



## Structure of PSTET

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

Duration – Two-and-a-half hours

No. of MCQs – 150

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

(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)	a) <b>For Mathematics and Science teacher:</b> Mathematics and Science – 60 MCQs of 1 mark each. b) <b>For Social studies teacher:</b> Social Studies - 60 MCQs of 1 mark each. c) <b>For Art &amp; Craft teacher:</b> Art & Craft -60 MCQs of 1 mark each d) <b>For Physical Education teacher:</b> Physical Education- 60 MCQs of 1 mark each e) <b>For Home science teacher:</b> Home science-60 MCQs of 1 mark each f) <b>For Urdu teacher:</b> Urdu-60 MCQs of 1 mark each g) <b>For Music teacher:</b> Music-60 MCQs of 1 mark each h) <b>For Sanskrit teacher:</b> Sanskrit-60 MCQs of 1 mark each i) <b>For any other teacher:</b> either 4(a) or 4(b)	60 MCQs	60 Marks
	<b>Total</b>	150 MCQs	150 Marks



# Zero Vigyan Teaching

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.

## 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 of PSTET

### 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. 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



# Zero Vigyan Teaching

- 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

Zero Vigyan  
Teaching