Structure and Content of PSTET-2018

All questions in PSTET will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer is correct. There will be no negative marking.

There will be two papers of PSTET :

i. **Paper 1** will be for a person who intends to be a teacher for classes I to V (Primary Teacher) and fulfills the minimum qualifications.

ii. **Paper 2** will be for a person who intends to be a teacher for classes VI to VIII (TGT- Trained Graduate Teacher) and fulfills the minimum qualifications.

However, a person who intends to be a teacher for levels i and ii mentioned above, and fulfills the minimum qualifications for both levels will have to appear for both the papers (Paper 1 and Paper 2).

4.1 **Paper 1 (for classes I to V): Primary Stage**

Duration – Two-and-a-half hours

No. of MCQs – 150

Structure and Content (All Compulsory)

i. Child Development and Pedagogy	– 30 MCQs	– 30 Marks
ii. Language I (Punjabi)	- 30 MCQs	– 30 Marks
iii. Language II (English)	- 30 MCQs	– 30 Marks
iv. Mathematics	- 30 MCQs	– 30 Marks
v. Environmental Studies	- 30 MCQs	– 30 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. Around 70 percent of the items would focus on the mentioned Units (a) and (b) in the syllabus while 30 percent would be related to Learning and Pedagogy.
- The test items for Language I (Punjabi) will focus on proficiencies related to the medium of instruction. Pedagogy of language development would cover 45-50 percent of the test items.
- The Language II (English) will focus on the elements of language, communication and comprehension skills. Pedagogy of language development would cover 45-50 percent of the test items.
- The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding of the

subjects. In both the subject areas, Pedagogical understanding would cover 25-30 percent of the items. In both the subject areas, test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I to V by the Education Department, Govt. of Punjab/NCERT.

- The questions in the test for Paper-1 will be based on the topics prescribed in the syllabus of classes I to V, but their difficulty standard as well as linkages, could be up to Secondary stage.

4.2 **Paper -2 (for classes VI to VIII) Elementary Stage :**

Duration – Two-and-a-half hours

No. of MCQs – 150

Structure and Content

i. Child Development and Pedagogy (compulsory) – 30 MCQs – 30 Marks

ii. Language I (Punjabi) (compulsory) - 30 MCQs – 30 Marks

iii. Language II (English) (compulsory) - 30 MCQs – 30 Marks

iv. For Mathematics and Science teacher

a. Mathematics & Science - 60 MCQs – 60 Marks

b. For Social Studies/Social Science teacher

Social Science - 60 MCQs – 60 Marks

c. For any other teacher – either (a) or (b)

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 and needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning. Around 70 percent of the items would focus on the mentioned Units (a) and (b) in the syllabus while 30 percent would be related to Learning and Pedagogy.
- The test items for Language I (Punjabi) will focus on proficiencies related to the medium of instruction. Pedagogy of language development would cover 45-50 percent of the test items.
- The Language II (English) will focus on the elements of language, communication and comprehension skills. Pedagogy of language development would cover 45-50 percent of the test items.
- The test items in Mathematics & Science and Social Studies / Social Science will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. The test items of Mathematics & Science will

be of 30 Marks each. Around 25-30 percent of the items in each subject would focus on pedagogical issues of the related subject. However, besides around 25-30 percent weight age to pedagogical issues in Social Studies / Social Sciences, approximately equal weightage would be given to sections (i), (ii) and (iii). The test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for classes VI to VIII by the Education Department, Govt. of Punjab/NCERT.

- The questions in the test for Paper-2 will be based on the topics prescribed in the syllabus of classes VI to VIII, but their difficulty standard as well as linkages, could be up to Secondary stage.

