**UPTET Exam Pattern**

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| **Number of Papers** | **Paper I (Primary Level)Paper II (Elementary Level)** |
| **Mode of Exam** | **Online (computer-based)** |
| **Type of Questions** | **Multiple Choice** |
| **Marks of each paper** | **150** |
| **Total number of questions in each paper** | **150** |
| **UPTET Marking Scheme** | **+1 for each correct answer; No negative marking** |
| **Time Allotted** | **2 hours and 30 minutes** |
| **Langauge of the exam** | **Bilingual (English and Hindi)** |

**UPTET Syllabus for Paper 1**

* This paper focuses on the educational psychology of teaching and learning relevant to classes 1 to 5.
* Topics in this paper focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
* UPTET Syllabus is based on the topics given in NCERT Books of class I-V.
* The section on Maths and EVS evaluates a candidate on his facts, concepts, and understanding of the subject.
* Language papers simply test the candidate for skills of instructions medium.
* Here is UPTET Exam Pattern for Paper 1:

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| **Section** | **Number of Questions** | **Total Marks** |
| **Child Development, Learning & Pedagogy** | **30 Questions** | **30 Marks** |
| **1st Language (Hindi)** | **30 Questions** | **30 Marks** |
| **2nd Language (Any one from English, Urdu & Sanskrit)** | **30 Questions** | **30 Marks** |
| **Mathematics** | **30 Questions** | **30 Marks** |
| **Environmental Studies** | **30 Questions** | **30 Marks** |

**UPTET Syllabus for Child Development and Pedagogy**

* Child Development (Primary School Child) (15 Questions)
* Concept of Inclusive education and understanding children with special needs (5 Questions)
* Learning and Pedagogy (15 Questions)

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| **Unit** | **Topics** | **Marks** |
| **1** | **Child Development: Concept of growth and development, Principles and dimensions of development. Factors affection development (especially in the context of family and school) and its relationship with learning. Role of Heredity and environment.** | **06** |
| **2** | **Meaning and Concept of learning and its processes. Factors Affection learning. Theories of learning and its implication. How Children learn and think. Motivation and Implications for Learning.** | **06** |
| **3** | **Individual Differences: Meaning, types and factors Affection 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.** | **06** |
| **4** | **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.** | **06** |
| **5** | **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. Constriction of Achievement Test. Action Research. Right to Education Act 2009 (Role and Responsibilities of Teachers)** | **06** |

**UPTET Syllabus for Language I**

* Language Comprehension (15 Questions)
* Pedagogy of Language Development (15 Questions)

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| **Unit** | **Topics** | **Marks** |
| **1** | **Unseen Prose Passage. Linking Devices, Subject-Verb Concord, Inferences** | **05** |
| **2** | **Unseen Poem. Identification of Alliteration, Simile, Metaphor, Personification, Assonance, Rhyme.** | **05** |
| **3** | **Modal Auxiliaries, Phrasal Verbs and Idioms, Literary Terms: Elegy, Sonnet, Short Story, Drama.** | **05** |
| **4** | **Basic knowledge of English Sounds and their Phonetic Transcription.** | **05** |
| **5** | **Principles of Teaching English, Communicative Approach to English Language Teaching, Challenges of Teaching English: Language Difficulties, Errors and Disorders.** | **05** |
| **6** | **Methods of Evaluation, Remedial Teaching.** | **05** |

**UPTET Syllabus for Language II**

* Comprehension (15 Questions)
* Pedagogy of Language Development (15 Questions)

**UPTET Syllabus for Mathematics**

* Content (15 Questions)
* Pedagogical issues (15 Questions)

