JobNirdesh · Exam syllabus

CTET Syllabus 2026 — September 2026 (Paper I & II)

Central Teacher Eligibility Test (CTET) September 2026 · Central Board of Secondary Education (CBSE) · Teaching · All India · 2026

Last updated 08 Oct 2026

Overview

Official structure and syllabus for CTET September 2026 (22nd edition), conducted by CBSE. Paper I is for teachers of classes I–V and Paper II for classes VI–VIII; each has 150 one-mark MCQs in 2½ hours with no negative marking. Topics follow the NCERT syllabus for the respective classes.

Important information

Item	Details
Exam date	12 and 13 December 2026 (revised; the bulletin had 6 September 2026)
Papers	Paper I (classes I–V) and Paper II (classes VI–VIII); take both to teach at both levels
Each paper	150 MCQs · 150 marks · 2 hours 30 minutes
Negative marking	None — one mark per question
Qualifying marks	60% or more (NCTE notification of 11.02.2011); school managements may give concessions to reserved categories
Certificate validity	Lifetime; no limit on attempts
Language options	27 languages for Language I and II
Question paper	Bilingual (Hindi/English), apart from the language sections

Exam pattern

Paper / Stage	Subjects	Questions	Marks	Duration
Paper I (classes I–V)	Child Development & Pedagogy, Mathematics, Environmental Studies, Language I, Language II (30 each)	150	150	2 h 30 min
Paper II (classes VI–VIII)	Child Development & Pedagogy (30), Mathematics & Science or Social Studies (60), Language I (30), Language II (30)	150	150	2 h 30 min

Detailed syllabus

1. Paper I: Child Development and Pedagogy (30 marks)

- Child development (15 Q): Concept of development and its relationship with learning
- Child development (15 Q): Principles of the development of children
- Child development (15 Q): Influence of heredity and environment
- Child development (15 Q): Socialization processes: social world and children (teacher, parents, peers)
- Child development (15 Q): Piaget, Kohlberg and Vygotsky: constructs and critical perspectives

- Child development (15 Q): Concepts of child-centred and progressive education
- Child development (15 Q): Critical perspective of the construct of intelligence; multi-dimensional intelligence
- Child development (15 Q): Language and thought
- Child development (15 Q): Gender as a social construct; gender roles, gender bias and educational practice
- Child development (15 Q): Individual differences among learners (language, caste, gender, community, religion etc.)
- Child development (15 Q): Assessment for learning vs assessment of learning; school-based assessment; CCE
- Child development (15 Q): Framing questions to assess readiness, enhance learning and critical thinking, and assess achievement
- Inclusive education and children with special needs (5 Q): Addressing learners from diverse backgrounds including disadvantaged and deprived
- Inclusive education and children with special needs (5 Q): Addressing the needs of children with learning difficulties, impairment etc.
- Inclusive education and children with special needs (5 Q): Addressing talented, creative, specially abled learners
- Learning and pedagogy (10 Q): How children think and learn; how and why children "fail" to achieve success in school
- Learning and pedagogy (10 Q): Basic processes of teaching and learning; children's strategies of learning; learning as a social activity
- Learning and pedagogy (10 Q): Child as a problem solver and a "scientific investigator"
- Learning and pedagogy (10 Q): Alternative conceptions of learning; children's "errors" as significant steps in learning
- Learning and pedagogy (10 Q): Cognition and emotions
- Learning and pedagogy (10 Q): Motivation and learning
- Learning and pedagogy (10 Q): Factors contributing to learning: personal and environmental

Educational psychology of teaching and learning for the 6–11 years age group.

2. Paper I: Mathematics (30 marks)

- Content (15 Q): geometry; shapes and spatial understanding; solids around us; numbers; addition and subtraction; multiplication; division; measurement; weight; time; volume; data handling; patterns; money
- Pedagogy (15 Q): nature of mathematics/logical thinking; place of mathematics in curriculum; language of mathematics; community mathematics; formal and informal evaluation; problems of teaching; error analysis; diagnostic and remedial teaching

Based on the NCERT syllabus for classes I–V; difficulty and linkages up to the secondary stage.

3. Paper I: Environmental Studies (30 marks)

- Content (15 Q): family and friends (relationships, work and play, animals, plants); food; shelter; water; travel; things we make and do
- Pedagogy (15 Q): concept and scope of EVS
- Pedagogy (15 Q): significance of integrated EVS
- Pedagogy (15 Q): EVS and environmental education
- Pedagogy (15 Q): learning principles
- Pedagogy (15 Q): scope and relation to science and social science
- Pedagogy (15 Q): approaches to presenting concepts
- Pedagogy (15 Q): activities

- Pedagogy (15 Q): experimentation/practical work
- Pedagogy (15 Q): discussion
- Pedagogy (15 Q): CCE
- Pedagogy (15 Q): teaching material/aids
- Pedagogy (15 Q): problems

