

Note – This syllabus is the Copy of official syllabus given by UK board

UTET I (for Class 1 to V) Primary Level

I. Child Development and Pedagogy - 30 Questions (30 Marks)

A. Child Development (Primary School Child) -

- The concept of development and its relation to learning
- Theories of children's development
- Influence of heredity and environment
- Socialization processes: the social world and children (teachers, parents, peers)
- Piaget, Kolberg and Vygotsky: construction and critical perspectives
- Concepts of Child-Centered and Progressive Education
- The Critical Perspective of Building the Wisdom
- Multi-dimensional intelligence
- Language and Ideas
- Gender as a social construct; Gender Roles, Gender-Bias and Educational Practice
- To understand the differences between learners on the basis of individual differences, diversity of language, caste, gender, community, religion, etc.
- Difference between assessment for learning and evaluation of learning; School-Based Assessment, Continuous and Comprehensive Evaluation: Perspectives and Practice
- Formulating appropriate questions to assess learners' readiness levels; To enhance learning and critical thinking in the classroom and to assess learner achievement.

B. Concept of Inclusive Education and Understanding Children with Special Needs -

- Addressing learners from diverse backgrounds, including the disadvantaged and underprivileged
- Addressing the needs of children with learning difficulties, 'disorders', etc.
- Addressing 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 learning strategies; Learning as a social activity; The social context of learning.
- The child as a problem solver and a 'scientific investigator'
- Alternative concepts of learning in children, understanding children's 'errors' as important stages in the learning process.
- Cognition and Emotions
- Motivation and Learning
- Factors Contributing to Learning – Personal and Environmental

II. Language I - 30 Questions (30 Marks)

A. Language Comprehension -

Unread passage reading – two passages, one prose or drama and one poem, with questions on comprehension, inference, grammar and verbal ability (prose passage can be literary, scientific, descriptive or deliberative)

B. Pedagogy of Language Development -

- Learning and Acquisition
- Principles of Language Teaching

- The role of listening and speaking; The function of language and how children use it as a tool
- Critical perspective on the role of grammar in language learning to communicate ideas orally and in written form;
- The challenges of language teaching in a diverse classroom; Language difficulties, errors and disorders
- language skill
- Assessment of Language Comprehension and Proficiency: Speaking, Listening, Reading, and Writing
- Teaching-learning materials: textbooks, multimedia materials, multilingual resources of the classroom
- Remedial learning

III. Language - II 30 Questions (30 Marks)

a). Knowledge-

Two overlooked passages (critical or literary or descriptive or scientific) with questions on comprehension, grammar and verbal ability

B. Pedagogy of Language Development -

- Learning and Acquisition
- Principles of Language Teaching
- The role of listening and speaking; The function of language and how children use it as a tool
- Critical perspective on the role of grammar in language learning to communicate ideas orally and in written form;
- The challenges of language teaching in a diverse classroom; Language difficulties, errors and disorders
- language skill
- Assessment of Language Comprehension and Proficiency: Speaking, Listening, Reading, and Writing
- Teaching - Teaching materials: textbooks, multimedia materials, multilingual resources of the classroom
- Remedial learning

IV Mathematics - 30 questions (30 marks)

A. Material -

- geometry
- Size and spatial understanding
- Solid objects around us
- Numbers
- Addition and Subtraction
- multiplication
- luck
- measure
- weight
- time
- volume
- Data Handling
- pattern
- the money

B. - Pedagogical issues -

- The Nature of Mathematics/Logical Thinking; Understanding children's thinking and reasoning patterns and meaning-making and learning strategies
- Place of mathematics in the curriculum

- The Language of Mathematics
- Community Math
- Evaluation by formal and informal methods
- Teaching problems
- Error analysis and related aspects of learning and teaching
- Clinical and Remedial Teaching

V. Environmental Studies - 30 Questions (30 Marks)

A. Material -

I. Family and Friends: 1.1 Relationships 1.2 Work and Play 1.3 Animals 1.4 Plants II. Food iii. Shelter IV. Water v. Travel V. The things we make and do

B. - Pedagogical issues -

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|---|------------------------------|
| • Concept and scope of EVs | • Ways to present concepts |
| • Importance of EVs, Integrated EVs | • Activities |
| • Environmental Studies and Environmental Education | • Experiment/Practical work |
| • Learning Principles | • discussion |
| • Relation and scope to science and social sciences | • CCE |
| | • Teaching Materials/Support |
| | • Problems |

UTET II (for Class VI to VIII) Elementary Level

I. Child Development and Pedagogy - 30 Questions (30 Marks)

A. Child Development (Elementary School Child) -

- The concept of development and its relation to learning
- Theories of children's development
- Influence of heredity and environment
- Socialization processes: the social world and children (teachers, parents, peers)
- Piaget, Kolberg and Vygotsky: construction and critical perspectives
- Concepts of Child-Centered and Progressive Education
- The Critical Perspective of Building the Wisdom
- Multi-dimensional intelligence
- Language and Ideas
- Gender as a social construct; Gender Roles, Gender-Bias and Educational Practice
- To understand the differences between learners on the basis of individual differences, diversity of language, caste, gender, community, religion, etc.
- Difference between assessment for learning and evaluation of learning; School-Based Assessment, Continuous and Comprehensive Evaluation: Perspectives and Practice
- Formulating appropriate questions to assess learners' readiness levels; To enhance learning and critical thinking in the classroom and to assess learner achievement.

