

UPTET Syllabus & Exam pattern for Paper 1

(Primary Teachers Classes I-V)

- In this paper, there will be 150 objective type questions, carrying 150 marks. It means each Question consist of only one mark.
- There is **no negative marking**.
- The Duration of the exam is only **90 minutes**.

UPTET Paper 1 Exam Pattern

There will be four sections in this paper i.e.

1. Pedagogy
2. Languages (Hindi & English/Urdu)
3. Mathematics
4. EVS

Subject	No. of Questions	No. of Marks
Pedagogy	30 questions	30 marks
Hindi	30 questions	30 marks
English / Urdu	30 questions	30 marks
Mathematics	30 questions	30 marks
Environmental Studies	30 questions	30 marks

Pedagogy

Unit-1 (Marks-06)

- Child Development: Concept of growth and development, Principles and dimensions of development. Factors affecting development (especially in the context of family and school) and its relationship with learning
- Role of Heredity and environment

Unit-2 (Marks-06)

- Meaning and Concept of learning and its processes. Factors Affecting learning.
- Theories of learning and its implication
- How Children learn and think.
- Motivation and Implications for Learning.

Unit-3 (Marks-06)

- Individual Differences: Meaning, types and factors Affecting Individual differences Understanding individual differences on the basis of language, gender, community, caste & religion.
- Personality: Concept and types of personality, Factors responsible for shaping it. Its measurement.
- Intelligence: Concept, Theories and its measurement, Multidimensional Intelligence.

Unit-4 (Marks-06)

- Understanding diverse learners: Backward, Mentally retarded, gifted, creative, disadvantaged and deprived, specially-abled.
- Learning Difficulties.
- Adjustment: Concept and ways of adjustment. Role of teacher in the adjustment.

Unit-5 (Marks-06)

- Teaching learning process, Teaching learning strategies and methods in the context of National Curriculum Framework 2005.
- Meaning and purposes of Assessment, Measurement and Evaluation. Comprehensive and Continuous Evaluation. Construction of Achievement Test.
- Action Research.
- Right to Education Act 2009 (Role and Responsibilities of Teachers)

Languages

English

Total six units are there carrying five marks each.

Unit-1 (Marks-05)

- Unseen Prose Passage
- Linking Devices, Subject-Verb Concord, Inferences

Unit-2 (Marks-05)

- Unseen Poem
- Identification of Alliteration, Simile, Metaphor, Personification, Assonance, Rhyme.

Unit-3 (Marks-05)

- Modal Auxiliaries, Phrasal Verbs and Idioms, Literary Terms: Elegy, Sonnet, Short Story, Drama.

Unit-4 (Marks-05)

- Basic knowledge of English Sounds and their Phonetic Transcription.

Unit-5 (Marks-05)

- Principles of Teaching English, Communicative Approach to English Language Teaching, Challenges of Teaching English: Language Difficulties, Errors and Disorders.

Unit-6 (Marks-05)

- Methods of Evaluation, Remedial Teaching.

Hindi

हिंदी

कुल प्रश्न - 30
कुल अंक - 30

भाषा - 1 (कक्षा 1 से 5 तक) लेवल - 1

		<u>अंक</u>
इकाई 1	एक अपठित गद्यांश में से निम्नलिखित व्याकरण संबंधी प्रश्न :- शब्द ज्ञान, लक्षण, तद्भव, देशज, विदेशी शब्द। पर्यायवाची, विलोम, एकाधी शब्द। उपसर्ग, प्रत्यय, संधि और समास। संज्ञा, सर्वनाम, विशेषण, अव्यय।	5
इकाई 2	एक अपठित गद्यांश में से निम्नलिखित बिंदुओं पर प्रश्न :- रेखांकित शब्दों का अर्थ स्पष्ट करना, वचन, काल, लिंग ज्ञात करना। दिए गए शब्दों का वचन काल और लिंग बदलना।	5
इकाई 3	वाक्य रचना, वाक्य के अंग, वाक्य के प्रकार, पदबंध, मुहावरे और लोकोक्तियें।	5
इकाई 4	भाषा की शिक्षण विधि, भाषा शिक्षण के उपाय, भाषा दक्षता का विकास।	5
इकाई 5	भाषावी कौशलों का विकास (सुनना, बोलना, पढ़ना, लिखना) हिंदी भाषा शिक्षण में चुनौतियाँ, शिक्षण अभिगम सामग्री, पाठ्य पुस्तक, बहु-माध्यम एवं शिक्षण के अन्य संसाधन।	5
इकाई 6	भाषा शिक्षण में मूल्यांकन, उच्चलिख परीक्षण का निर्माण समझ एवं शक्ति मूल्यांकन, उपपाराम्बक शिक्षण।	5

Urdu

اردو

کل سوالے: 30

کل نمبرے: 30

تہن 1 (ورے اقل تاظم) سطح 1

Language-I (Class 1to5) Level-1

پانے 1: کوری لکھیاں یر مینی سااتے 1

ماتے مئی، ماضی، اور اب، اور مع نگر ساتے، مکنار، مزاجوت، مزاجوت

پانے 2: کوری لکھیاں یر مینی سااتے 1

مواکی کور مقل، کاسل، معلول، مقل، وازم، مقل مقلی، مقل کی اقسام، مقل

پانے 3: اسم اور اسکی اقسام، مقل اور اسکی اقسام، مقل اور اسکی اقسام، مقل اور اسکی اقسام

پانے 4: اسوات کور و تخم

مواپان کی مقل کے مقل، مواپان کی مقل کے اسل، مواپان کی مقل کے

پانے 5: مواپان کی مقل، مواپان کی مقل، مواپان کی مقل، مواپان کی مقل، مواپان کی مقل

مقل مواپان کی مقل کے مواپان کی مقل کے مواپان کی مقل کے

پانے 6: مواپان کی مقل کے مواپان کی مقل کے مواپان کی مقل کے مواپان کی مقل کے

Mathematics

Unit-I

- Whole number up to one crore, Place Value, Comparison, Fundamental mathematical operations: Addition, Subtraction, Multiplication and Division; Indian Currency.

