Calculator, Log Table, Electronic Pen/scanner, Cardboard etc.
   b) Any communication devices like Mobile phones, Bluetooth, Earphones, Microphone, Pager, Health band etc.
   c) Any Watch/Wrist watch, Camera, wallet, goggles, handbags etc.
   d) Any other item which could be used for unfair means and for hiding communication devices/gadgets like Camera, Bluetooth device etc.

6. No candidate, without the special permission of the Centre Superintendent or the Invigilator concerned, will leave his/her seat or Examination Room until the full duration of the paper is over. Candidates should not leave the room/hall without handing over their Answer Sheets to the Invigilator on duty and sign the attendance sheet second time. Cases where a candidate has not signed the Attendance Sheet second time will be deemed not to have handed over the OMR Sheet and dealt with as an unfair means case.

7. Smoking, chewing gutka, spitting etc. in the Examination Hall/Room is strictly prohibited.

8. Tea, coffee, cold drinks or snacks are not allowed to be taken into the examination rooms during examination hours.

9. Fifteen minutes before the commencement of the paper, each candidate will be given sealed Test Booklet with an Answer Sheet placed inside it.

10. Immediately on receipt of the Test Booklet the candidates will fill in the required particulars on the cover page of the Test Booklet with their own Ball Point Pens (Black/Blue). The Candidates should bring their own Ball Point Pen (Black/Blue) of good quality as this time PEN will not be supplied by the Board. He/She will not open the Test Booklet until asked to do so by the Invigilator. Do not open/break the seal before the announcement.
IMPORTANT INSTRUCTIONS PRIOR TO EXAMINATION

11. Five minutes before the commencement of the paper the candidate will be asked to break/open the seal of the Test Booklet. The candidate should check carefully that the Test Booklet Code printed on Side-2 of the OMR Sheet is the same as printed on the Test Booklet. In case of discrepancy, the candidate should immediately report the matter to the Invigilator for replacement of both the Test Booklet and OMR Sheet.

12. The candidate will write the correct Test Booklet code or number as given in the Test Booklet/ OMR sheet in the Attendance Sheet.

13. The candidates must bring their own ball point pen (Black/Blue) of good quality as this time PEN will not be supplied by the Board. Use of pencil is strictly prohibited. OMR sheets filled with pencils will be rejected and no correspondence will be entertained in this regard. Candidates will mark the answers on OMR sheet only after the announcement of the invigilator.

14. The test will start exactly at the time mentioned in the Admit Card and an announcement to this effect will be made by the invigilator.

15. During the examination invigilator will check Admit Card of all the candidates to verify the identity of the candidate. The invigilator will also put his/her signatures on OMR Sheet.

UNFAIR MEANS:

16. Candidates shall maintain proper silence and attend their Question Paper only. Any conversation or gesticulation or disturbance in the Examination Room/Hall shall be deemed as misbehaviour. If a candidate is found using unfair means or impersonating, his/her candidature shall be cancelled and he/she will be liable to be debarred for taking examination either permanently or for a specified period according to the nature of offence.

If any candidate is in possession of any item(s) as mentioned in Para 5 above, his/her candidature for current examination will be cancelled and also liable to be debarred for future examination(s).

17. After completing the test and before handing over the OMR Sheet, the candidate should check against that all the particulars required in the OMR Sheet have been filled correctly.

18. The announcement about the beginning of the test, half time and closing of test will be made by the invigilator. The candidate must stop marking their responses immediately after the closing of test announcement has been made by invigilator.

19. After break/open the seal of the Test-booklet the candidate must check that the test-booklet contains the same number of pages as mentioned on the first page of the Test-booklet. In case of any discrepancy in Test-booklet i.e. page missing, tear pages & misprinting, the same should be informed to the invigilator immediately. The candidate shall not remove any page(s) from the Test-Booklet during the test. If any candidate is found to remove any page(s) from the Test Booklet it will be presumed as use of unfair means and shall be liable for criminal action.

20. The candidates must sign twice on the Attendance Sheet at the appropriate place. Firstly, immediately after commencement of the test and for the second time while handing over OMR Sheet to the Invigilator.
B. INSTRUCTIONS FOR USE OF TEST BOOKLET AND OMR SHEET

1. The candidates will find the OMR Sheet placed inside the sealed Test Booklet. The seal will be broken/opened by the candidates after the announcement by the invigilator and the OMR Sheet shall be taken out from the Test Booklet. Do not open/break the seal before the announcement.

2. Code like A, B, C or D printed on OMR sheet will be same as mentioned on Test Booklet.

3. The OMR Sheet used will be of special type which will be scanned on Optical Scanner. The candidates should ensure that the OMR Sheet is not folded. Do not make any stray marks on the OMR Sheet. Do not write your Roll No. Anywhere else except in the specified space in the OMR Sheet.

Side 1

The side 1 of OMR Sheet contains the following columns which are to be filled in neatly and accurately by the candidate with their own Ball Point Pen (Black/Blue). **Use of pencil is strictly prohibited.**

i) Roll Number

ii) Name of the candidate

iii) Father’s Name

iv) Centre Number

v) Name of the Examination Centre

vi) Subject offered for Paper-II (Only in case of Paper-II)

Side 2

The side 2 of OMR Sheet contains the following columns which are also to be filled by the candidate with their own Ball Point Pen (Black/Blue). **Use of pencil is strictly prohibited.**

i) Roll Number

ii) Main Test Booklet Number

iii) Language Supplement Booklet Number

iv) Language Supplement Booklet Code

v) Subject offered for Paper-II (Only in case of Paper-II)

vi) Language in which you have attempted the questions

vii) Signature of the candidate