

IMPORTANT

- All the questions will be Multiple Choice Questions, each carrying one mark, with four alternatives out of which one answer will be correct. Questions will be set to assess candidate's ability to analyze, interpret and apply the subject matter.
- There will be no negative marking.

DETAILED SYLLABUS FOR OTET

PAPER - I

SECTION – A : CHILD DEVELOPMENT AND PEDAGOGY

Unit – 1 :- Understanding Child Development during Childhood (focus on children at primary level)

- Concept, principles and stages of child development
- Characteristics of physical, cognitive, social, emotional and moral development in childhood
- Influence of heredity and environment in understanding the child

Unit – 2 :- Understanding Learning Process and Learners

- Learning – concept, nature and individual differences in learning
- Understanding how child learns – learning through observation, limitation
- Understanding how child learns – various methods of learning
- Basic conditions of learning and promotion of learning through motivation, classroom learning environment and teacher behaviour
- Development of creative thinking

Unit – 3 :- Concept of Inclusive Education and Understanding Children with special needs

- Concept of inclusive education
- Addressing the needs of diverse group of learning in inclusive classroom (CWSN, girls, SC / ST)
- Addressing the talented, creative learning

Unit – 4 :- Approaches to teaching and learning

- Teacher-centred, learner-centred and learning-centred approach
- Competency-based and activity-based approach
- TLM – its importance, use and preparation for classroom transaction

- Teaching competency to handle mono-grade and multi-grade situation

Unit – 5 :- Assessment

- Continuous and comprehensive assessment
- Purpose of assessment
- Assessing scholastic and other scholastic areas
- Sharing of assessment outcomes and follow up

SECTION B : LANGUAGE (ODIA/URDU/HINDI/TELUGU/BENGALI)

GROUP – A : (PEDAGOGY)

Unit – 1 :- Learning Odia / Urdu / Hindi / Telugu / Bengali at elementary level

- Aims and objectives of teaching Odia / Urdu / Hindi / Telugu / Bengali as mother tongue
- Principles of language teaching
- Acquisition of four-fold language skills in Odia / Urdu / Hindi / Telugu / Bengali viz., listening, speaking, reading and writing
- Interdependence of four language skills
- Objectives and strategies of transacting integrated text for the beginners

Unit – 2 :- Teaching, Reading and Writing Skills

- Technique of developing intensive and extensive reading skills
- Teaching-learning composition and creative writing
- Critical perspective on the role of grammar in learning language for communicating ideas in written form
- Challenges of teaching language in a diverse classroom, language difficulties and errors

GROUP – B : (CONTENT)

Unit – 3 :- Assessment of learning Odia / Urdu / Hindi / Telugu / Bengali

- Assessment language comprehensive and proficiency : speaking, listening, reading, writing – construction of different types of test items
- Remedial teaching

Unit – 4 :- Language items

- Part of speech – Noun, Pronoun, Verb, Adverb, Adjectives, Conjunction
- Formation of words – using prefix and suffix
- Synonyms and antonyms
- Phrases and idioms

Unit – 5 :- Language Comprehension

- Reading two unseen passages – one passage from prose and one poem with questions on comprehension, drama, inference, grammar and verbal ability (prose passage may be literary, scientific, narrative or discursive)

SECTION C : LANGUAGE (ENGLISH)

GROUP – A : (PEDAGOGY)

Unit – 1 :- Learning English at the Elementary Level

- Importance of learning English
- Objectives of learning English (in terms of content and competence specifications)

Unit – 2 :- Language Learning

- Principles of language teaching
- Challenges of teaching language in a diverse classroom

Unit – 3 :- Skills in learning English

- Four-fold basic skills of learning viz., listening, speaking, reading and writing : interdependence of skills
- Techniques and activities for developing listening and speaking skills (recitation, story telling, dialogue)
- Development of reading skills : reading for comprehension, techniques and strategies for teaching, reading (phonic, alphabet, word, sentence and story)
- Development of writing skill – teaching composition

Unit – 4 :- Assessment of English

- Assessing language comprehension and proficiency : listening, speaking, reading, writing

GROUP – B : (CONTENT)

Unit – 5 :- Comprehension

- Two unseen prose passage (discursive or literary or narrative or scientific) with questions on comprehension, grammar and verbal ability

