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CTET syllabus for paper 1 and 2 PDF download

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CTET syllabus

CTET syllabus:- The CTET exam is an eligibility test to be conducted in two stages – Paper I and Paper II for teacher posts. Paper-I will be conducted for the candidates who aspire to become a teacher for classes I to V and Paper-II will be conducted for the candidates who aspire to become a teacher for classes VI to VIII. The detailed CTET syllabus is detailed in the article mentioned in the official notification.

CTET syllabus for paper I and paper II



- Exam pattern and syllabus
- Structure of question paper
- Nature and standard of questions
- Qualifying marks for CTET exam

The candidates who are willing to become a teacher must qualify in the CTET exam. Earlier CTET exam was conducted in offline mode on OMR sheet but now this exam has started to be conducted in online mode. There are many changes in the CTET exam by NCERT but no change has been made in the CTET syllabus and pattern of the exam.

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CTET exam pattern and syllabus for paper I (For class I to V primary stage)

Duration of the exam

The time duration of CTET exam is two and a half hours (2.30 hours).

Structure of question paper for CTET paper I

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.

Subjects	Questions	Marks
1. Child development and pedagogy	30 MCQs	30 marks
2. Language 1 (compulsory)	30 MCQs	30 marks
3. Language II (compulsory)	30 MCQs	30 marks
4. Mathematics	30 MCQs	30 marks
5. Environmental studies	30 MCQs	30 marks
Total	150 MCQs	150 marks

Nature and standard of questions

1. The questions 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.

2. The questions in Language I will focus on the proficiencies related to the medium of instruction.
3. The questions in Language II will focus on the elements of language, communication and comprehension abilities.
4. 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.
5. The questions in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding and applications of the subjects.
6. 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.
7. There will be no negative marking for any incorrect answers.

CTET syllabus for paper I

1. Child development and pedagogy:- 30 questions

(A) child development (primary school child):- 15 questions

1. Concept of development and its relationship with Learning.
2. Principles of the development of children
3. Influence of Heredity & Environment
4. Socialization processes: Social world & children (Teacher, Parents, Peers)
5. Piaget, Kohlberg and Vygotsky: constructs and critical perspectives
6. Concepts of child-centered and progressive education
7. Critical perspective of the construct of Intelligence
8. Multi-Dimensional Intelligence
9. Language & Thought
10. Gender as a social construct; gender roles, gender-bias and educational practice
11. Individual differences among learners, understanding differences based on diversity
12. language, caste, gender, community, religion etc. • Distinction between Assessment for learning and assessment of learning; School-Based
13. Assessment, Continuous & Comprehensive Evaluation: perspective and practice
14. 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

1. Addressing learners from diverse backgrounds including disadvantaged and deprived.
2. Addressing the needs of children with learning difficulties, impairment etc.
3. Addressing the Talented, Creative, Specially abled Learners.

(C) Learning and Pedagogy:- 10 questions

1. children think and learn; how and why children 'fail' to achieve success in school performance.
2. Basic processes of teaching and learning children's strategies of learning, learning as a social activity: social context of learning.
3. Child as a problem solver and a scientific investigator
4. Alternative conceptions of learning in children, understanding children's 'errors' as significant steps in the learning process.
5. Cognition & Emotions
6. Motivation and learning
7. Factors contributing to learning-personal & environmental

2. 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

1. Learning and acquisition.
2. Principles of language .
3. Role of listening and speaking, function of language and how children use it as a tool.
4. Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.
5. Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders.
6. Language Skills.
7. Evaluating language comprehension and proficiency: speaking, listening, reading and writing.
8. Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom.
9. Remedial Teaching.

3. 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

1. Learning and acquisition.
2. Principles of language Teaching.
3. Role of listening and speaking: function of language and how children use it as a tool.
4. Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.
5. Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
6. Language Skills.
7. Evaluating language comprehension and proficiency: speaking, listening, reading and writing.
8. Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom.
9. Remedial Teaching.

4. Mathematics:- 30 questions

(a) content :-15 questions

1. Geometry
2. Shapes & Spatial Understanding
3. Solids around Us
4. Numbers
5. Addition and Subtraction
6. Multiplication
7. Division
8. Measurement
9. Weight
10. Time
11. Volume
12. Data Handling
13. Patterns
14. Money

(b) Pedagogical issues:- 15 questions

1. Nature of Mathematics/Logical thinking: understanding children's thinking and reasoning
2. patterns and strategies of making meaning and learning
3. Place of Mathematics in Curriculum
4. Language of Mathematics
5. Community Mathematics
6. Evaluation through formal and informal methods
7. Problems of Teaching
8. Error analysis and related aspects of learning and teaching
9. Diagnostic and Remedial Teaching

5. Environmental studies:- 30 questions

(a) content:- 15 questions

1. Family and Friends: Relationships, Work and Play, Animals, Plants
2. Food
3. Shelter
4. Water
5. Travel
6. Things We Make and Do

(b) Pedagogical issues:- 15 questions

1. Concept and scope of EVS
2. Significance of EVS, integrated EVS
3. Environmental Studies & Environmental Education
4. Learning Principles
5. Scope & relation to Science & Social Science
6. Approaches of presenting concepts
7. Activities
8. Experimentation/Practical Work
9. Discussion
10. CCE
11. Teaching material/Aids
12. Problems

Eligibility criteria for TET and CTET exam

5. Sources – Primary & Secondary

6. Projects Work

7. Evaluation

QUALIFYING MARKS 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.

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.

For more details of CTET:-

[Click here](#)

[CTET notes on child development and pedagogy](#)

[click here](#)