4. Paper I: Language I (30 marks)

- Comprehension (15 Q): two unseen passages — one prose or drama and one poem — with questions on comprehension, inference, grammar and verbal ability
- Pedagogy of language development (15 Q): Learning and acquisition
- Pedagogy of language development (15 Q): Principles of language teaching
- Pedagogy of language development (15 Q): Role of listening and speaking; function of language and how children use it as a tool
- Pedagogy of language development (15 Q): Critical perspective on the role of grammar in learning a language
- Pedagogy of language development (15 Q): Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Pedagogy of language development (15 Q): Language skills
- Pedagogy of language development (15 Q): Evaluating comprehension and proficiency: speaking, listening, reading and writing
- Pedagogy of language development (15 Q): Teaching-learning materials: textbook, multi-media materials, multilingual resource of the classroom
- Pedagogy of language development (15 Q): Remedial teaching

Proficiency in the medium of instruction. Choose from: English, Hindi, Assamese, Bengali, Garo, Gujarati, Kannada, Khasi, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Sanskrit, Tamil, Telugu, Tibetan, Urdu, Bodo, Dogri, Kashmiri, Konkani, Maithili, Santhali, Sindhi.

5. Paper I: Language II (30 marks)

- Comprehension (15 Q): two unseen prose passages (discursive, literary, narrative or scientific) with questions on comprehension, grammar and verbal ability
- Pedagogy of language development (15 Q): Learning and acquisition
- Pedagogy of language development (15 Q): Principles of language teaching
- Pedagogy of language development (15 Q): Role of listening and speaking; function of language and how children use it as a tool
- Pedagogy of language development (15 Q): Critical perspective on the role of grammar in learning a language
- Pedagogy of language development (15 Q): Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Pedagogy of language development (15 Q): Language skills
- Pedagogy of language development (15 Q): Evaluating comprehension and proficiency: speaking, listening, reading and writing
- Pedagogy of language development (15 Q): Teaching-learning materials: textbook, multi-media materials, multilingual resource of the classroom
- Pedagogy of language development (15 Q): Remedial teaching

Elements of language, communication and comprehension; must differ from Language I.

6. Paper II: Child Development and Pedagogy (30 marks)

- Child development (15 Q): Concept of development and its relationship with learning
- Child development (15 Q): Principles of the development of children
- Child development (15 Q): Influence of heredity and environment

- Child development (15 Q): Socialization processes: social world and children (teacher, parents, peers)
- Child development (15 Q): Piaget, Kohlberg and Vygotsky: constructs and critical perspectives
- Child development (15 Q): Concepts of child-centred and progressive education
- Child development (15 Q): Critical perspective of the construct of intelligence; multi-dimensional intelligence
- Child development (15 Q): Language and thought
- Child development (15 Q): Gender as a social construct; gender roles, gender bias and educational practice
- Child development (15 Q): Individual differences among learners (language, caste, gender, community, religion etc.)
- Child development (15 Q): Assessment for learning vs assessment of learning; school-based assessment; CCE
- Child development (15 Q): Framing questions to assess readiness, enhance learning and critical thinking, and assess achievement
- Inclusive education and children with special needs (5 Q): Addressing learners from diverse backgrounds including disadvantaged and deprived
- Inclusive education and children with special needs (5 Q): Addressing the needs of children with learning difficulties, impairment etc.
- Inclusive education and children with special needs (5 Q): Addressing talented, creative, specially abled learners
- Learning and pedagogy (10 Q): How children think and learn; how and why children "fail" to achieve success in school
- Learning and pedagogy (10 Q): Basic processes of teaching and learning; children's strategies of learning; learning as a social activity
- Learning and pedagogy (10 Q): Child as a problem solver and a "scientific investigator"
- Learning and pedagogy (10 Q): Alternative conceptions of learning; children's "errors" as significant steps in learning
- Learning and pedagogy (10 Q): Cognition and emotions
- Learning and pedagogy (10 Q): Motivation and learning
- Learning and pedagogy (10 Q): Factors contributing to learning: personal and environmental

Educational psychology of teaching and learning for the 11–14 years age group.

7. Paper II: Mathematics (30 marks)

- Content (20 Q): number system (knowing our numbers, playing with numbers, whole numbers, negative numbers and integers, fractions)
- Content (20 Q): algebra (introduction to algebra, ratio and proportion)
- Content (20 Q): geometry (basic geometrical ideas, elementary 2-D and 3-D shapes, symmetry, construction)
- Content (20 Q): mensuration
- Content (20 Q): data handling
- Pedagogy (10 Q): nature of mathematics/logical thinking; place of mathematics in curriculum; language of mathematics; community mathematics; evaluation; remedial teaching; problems of teaching

For Mathematics and Science teachers (with Science, 60 questions).