B. Concept of Inclusive Education and Understanding Children with Special Needs -

- Addressing learners from diverse backgrounds, including the disadvantaged and underprivileged
- Addressing the needs of children with learning difficulties, 'disorders', etc.
- Addressing 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 learning strategies; Learning as a social activity; The social context of learning.
- The child as a problem solver and a 'scientific investigator'
- Alternative concepts of learning in children, understanding children's 'errors' as important stages in the learning process.
- Cognition and Emotions
- Motivation and Learning
- Factors Contributing to Learning – Personal and Environmental

II. Language I - 30 Questions (30 Marks)

A. Language Comprehension-

Unread passage reading – two passages, one prose or drama and one poem, with questions on comprehension, inference, grammar and verbal ability (prose passage can be literary, scientific, descriptive or deliberative)

B. Pedagogy of Language Development -

- Learning and Acquisition
- Principles of Language Teaching
- The role of listening and speaking; The function of language and how children use it
- As a tool
- Critical perspective on the role of grammar in language learning to communicate ideas orally and in written form;
- The challenges of language teaching in a diverse classroom; Language difficulties, errors and disorders
- language skill
- Assessment of Language Comprehension and Proficiency: Speaking, Listening, Reading, and Writing
- Teaching-learning materials: textbooks, multimedia materials, multilingual resources of the classroom
- Remedial learning

III. Lang-II - 30 Questions (30 Marks)

A. Perception

Two overlooked passages (critical or literary or descriptive or scientific) with questions on comprehension, grammar and verbal ability

B. Pedagogy of Language Development

- Learning and Acquisition
- Principles of Language Teaching
- The role of listening and speaking; The function of language and how children use it as a tool
- Critical perspective on the role of grammar in language learning to communicate ideas orally and in written form;
- The challenges of language teaching in a diverse classroom; Language difficulties, errors and disorders
- language skill
- Assessment of Language Comprehension and Proficiency: Speaking, Listening, Reading, and Writing
- Teaching - Teaching materials: textbooks, multimedia materials, multilingual resources of the classroom
- Remedial learning

IV. Mathematics and Science - 60 Questions (60 Marks)

i. गणित -

a. Materials-

- Number System
 - Know Our Numbers
 - Playing with numbers
 - Whole Numbers
 - Negative Numbers and Integers
 - different
- algebra
 - Introduction to Algebra
 - Ratio and Proportion
- geometry
 - Basic Geometric Ideas (2-D)
- Understanding Primary Shapes (2-D and 3-D)
- Symmetry: (Reflection)
- Construction (using straight line, scale, scale, compass)

Mensuration Data Handling

B. - Pedagogical issues -

- The Nature of Mathematics/Logical Thinking
- Place of mathematics in the curriculum
- The Language of Mathematics
- Community Math
- valuation
- Remedial learning
- The problem of teaching

i.) Morphology-

A. Material -

meals

- Food sources
- Components of food
- Cleaning food

materials

- Materials for daily use

Living Worlds, Moving Things, People and Ideas: How Things Work

- Electric Current & Circuits
- magnet

Natural Phenomena Natural Resources

B. - Pedagogical issues -

- Nature and Structure of Science
- Natural Sciences/Aims and Objectives
- Understanding and appreciating science
- Approach/Integrated Approach
- Observation/Experiment/Discovery (Method of Science)
- change in established practice
- Textual Content/Support
- Assessment - Cognitive/Psychological/Affective
- Problems

- Remedial learning

V. Social Studies/Social Science - 60 questions (60 marks)

A. Material -

history

- When, where and how
- The Oldest Society
- The first farmers and shepherds
- First Cities
- Early state
- New Ideas
- The First Empire
- Contacts from distant countries
- Political Development
- Culture & Science
- New Kings and Empires
- Sultan of Delhi
- Art or technique of house building
- Building an Empire
- Social Change
- Regional Cultures
- Establishment of Company Governance
- Rural Life and Society
- Colonialism and Tribal Society
- The Revolt of 1857-58
- Women and Reforms
- Challenging the Caste System
- Nationalist movement
- India after Independence

geography

- Geography as a Social Studies and Science
- Planets: Earth in the Solar System
- globe
- Environment in its totality: the natural and human environment
- air
- water
- Human Environment: Settlement, Transport and Communication
- Resources: Type-Natural and Human
- agriculture

Social and political life

- variety
- government
- local government
- Making a living
- democracy
- state government
- Understanding the media
- Opening the penis
- constitution
- parliamentary government
- judiciary
- Social Justice and Marginalization

B. - Pedagogical issues -

- Concept and Nature of Social Science/Social Studies
- Classroom Processes, Activities, and Discourses
- Developing critical thinking
- Inquiries/Empirical Evidence
- Problems of Teaching Social Science/Social Studies
- Sources – Primary and Secondary
- Project Work
- valuation