

7. 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 Sangthan 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.

8. 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)	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

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)	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
OR			
(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

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
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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.

9. LANGUAGE OF THE QUESTION PAPER;

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

10. 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.

11. 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, Lakshadweep 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.

12. 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.

13. EXAMINATION CENTRES

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

The candidates must note that the examination city of their choice will be allotted on the first come first served basis only as per availability of capacity in the city of examination. The candidates, who complete the online application process and pay the fee on first come first served basis, will be allotted the examination city of their choice as per availability in that particular city. The total capacity in a particular city will also be available on the portal. If the total capacity of a particular city is full during completion of application process or making payment of examination fee or updation of transaction on portal, the candidate will be given the option either to select any other city of examination or cancel the transaction. If a candidate cancels the transaction, full fee will be refunded to his /her account as per mode of payment and application will not be considered for this examination of CTET. The request for change of examination city will not be accepted in any case.

It may also be noted that if the total capacity is full in a particular city while filling on-line application, the candidate has no right to claim for the allotment of examination centre in that particular city and Board will not be responsible for it. So the candidates are advised to complete their application process without waiting for last date.

14. E-ADMIT CARD

The candidates may download e-Admit Card from CTET official website and appear for the examination at the given Centre. In case of any discrepancy noticed in e-admit card regarding particulars of candidate, photograph and signature or any other information which is different from confirmation page, he/she may immediately contact CTET Unit for necessary corrections.

The candidates shall report at the Examination Centre at 7:30 AM for Shift – I and 12:30 PM for Shift – II i.e. 120 minutes before the commencement of the examination. Candidate(s) who report(s) at the examination centre after 9:30 AM in SHIFT-I and after 2:30 PM in SHIFT- II shall not be allowed to appear in the examination.

The candidates are advised to read the instructions on the admit card carefully and follow them during the conduct of the examination.

15. PROCEDURE FOR CONDUCT OF EXAMINATION

Procedure for conduct of examination is given in **Appendix-II**.

Candidates are advised to go through the instructions carefully before proceeding for Examination.

16. EXAMINATION FEE FOR CENTRAL TEACHER ELEGIBILITYTEST:

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

GST as applicable will be charged extra by the Banks

Fee once remitted shall not be refunded or adjusted for future test under any circumstances.

17. VERIFICATION OF ELIGIBILITY

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. 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.

18. FURNISHING OF FALSE, WRONG OR INACCURATE INFORMATION

Furnishing of false, wrong or inaccurate information may lead to cancellation of the Test result, forfeiture of the certificate and even prosecution in appropriate cases.

19. RE-CHECKING/ RE-EVALUATION

There shall be no re-evaluation/re-checking of result. No correspondence in this regard shall be entertained.

20. AMANUENSIS

In accordance with the Government of India, Ministry of Social Justice and Empowerment Department of Disability guidelines vide OM dated 29.08.2018, the provision of scribe can be allowed only on production of a certificate to the effect that the person concerned has physical limitation to write and scribe is essential to write examination on his/her behalf, from the Chief Medical Officer/Civil Surgeon/Medical Superintendent of a Government Health Care Institution as per Proforma at Appendix I of Office Memorandum dated 29.08.2018 issued by the Ministry of Social Justice & Empowerment, It is to clarify that as per above Memorandum at page 2 point IV :

“The facility of Scribe/Reader/Lab Assistant should be allowed to any person with benchmark disability as defined under section 2(r) of the RPwD Act, 2016 and has limitation in writing including that of speed if so desired by him/her.

In case of persons with benchmark disabilities in the category of blindness, locomotor disability (both arm affected-BA) and cerebral palsy, the facility of scribe/reader/lab assistant shall be given, if so desired by the person.

In case of other category of persons with benchmark disabilities, the provision of scribe/reader/lab assistant can be allowed on production of a certificate to the effect that the person concerned has physical limitation to write, and scribe is essential to write examination on his behalf, from the Chief Medical Officer/Civil Surgeon/Medical Superintendent of a Government health care institution as per proforma at APPENDIX-I of the above-said Office Memorandum.”

Further, the following instructions are applicable regarding differently abled candidates during the conduct of CTET Examination:-

1. The differently abled candidates may be given compensatory time of 50 minutes in each paper of CTET Examination.
2. Proper seating arrangement, preferably at ground floor, would be made prior to the commencement of Examination to avoid confusion.
3. Since the examination is being conducted in CBT (online) mode, there will not be separate Question Paper for Visually Impaired candidates.
4. The differently abled candidates should bring with themselves the disability certificate on proper format issued by the Competent Authority and it should be produced at the examination centre to avail above relaxation(s).

21. CERTIFICATE AND MARKSHEET

CBSE will provide Central Teacher Eligibility Test (CTET) mark-sheets to all candidates and eligibility certificates to successful candidates in Digital Format in their DigiLocker account. The mark sheets and eligibility certificates will be digitally signed and will be legally valid as per the IT Act. The mark sheets and eligibility certificates will also contain an encrypted QR Code to enhance security. The QR code can be scanned and verified using the DigiLocker mobile app. The DigiLocker accounts of the all present candidates will be created and the account credentials will be conveyed to the candidates on their mobile numbers registered with CBSE. The candidates will be able to download their digital marksheet and eligibility certificates using the communicated credentials.

22. WEEDING OUT RULES

The records of Central Teacher Eligibility Test are preserved only upto Two months from the date of declaration of result in accordance with CBSE Examination Weeding out rules. Thereafter it will be disposed of as per weeding out rules of the Board.

23. Display of Recorded Responses

The CTET will display the link of Question Paper attempted by the candidates on the application login on CTET website: <https://ctet.nic.in/> after a week of conduct of examination.

24. DISPLAY OF ANSWER KEY FOR CHALLENGES

The CTET will display Provisional Answer Key of the questions on the CTET website: <https://ctet.nic.in> with a Public Notice issued to this effect on the said website, to provide an opportunity to the candidates to challenge the Provisional Answer Keys with a non-refundable prescribed fee as processing charges. The provisional Answer Keys are likely to be displayed for two to three days. Only paid challenges made during stipulated time will be considered. Challenges without payment of fee and those filed on any other medium (viz. email/letter/representation) will not be considered. The CTET's decision on the challenges shall be final and no further communication will be entertained. CTET will not inform the Candidates individually about their challenges. The subject experts will examine all the challenges received and then the final answer keys will be displayed. The result will be declared according to the final answer keys.

No grievance with regard to answer key(s) after declaration of result of CTET- JULY, 2023 will be entertained.

25. LEGAL JURISDICTION

All disputes pertaining to the conduct of CTET shall fall within the jurisdiction of Delhi only. The Secretary, CBSE shall be the legal person in whose name the Board may sue or may be sued.

**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 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
<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, 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:
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 |
| | <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 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 |
| | <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 |
| | <p>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)</p> | |

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, multilingual 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, multilingual 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-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

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

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