8. Paper II: Science (30 marks)

- Content (20 Q): food (sources, components, cleaning food); 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

- Pedagogy (10 Q): nature and structure of sciences
- Pedagogy (10 Q): natural science aims and objectives
- Pedagogy (10 Q): understanding and appreciating science
- Pedagogy (10 Q): approaches/integrated approach
- Pedagogy (10 Q): observation, experiment, discovery
- Pedagogy (10 Q): innovation
- Pedagogy (10 Q): text material/aids
- Pedagogy (10 Q): evaluation (cognitive, psychomotor, affective)
- Pedagogy (10 Q): problems
- Pedagogy (10 Q): remedial teaching

For Mathematics and Science teachers.

9. Paper II: Social Studies/Social Science (60 marks)

- History (content, 40 Q with geography and civics): when, where and how
- History (content, 40 Q with geography and civics): earliest societies
- History (content, 40 Q with geography and civics): first farmers and herders
- History (content, 40 Q with geography and civics): first cities
- History (content, 40 Q with geography and civics): early states
- History (content, 40 Q with geography and civics): new ideas
- History (content, 40 Q with geography and civics): the first empire
- History (content, 40 Q with geography and civics): contacts with distant lands
- History (content, 40 Q with geography and civics): political developments
- History (content, 40 Q with geography and civics): culture and science
- History (content, 40 Q with geography and civics): new kings and kingdoms
- History (content, 40 Q with geography and civics): Sultans of Delhi
- History (content, 40 Q with geography and civics): architecture
- History (content, 40 Q with geography and civics): creation of an empire
- History (content, 40 Q with geography and civics): social change
- History (content, 40 Q with geography and civics): regional cultures
- History (content, 40 Q with geography and civics): establishment of Company power
- History (content, 40 Q with geography and civics): rural life and society
- History (content, 40 Q with geography and civics): colonialism and tribal societies
- History (content, 40 Q with geography and civics): the Revolt of 1857–58
- History (content, 40 Q with geography and civics): women and reform
- History (content, 40 Q with geography and civics): challenging the caste system
- History (content, 40 Q with geography and civics): the nationalist movement
- History (content, 40 Q with geography and civics): India after independence
- Geography: geography as a social study and as a science; planet Earth in the solar system; globe; environment in its totality; air; water; human environment (settlement, transport, communication); resources (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
- Pedagogy (20 Q): concept and nature of social science; classroom processes, activities and discourse; developing critical thinking; enquiry/empirical evidence; problems of teaching social science; primary and secondary sources; project work; evaluation

For Social Studies/Social Science teachers (in place of Mathematics and Science).

10. Paper II: Language I (30 marks)

- Comprehension (15 Q): two unseen passages — one prose or drama and one poem — with questions on comprehension, inference, grammar and verbal ability
- Pedagogy of language development (15 Q): Learning and acquisition
- Pedagogy of language development (15 Q): Principles of language teaching
- Pedagogy of language development (15 Q): Role of listening and speaking; function of language and how children use it as a tool
- Pedagogy of language development (15 Q): Critical perspective on the role of grammar in learning a language
- Pedagogy of language development (15 Q): Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Pedagogy of language development (15 Q): Language skills
- Pedagogy of language development (15 Q): Evaluating comprehension and proficiency: speaking, listening, reading and writing
- Pedagogy of language development (15 Q): Teaching-learning materials: textbook, multi-media materials, multilingual resource of the classroom
- Pedagogy of language development (15 Q): Remedial teaching

Proficiency in the medium of instruction. Choose from: English, Hindi, Assamese, Bengali, Garo, Gujarati, Kannada, Khasi, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Sanskrit, Tamil, Telugu, Tibetan, Urdu, Bodo, Dogri, Kashmiri, Konkani, Maithili, Santhali, Sindhi.

11. Paper II: Language II (30 marks)

- Comprehension (15 Q): two unseen prose passages (discursive, literary, narrative or scientific) with questions on comprehension, grammar and verbal ability
- Pedagogy of language development (15 Q): Learning and acquisition
- Pedagogy of language development (15 Q): Principles of language teaching
- Pedagogy of language development (15 Q): Role of listening and speaking; function of language and how children use it as a tool
- Pedagogy of language development (15 Q): Critical perspective on the role of grammar in learning a language
- Pedagogy of language development (15 Q): Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Pedagogy of language development (15 Q): Language skills
- Pedagogy of language development (15 Q): Evaluating comprehension and proficiency: speaking, listening, reading and writing
- Pedagogy of language development (15 Q): Teaching-learning materials: textbook, multi-media materials, multilingual resource of the classroom
- Pedagogy of language development (15 Q): Remedial teaching

Elements of language, communication and comprehension; must differ from Language I.

Official sources

Official syllabus: https://cdnbbsr.s3waas.gov.in/s3443dec3062d0286986e21dc0631734c9/uploads/2026/05/202605111250310617.pdf

Official website: https://ctet.nic.in

Online version: https://www.jobnirdesh.com/syllabus/ctet-syllabus-2026

Always confirm the syllabus with the official notification of the conducting body before you prepare or apply.