

PSTET

Following new subjects (in addition to social science and maths /science) have been added for PSTET paper 2

1. For art and craft teacher: Art and craft
2. For Physical Education teacher:
3. For Home science teacher:
4. For Urdu Teacher: Urdu
5. For Music Teacher: Music
6. Fort Sanskrit Teacher: Sanskrit
7. For any other teacher: Either Social Science or Math/ Science

The questions will be set in PSTET-1 as per the following break up:

1	Child Development & Pedagogy	30 MCQS	30 marks
2	Language I	30 MCQS	30 marks
3	Language II	30 MCQS	30 marks
4	Mathematics	30 MCQS	30 marks
5	Environmental Studies	30 MCQS	30 marks
	Total	150 MCQS	150 Marks

The questions will be set in PSTET- 2 as per the following break up:

1	Child Development & Pedagogy (Compulsory)	30 MCQS	30 marks
2	Language I (Compulsory)	30 MCQS	30 marks
3	Language II (Compulsory)	30 MCQS	30 marks
4	a. For Mathematics and Science teacher: Mathematics and Science (60 MCQS of 1 mark each) b. For Social studies teacher: Social Studies (60 MCQS of 1 mark each) c. For Art & Craft teacher: Art & Craft (60 MCQS of 1 mark each) d. For Physical Education teacher: (60 MCQS of 1 mark each) e. or Home science teacher: Home science (60 MCQS of 1 mark each) f. For Urdu teacher: Urdu (60 MCQS of 1 mark each) g. For Music teacher: Music (60 MCQS of 1 mark each) h. For Sanskrit teacher: Sanskrit (60 MCQS of 1 mark each) i. For any other teacher: either 4(a) or a(b)	60MCQS	60marks
	Total	150 MCQS	150 Marks

Syllabus

Paper I (for classes 1 to V) Primary Stage

I.	Child Development and Pedagogy	30 Questions
	<p>a. Child Development (Elementary School Child)</p> <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. 	
	<p>b. Concept of Inclusive education and understanding children with special needs</p> <ul style="list-style-type: none"> • Addressing learners from diverse back grounds including disadvantaged and deprived • Addressing the needs of children with learning difficulties, "impairment" etc. • Addressing the Talented, Creative, Specially abled Learners 	
	<p>c. Learning and Pedagogy</p> <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 solve rand 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 (Punjabi)	(30 Questions)
	a. Language Comprehension 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 <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, multi lingual resource of the classroom • Remedial Teaching 	
III	Language-II (ENGLISH)	(30 Questions)
	a. Comprehension Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability	
	b. Pedagogy of Language Development <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, multi lingual resource of the classroom • Remedial Teaching 	
IV	Mathematics	(30 Questions)
	a. Content <ul style="list-style-type: none"> • Geometry • Shapes & Spatial Understanding • Solids around Us 	

	<ul style="list-style-type: none"> • Numbers • Addition and Subtraction • Multiplication • Division • Measurement • Weight • Time • Volume • Data Handling • Patterns • Money 	
	<p>b) Pedagogical issues</p> <ul style="list-style-type: none"> • 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)
	<p>a. Content</p> <ol style="list-style-type: none"> 1. Family and Friends: Relationships 2. Work and Play 3. Animals 4. Plants 5. Food 6. Shelter 7. Water 8. Travel 9. Things We Make and Do 	
	<p>b. Pedagogical Issues</p> <ul style="list-style-type: none"> • 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 • Problem 	

Paper II (for classes VI to VIII) Elementary Stage

I.	Child Development and Pedagogy	(30 Questions)
	<p>a. Child Development (Elementary School Child)</p> <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. 	
	<p>b. Concept of Inclusive education and understanding children with special needs</p> <ul style="list-style-type: none"> • Addressing learners from diverse back grounds including disadvantaged and deprived • Addressing the needs of children with learning difficulties, “impairment” etc. • Addressing the Talented, Creative, Specially abled Learners 	
	<p>c. Learning and Pedagogy</p> <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 solve rand 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: Punjabi	(30 Questions)
	a. Language Comprehension 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	
	<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, multi lingual resource of the classroom • Remedial Teaching 	
III	Language-II: English	(30 Questions)
	a. Comprehension Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal ability	
	b. Pedagogy of Language Development <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, multi lingual resource of the classroom • Remedial Teaching 	
IV.	Mathematics and Science (60 Questions)	
	1. Mathematics	(30 Questions)
	a. Content Number System <ul style="list-style-type: none"> • Knowing our Numbers • Playing with Numbers 	

	<ul style="list-style-type: none"> • Whole Numbers • Negative Numbers and Integers • Fractions <p>Algebra</p> <ul style="list-style-type: none"> • Introduction to Algebra • Ratio and Proportion <p>Geometry</p> <ul style="list-style-type: none"> • 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 	
	<p>b. Pedagogical issues</p> <ul style="list-style-type: none"> • Nature of Mathematics/Logical thinking • Place of Mathematics in Curriculum • Language of Mathematics • Community Mathematics • Evaluation • Remedial Teaching • Problem of Teaching 	
	<p>2. Science</p>	<p>(30 Questions)</p>
	<p>a. Content</p> <ul style="list-style-type: none"> ✓ Food <ul style="list-style-type: none"> • Sources of food • Components of food • Cleaning food ✓ Materials <ul style="list-style-type: none"> • Materials of daily use ✓ The World of the Living ✓ Moving Things People and Ideas ✓ How things work <ul style="list-style-type: none"> • Electric current and circuits • Magnets ✓ Natural Phenomena ✓ Natural Resources 	
	<p>b. Pedagogical issues</p> <ul style="list-style-type: none"> • 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/psycho-motor/affective • Problems • Remedial Teaching 	

V.	Social Studies/Social Sciences	(60 Questions)
	<p>a. Content</p> <p>History</p> <ul style="list-style-type: none"> • 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 <p>Geography</p> <ul style="list-style-type: none"> • 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 <p>Social and Political Life</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none">• Concept & Nature of Social Science/Social Studies• Class Room Processes, activities and discourse• Developing Critical thinking• Enquiry/Empirical Evidence• Problems of teaching Social Science/SocialStudies• Sources-Primary & Secondary• Projects• Work Evaluation	