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| **Unit** | **Topics** |
| **1** | **Whole number up to one crore, Place Value, Comparison, Fundamental mathematical operations: Addition, Subtraction, Multiplication and Division; Indian Currency.** |
| **2** | **Concept of fraction, proper fractions, comparison of paper fraction of same denominator, mixed fraction, comparison of proper fractions of unequal denominators, Addition and Substation of fractions. Prime and composite number, Prime factors, Lowest Common Multiple (LCM) and Highest Common Factor (HCF).** |
| **3** | **University Law, Average, Profit-Loss, Simple interest.** |
| **4** | **Place and curved surfaces, plane and solid geometrical figures, prosperities of plane geometrical figures; pint, line, ray, line segment; Angle and their types. Length, Weight, Capacity, Time, measurement f area and their standard units and relation between them; Area and perimeter of plane surfaces of square and rectangular objects.** |
| **5** | **Nature of Mathematics/Logical thinking. Place of Mathematics in Curriculum. Language Mathematics. Community Mathematics.** |
| **6** | **Evaluation through formal and informal methods. Problems of Teaching. Error analysis and related aspects of learning and teaching. Diagnostic and Remedial Teaching.** |

**UPTET Syllabus for Environmental Studies**

* Content (15 Questions)
* Pedagogical Issues  (15 Questions)

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| **Unit** | **Topics** | **Marks** |
| **1** | **Family Personal relationships, nuclear and joint families, social abuses (child marriage, dowry system, child labor, theft); addiction (intoxication, smoking) and its personal, social and economic 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.** | **05** |
| **2** | **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.** | **05** |
| **3** | **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.** | **05** |
| **4** | **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.** | **05** |
| **5** | **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** | **05** |
| **6** | **Experimentation/Practical Work Discussion. Comprehensive and Continuous Evaluation. Teaching material/Aids. Problems of Teaching** | **05** |
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**UPTET Syllabus for Paper 2**

* UPTET Syllabus of Paper 2 focuses on the educational psychology of teaching and learning relevant to **classes 6 to 8.**
* Candidates interested in **Maths or Science** have to choose **OPTION A** and candidates interested in social science should attempt **OPTION B.**
* The standard of questions in paper II is according to the topics prescribed by NCERT in books of class VI-VIII.
* UPTET Syllabus  for Paper 2 is as follows-

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| **UPTET Paper 2** | **Number of Questions** | **Total Marks** |
| **Child Development, Learning & Pedagogy** | **30 Questions** | **30 Marks** |
| **1st Language (Hindi)** | **30 Questions** | **30 Marks** |
| **2nd Language (Any one from English, Urdu & Sanskrit)** | **30 Questions** | **30 Marks** |
| **A. Mathematics/ Science B. Social Studies/ Social Science** | **60 Questions** | **60 Marks** |

**UPTET Syllabus for Child Development and Pedagogy**

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| **Topic** | **Chapters** |
| **Child Development (Elementary School Child) (15 Questions)** | **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.** |
| **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** |
| **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** |

**UPTET Syllabus for Language I**

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| **Topic** | **Chapters** |
| **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)** |
| **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** |

**UPTET Syllabus for Language II**

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| **Topic** | **Chapters** |
| **Comprehension (15 Questions)** | **Two unseen prose passages (discursive or literary or narrative or scientific) with questions on comprehension, grammar and verbal ability** |
| **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** |

**UPTET Syllabus for Mathematics and Science**

In the following table, UPTET syllabus for Mathematics and Science is represented.

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| **Mathematics Syllabus** | **Science Syllabus** |
| **Pedagogical issues** | **Pedagogical issues** |
| **Number System** | **Food** |
| **Algebra** | **Materials** |
| **Geometry** | **The World of the Living** |
| **Mensuration** | **Natural Resources** |
| **Data Handling** | **How Things Work** |
| **-** | **Natural Phenomena** |

**UPTET Syllabus for Social Studies/Social Sciences**

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| **Subject** | **Topics** |
| **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 o f 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.** |
| **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.** |
| **Social and Political Science** | **Diversity, Government, Local Government, Making a Living, Democracy, State Government, Understanding Media, Unpacking Gender, The Constitution, Parliamentary Government, Social Justice and the Marginalized.** |
| **Pedagogical issues** | **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.** |