

CTET NOTIFICATION - JULY 2020

Important Dates:-

On-line registration of Application by candidates	24-01-2020
Payment of Application Fees	27-02-2020 (Before 03:30 PM)
End of Online Registrations	24-02-2020
CTET 2019 Exam Date	05 July 2020 (Sunday)

Pay Examination Fee:

Fee Details for CTET - July, 2019 are as follows:

CATEGORY	Only Paper I or II	Both Paper I & II
General/OBC	Rs.1000/-	Rs.1200/-
SC/ST/Diff.Abled Person	Rs.500/-	Rs.600/-

GST as applicable will be charged extra by the Bank

Mode of Payment:

- Remittance through E-Challan by depositing the prescribed fee in CTET Exam Fee Account with Syndicate Bank or Canara Bank.
 - ✓ Payment by Syndicate Bank e-Challan
 - ✓ Payment by Canara Bank e-Challan
- By Online-mode (Payment by Debit Card / Credit Card)

SCHEDULE OF EXAMINATION

THE SCHEDULE OF CTET- JULY-2020 IS GIVEN BELOW:

(The Paper-II will be held in the morning session and Paper-I in the evening session)

PAPER	TIMING	DURATION
PAPER-I	09.30 AM TO 12.00 PM	2.30 HOURS
PAPER -II	02.00 PM TO 04.30 PM	2.30 HOURS

ELIGIBILITY

The following persons are eligible for appearing in the CTET.

Minimum Qualifications for becoming Teacher for Classes I-V: Primary Stage

Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 2- year Diploma in Elementary Education (by whatever name known)

OR

Senior Secondary (or its equivalent) with at least 45% marks and passed or appearing in final year of 2- year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations, 2002.

OR

Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 4- year Bachelor of Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 2- year Diploma in Education (Special Education)*.

OR

"Graduation with at least 50% marks and Bachelor of Education (B.Ed)"

I.B.S.

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“(a) who has acquired the qualification or Bachelor of Education from any NCTE recognized institution shall be considered for appointment as a teacher in classes I to V provided the person so appointed as a teacher shall mandatorily undergo a six month Bridge Course in Elementary Education recognized by the NCTE, within two year of such appointment as primary teacher”.

Minimum Qualifications for becoming Teacher for Classes VI-VIII: Elementary Stage

Graduation and passed or appearing in final year of 2-year Diploma in Elementary Education (by whatever name known).

OR

Graduation with at least 50% marks and passed or appearing in 1-year Bachelor in Education (B.Ed).

OR

Graduation with at least 45% marks and passed or appearing in 1-year Bachelor in Education (B.Ed), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard.

OR

Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 4- year Bachelor in Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and passed or appearing in final year of 4- year B.A/B.Sc.Ed or B.A.Ed/B.Sc.Ed.

OR

Graduation with at least 50% marks and passed or appearing in 1-year B.Ed. (Special Education)*.

OR

Any candidate having qualified B.Ed. Programme recognized by the NCTE is eligible to appear in TET/CTET. Moreover, as per the existing TET guidelines circulated vide NCTE letter dated 11-02-2011, a person who is pursuing any of the teacher education courses (recognized by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 23rd August 2010 is also qualified to appear in the TET/CTET

Note :

- i. 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.
- ii. Diploma/Degree Course in Teacher Education: For the purposes of this Notification, a Diploma/Degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of Diploma in Education (Special Education) and B.ED (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered.
- iii. Training to be undergone: A person with D.Ed (Special Education) or qualification shall undergo, after appointment , an NCTE recognized 6-month Special Programme in Elementary Education.
- iv. The minimum qualifications referred above apply to teachers of Languages, Social Studies/Social Science, Mathematics, Science etc. In respect of teachers for Physical Education, the minimum qualification norms for Physical Education teachers referred to in NCTE Regulation, dated 3rd November, 2001 (as amended from time to time) shall be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Governments and other school managements shall be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.
- v. A person who is pursuing any of the teacher education courses (recognized by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 29th July 2011 shall be eligible for

appearing in the CTET.

- vi. 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

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	30 MCQs	30 Marks
(ii) Language I (compulsory)	30 MCQs	30 Marks
(iii) Language II (compulsory)	30 MCQs	30 Marks
(iv) Mathematics	30 MCQs	30 Marks
(v) Environmental Studies	30 MCQs	30 Marks
Total	150 MCQs	150 Marks

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)	30 MCQs	30 Marks
(ii) Language I (compulsory)	30 MCQs	30 Marks
(iii) Language II (compulsory)	30 MCQs	30 Marks
(iv) Mathematics and Science (for Mathematics and Science teacher)	60 MCQs	60 Marks
(v) Social Studies/Social Science (for Social Studies/Social Science teacher)	60 MCQs	60 Marks
*For any other teacher - either (IV) or (V)		
Total	150 MCQs	150 Marks

LANGUAGE OF THE QUESTION PAPER;

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

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.

VALIDITY PERIOD OF CTET CERTIFICATE:

- The Validity Period of CTET qualifying certificate for appointment will be seven years from the date of declaration of its result 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.

Syllabus and Examination pattern (Paper I and Paper II):
Paper I (for classes I to V) Primary Stage

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

- **i. Family and Friends:**
 - 1.1 Relationships
 - 1.2 Work and Play
 - 1.3 Animals
 - 1.4 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 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)**

- 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

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 60 Questions

(i) Mathematics 30 Questions

a) Content 20 Questions

- 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 (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/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 Marginalized
- 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 textbooks.