Unit – 6 :- Language items

- Nouns, Adverbs, Verbs, Tense and Time, Preposition, Articles, Adjectives, Prepositions, Punctuation

Section D : Mathematics

GROUP – A : (PEDAGOGY)

Unit – 1 :- Mathematics Education in Schools

- Nature of Mathematics (exactness, systematic, patterns, preciseness)
- Aims and objectives of teaching Mathematics
- Specific objectives of teaching Mathematics

Unit – 2 :- Methods and Approaches to Teaching-Learning Mathematics

- Methods : Inductive, deductive, analysis, synthesis, play-way
- Approaches : Constructivist and Activity-based

Unit – 3 :- Assessment in Mathematics

- Assessment in Mathematics
- Formal and informal assessment
- Different types of test items
- Planning for remedial and enrichment programme in Mathematics

GROUP – B : (CONTENT)

Unit – 4 :- Number System and Operation in Numbers

- Number system (natural, whole, rational, real)
- Fundamental operation on numbers
- Fractional numbers and decimals – operations in fractional numbers and decimals
- Factors and multiples – NCF and LCM
- Percentage and its application

Unit – 5 :- Measurement

- Measurement of length, weight, capacity
- Measurement of area and perimeter of rectangle and square
- Measurement of time (concept of am, pm and time interval)

Unit – 6 :- Shapes and spatial Relationship

- Basic geometrical concepts (point, line segment, ray, straight line, angles)
- Geometry of triangles, quadrilaterals and circles
- Symmetry
- Geometrical solids (cube, cuboid, sphere, cylinder cone)

Unit – 7 :- Data Handling and Patterns

- Pictography, bar graph, histogram, pie chart

- Interpretation of these graphs
- Patterns in numbers and figures

SECTION E : ENVIRONMENTAL STUDIES (EVS)

GROUP – A : (PEDAGOGY)

Unit – 1 :- Concept

- Concept and Significance
- Integration of Science and Social Science
- Aims and objectives of teaching and learning EVS

Unit – 2 :- Methods and Approaches

- Basic principles of teaching EVS
- Methods : Survey, Practical Work, discussion, observation, project
- Approaches : Activity-based, theme-based

Unit – 3 :- Evaluation in EVS

- Tools and techniques for evaluation learning in EVS
- Diagnostic assessment in EVS

GROUP – B : (CONTENT)

Unit – 4 :- Governance

- Local-self, Government – State and Central
- Judiciary

Unit – 5 :- Physical Features of Odisha and India

- Landscape
- Climate
- Natural resources
- Agriculture and industry

Unit – 6 :- History of Freedom Struggle in India and Odisha

Unit – 7 :- Health and Diseases

- Nutritional, elements, balanced diet
- Nutritional, deficiency and diseases
- Waste materials and disposal
- First-aid
- Air and water pollution

Unit – 8 :- Internal Systems of Human Body

- Respiratory, circulatory, digestive and excretory system – structure and parts of plant – structure and function

Unit – 9 :- Matter, Force and Energy

- Matter and its properties
- Earth and sky, effect of rotation and revolution of earth
- Work and energy

PAPER – 2

SECTION A : CHILD DEVELOPMENT AND PEDAGOGY - 30 MARKS

Unit – I :- Child Development (Focus on Upper Primary School Children)

- Features of Physical, Cognitive, Social, Emotional & Moral development during pre-adolescence and adolescence
- Effect of Heredity and Environment on development
- Needs and problems of adolescents
- Individual differences among learners

Unit – II :- Learning

- Learning as meaning making knowledge and construction
- How children learn – observation, initiation, trial, error, experience
- Learning as social activity
- Rote learning and meaningful learning
- Factors affecting learning
- Strategies for promoting lessons
- Addressing learners from diverse background including disadvantaged and deprived
- Addressing the needs of children with learning difficulties and impairment
- Addressing the talented, creative and specially abled learners

Unit – III :- Curriculum Teaching – Learning Approaches and Evaluation

- Teacher-centred, learner centred and learning-centred approaches
- Principles of curriculum organization
- Teaching learning aids
- Continuous comprehensive assessment of learning, planning and designing achievement tests, rating scale, check list
- Test reliability and validity
- Date representation – mean, mode and median and standard deviation

Section B : Language 1 (Odia / Urdu / Hindi / Telugu / Bengali)

30 marks