Unit-II

- Concept of fraction, proper fractions, comparison of proper fraction of same denominator, mixed fraction, comparison of proper fractions of unequal denominators, Addition and Subtraction of fractions. Prime and composite number, Prime factors, Lowest Common Multiple (LCM) and Highest Common Factor (HCF).

Unit-III

- Unitary Method, Average, Profit-Loss, Simple interest.

Unit-IV

- Plane and curved surfaces, plane and solid geometrical figures, properties of plane geometrical figures; point, line, ray, line segment; Angle and their types.
- Length, Weight, Capacity, Time, measurement of area and their standard units and relation between them; Area and perimeter of plane surfaces of square and rectangular objects.

Unit-V

- Nature of Mathematics/Logical thinking.
- Place of Mathematics in Curriculum.
- Language Mathematics.
- Community Mathematics.

Unit-VI

- Evaluation through formal and informal methods.
- Problems of Teaching.
- Error analysis and related aspects of learning and teaching
- Diagnostic and Remedial Teaching.

Environmental Studies

Unit – I (Marks-05)

- Family Personal relationships, nuclear and joint families, social abuses (child marriage, dowry system, child labour, theft); addiction (intoxication, smoking) and its personal, social and economical bad effects.
- Clothes and Habitats – Clothes for different seasons; maintenance of clothes at home; handloom and power loom; habitats of living beings, various types of houses; cleanliness of houses and neighboring areas; Different types of materials for building houses.

Unit—II (Marks-05)

- Profession – Profession of your surroundings (stitching clothes, gardening, farming, animal rearing, vegetable vendor etc.), small and cottage industries; major industries of Rajasthan State, Need for consumer protection, co-operative societies.
- Public places and Institutions – Public places like school, hospital, post office, bus stand, railway station; Public property (street light, road, bus, train, public buildings etc.); wastage of electricity and water; employment policies; general information about Panchayat, legislative assembly and parliament.
- Our Culture and Civilization – Fairs and festivals, National festivals; Dresses, food-habits and art and craft of Rajasthan; Tourist places of Rajasthan; Great personalities of Rajasthan.

Unit — III (Marks-05)

- Transport and Communication – Means of transport and communication; Rules for pedestrians and transport; Effects of means of communication on the life style.
- Personal Hygiene – External parts of our body and their cleanliness; general information about the internal parts of the body; Balance diet and its importance; Common diseases (gastroenteritis, amoebiosis, methaemoglobin, anemia, fluorosis, malaria, dengue.) their causes and methods of prevention; Pulse Polio campaign.
- Living Beings~ Levels of organisation of plants and animals, diversity of living organisms, state flower, state tree, state bird, state animal; knowledge of reserve forest and wild life (national parks, sanctuaries, tiger reserve, world heritage), conservation of species of plants and animals, knowledge of Kharif and Rabi crops.

Unit — IV (Marks-05)

- Matter and Energy – Common properties of substances (colour, state, ductility, solubility) various types of fuels; types of energy and transformation of one form into another; Applications of energy in daily life, sources of light, common properties of light. > Basic knowledge of air, water, forest, wetlands and deserts; different kind of pollution, renewable and non-renewable resources of energy in Rajasthan and concept of their conservation; weather and climate; water cycle.

Unit – V (Marks-05)

- Concept and scope of Environment Studies
- Significance of Environment Studies, Integrated Environment Studies
- Environmental Studies & Environmental Education learning Principles
- Scope & relation to Science & Social Science
- Approaches of presenting concepts Activities

Unit — VI (Marks-05)

- Experimentation/Practical Work
- Discussion
- Comprehensive and Continuous Evaluation
- Teaching material/Aids
- Problems of Teaching

UPTET Paper 2 Exam pattern & Syllabus Upper Primary Teachers (Classes VI-VIII)

- In this paper, there will be 150 objective type questions, carrying 150 marks.
- There is **no negative marking** in this exam.
- The time duration for the exam is only **90 minutes**.

UPTET Paper 2 Exam Pattern

The Paper Consists of 4 sections i.e.

1. Pedagogy
2. Languages (Hindi & English/Urdu)
3. Mathematics & Science / Social Studies

In the third part: a maths & science teacher will go for Mathematics & Science and a social study teacher will go for social studies.

Pedagogy	30 questions	30 marks
Hindi	30 questions	30 marks
English / Urdu	30 questions	30 marks
Maths & Science / Social Studies	60 questions	60 marks

Pedagogy

a) Child Development (Elementary School Child)

- 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 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 & 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

- 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

- 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 conception 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

Languages

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

Language II – 30 Questions

a) Comprehension 15 Questions

Two unseen prose passages (discursive or literary or narrative or scientific) with

Questions 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

Mathematics & Science

(Mathematics and Science: 60 Questions)

Mathematics - 30 Questions

- **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) Constructions (using Straight edge Scale, protractor, compasses)

- **Mensuration**

- **Data handling**

Pedagogical issues 10 Questions

- Nature of Mathematics/Logical thinking
- Place of Mathematics in Curriculum
- Language of Mathematics
- Community Mathematics
- Evaluation
- Remedial Teaching
- Problems of Teaching

Science 30 Questions

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 current and circuits
- Magnets

VI. Natural Phenomena

VII. 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

Social Studies

(Social Studies/ Social Sciences 60 Questions)

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
- Social Justice and the Marginalized

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