SYLLABUS FOR PSTET-2018

Paper – 1 (for classes I to V) Primary Stage

I. Child Development and Pedagogy 30 Questions

a. Child Development (Primary School Child)

- Concept of development and its relationship with learning
- Principles of development of children
- Influence of Heredity and Environment
- Socialization processes : Social world & children (Teachers, Parents and 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 and 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 assessment of learning; School-Based Assessment, Continuous and Comprehension Evaluation: Perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and 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

- 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 and Emotions
- Motivation and Learning
- Factors contributing to learning – Personal and environmental

II. Language- I (Punjabi) 30 Questions

a. Language Comprehension

Reading unseen passage – two passages: one prose/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

- 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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

III. Language – II (English) 30 Questions

a. Comprehension

Two unseen prose passages (discursive/literary/narrative/scientific) with questions on comprehension, grammar and verbal ability

b. Pedagogy of Language development

- 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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

IV. Mathematics 30 Questions

a. Content

- Geometry
- Shapes and Spatial Understanding
- Solids around us
- Numbers
- Addition and Subtraction
- Multiplication
- Division
- Measurement
- Weight
- Time
- Volume
- Data Handling
- Patterns
- Money

b. Pedagogical Issues

- 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 teaching and learning
- Diagnostic and remedial teaching

V. Environmental Studies 30 Questions

a. Content

Family and Friends

- Relationships
- Work and Play
- Animals
- Plants

Food

Shelter

Water

Travel

Things we Make and Do

b. Pedagogical Issues

- Concept and scope of EVS
- Significance of EVS, integrated EVS
- Environmental Studies and Environmental Education
- Learning Principles
- Scope and relation to Science and Social Science
- Approaches of presenting concepts
- Activities
- Experimentation / Practical Work
- Discussion
- CCE
- Teaching Material / Aids
- Problems of teaching

Paper – 2 (for classes VI to VIII) Elementary Stage

I. Child Development and Pedagogy 30 Questions

a. Child Development (Elementary School child)

- Concept of development and its relationship with learning
- Principles of development of child
- Influence of Heredity and Environment
- Socialization processes : Social world and children (Teachers, Parents and 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 and 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 assessment of learning; School-Based Assessment, Continuous and Comprehension Evaluation: Perspective and practice
- Formulating appropriate questions for assessing readiness levels of learners; for enhancing learning and critical thinking in the classroom and 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

- 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 and Emotions
- Motivation and Learning
- Factors contributing to learning – Personal and environmental

II. Language-I (Punjabi) 30 Questions

a. Language Comprehension

Reading unseen passage – two passages: one prose/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

- 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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

III. Language – II (English) 30 Questions

a. Comprehension

Two unseen prose passages (discursive/literary/narrative/scientific) with questions on comprehension, grammar and verbal ability

b. Pedagogy of Language development

- 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 or in written form
- Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders
- Language skills
- Evaluating language comprehension and proficiency : Listening, Speaking, Reading and Writing
- Teaching-Learning Materials : Text-books, multi-media materials, multi-lingual resource of the classroom
- Remedial Teaching

IV. Mathematics & Science 60 Questions

i. **Mathematics** 30 Questions

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, protactor, 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
- Problems of teaching

ii. **Science** 30 Questions

a. Content

i. Food

- Sources of food
- Components of food
- Cleaning food

ii. Materials

- Materials of daily use

iii. The world of the living

iv. Moving things, people and ideas

v. How things work

- Electric currents and circuits
- Magnets

VI. Natural Phenomena

VII. Natural Resources

b. Pedagogical Issues

- Nature and Structure of Sciences

- Natural Science / Aims and objectives
- Understanding & Appreciating Science
- Approaches / Integrated Approach
- Observation / Experiment / Discovery (Method of Science)
- Innovation
- Text Materials / Aids
- Evaluation – cognitive/psychomotor/affective
- Problems
- Remedial Teaching

V. Social Studies / Social Sciences 60 Questions

a. Content

i. 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

ii. 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

iii. 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 and Nature of Social Sciences / Social Studies
- Classroom Processes, activities and discourse
- Developing Critical Thinking
- Enquiry / Empirical Evidence
- Problems of teaching Social Sciences / Social Studies
- Sources – Primary & Secondary
- Project Work
- Evaluation

NOTE : For a detailed syllabus of classes I – VIII, please refer to PSEB and NCERT syllabus and textbooks.