

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

GROUP A (PEDAGOGY)

- Unit – 1:-** Learning Odia / Urdu / Hindi / Telugu / Bengali at Upper Primary Level
- Aims and objectives of learning Odia / Urdu / Hindi / Telugu / Bengali as first language
 - Principles of teaching mother tongue
 - Development of language skills (speaking, reading, writing and listening)

- Unit – 2 :-** Teaching Language
- Intensive and Extensive reading skills at upper primary level
 - Teaching of non-detailed and detailed texts (prose, poetry)
 - Teaching of composition and creative writing
 - Teaching of grammar
 - Challenges of teaching Odia / Urdu / Hindi / Telugu / Bengali in multi-lingual context

- Unit – 3 :-** Assessment of Language
- Assessment of learning Odia / Urdu / Hindi / Telugu / Bengali language – listening, speaking, reading and writing
 - Planning and designing achievement tests and other tools for assessment

GROUP B (CONTENT)

- Unit – 4 :-** Elements of Odia / Urdu / Hindi / Telugu / Bengali Language
- Comprehension of two unseen passages (one from prose / drama and other from poem) with test items on comprehension, vocabulary and grammar.

- Unit – 5 :-** Language Items
- Parts of speech (noun, pronoun, verb, adverb, adjectives, conjunction)
 - Formation of words (pre-fix and suffix)
 - Vocabulary (spelling and meaning of synonym and antonym)
 - Phrases and idioms

- Unit – 6 :-** Contribution of famous literates for development of Odia / Urdu / Hindi / Telugu / Bengali language
- Odia-Fakir Mohan Senapati, Gangadhar Meher, Radhanath Ray, Surendra Mohanty, Gopinath Mohanty
 - Urdu – Altaf Hussain Hali, Niaz Fatepuri, Ali Sardar Jafri, Amir Khusroo, Majrooh Sultanpuri

- Hindi – Bharatendu Harischandra, Mahavir Prasad Dwivedy, Prem Chand, Jayashankar Prasad, Suryakanta Tripathy Nirala
- Bengali – Rabindra Nath Tagore, Sarat Chandra Chhatopadhyay, Tarasankar Bandopadhyay, Kzi Nazrul Islam, Bibhuti Bhusan Bandopadhyay
- Telugu – Srinanthadu, Gurajuda Appa Rao, Kandukuri Veeresalingam, Arudra, C. Narayan Reddy

Section C : Language II (English) 30 marks

GROUP A (PEDAGOGY)

Unit – 1 :- Learning English at Upper Primary Level

- Importance of learning English
- Objective of learning English

Unit – 2 :- Development of English Language Skills

- Basic skills of language (listening, speaking, reading, writing), interdependence of skills
- Teaching of prose, poetry and composition
- Teaching of creative writing
- Principles of language teaching
- Challenges of teaching English as second language at upper primary level

Unit – 3 :- Assessment of learning English Language

- Assessment of comprehension and language skills (listening, speaking, reading and writing)

GROUP B (CONTENT)

Unit – 4 :- Comprehension

- Two unseen passages (one from prose / drama and another from poem) with questions on comprehension, grammar)

Unit – 5 :- Language Items

- Parts of speech, tense, voice change and change of narration, use of article, use of punctuation mark
- Vocabulary – meaning and spelling

Section D : Mathematics (only for Mathematics and Science Teacher)

30 marks

GROUP A (PEDAGOGY)

Unit – 1 :- Mathematics at Upper Primary Stage

- Nature of Mathematics – logical, systematic, abstractions, pattern, mathematical language
- Aims and objectives of teaching Mathematics
- Specific objectives of teaching Mathematics

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

- Methods : induction, deduction, analysis and synthesis
- Approaches : Constructivist and activity-based

Unit – 3 :- Evaluation in Mathematics

- Formal and informal evaluation
- Error analysis
- Remedial and enrichment programmes

GROUP B (CONTENT)

Unit – 4 :- Number System

- Number System (focus on real and rational numbers)
- Properties in different number systems

Unit – 5 :- Algebra

- Basic concepts : terms, co-efficient, powers
- Algebraic equations and their applications (with one variable)
- Polynomials – operations in polynomials
- Laws of indices
- Identities

Unit – 6 :- Commercial Arithmetic

- Percentage and its application (profit and loss, simple and compound, interest, banking, rebate)
- Ratio and proportion
- Variation and its application
- Square, square root, cube, cube root of natural numbers

Unit – 7 :- Shapes and Spatial Relationship

- Triangles and Quadrilaterals

- Angles, complementary and supplementary angles, opposite angles, exterior angles of the triangle
- Angle sum property
- Parallel lines and properties relating to parallel lines
- Congruency and similarities
- Mensurations (area and circumference of circle, higher order problems relating to area of square, triangle, rectangle, parallelogram, trapezium, Pythagorean theorem)

Section E : Science (only for Mathematics and Science Teacher)

30 marks

GROUP A (PEDAGOGY)

Unit – 1 :- Nature of Science

- Aims and objectives of teaching learning science at upper primary stage

Unit – 2 :- Methods and Approaches

- Methods : Observation, Experimentation, Discovery, Project and Problem-solving
- Approaches : Integrated approach, constructivists approach

Unit – 3 :- Evaluation in Science

- Tools and techniques for assessing learning in Science

GROUP B (CONTENT)

Unit – 4 :- Physical Science

- Metal, non-metal and metalloid
- Elements and compounds
- Symbol, valence and chemical equation
- Acid, base and salt
- Physical and chemical change in matters
- Force, motion, friction, pressure in solid, liquid and gases
- Electricity and current chemical effects of electric current
- Refraction and reflection of light
- Solar system and planets

Unit – 5 :- Life Science

- Biological adaptation among living beings
- Respiration and transpiration
- Soil and forest resource

- Cell structure and function of cell organelle
- Micro-organisms
- Adolescence in human being

Section F : Social Study (only for Social Study Teacher)

30 marks

GROUP A (PEDAGOGY)

Unit – 1 :- Aims and Objectives of Teaching Social Studies

- Importance of teaching-learning Social Sciences at upper primary stage
- Aims and objectives of teaching-learning Social Sciences
- Specific objectives of teaching-learning Social Science

Unit – 2 :- Methods and Approaches

- Methods : Survey, field work / trips, project, group work
- Approaches : Activity-based, theme-based

Unit – 3 :- Evaluation in Social Science

- Tools and technique for assessment of learning in Social Science
- Diagnostic assessment and remedial teaching

GROUP B (CONTENT)

Unit – 4 :- History and Political Science

- Methods of historical studies, social, economic and political conditions of sultanate, moghul and British period
- Slave, Khiligi, Tughlaq, Lodi Dynasty
- East India Company, British Crown, Impact of British rules, Ancient period, Kharabela, Ashoka
- Soma, Garganga, Surya, fall of Odisha, Odisha under Moghuls
- Nationalist movement in India
- Development of Nationalism and Europe

Unit – 5 :- Political Science

- Indian Constitution
- Human Rights
- Governance at Central, State and Local level
- Political Parties and pressure group

Unit – 6 :- Geography

- Odisha Geography – physical features, climate, agriculture and industry
- Natural resources (land, water, forest and wild animals, minerals)

- Atmosphere, biosphere and hydrosphere
- Earth – crust, internal structure, landscape (hills and mountains, plateau, plains, rivers)
- Temperature zones of earth

Important Instruction :

Please note that as per NCTE guide line, the questions in the paper-I will be based on the topics of the Prescribed syllabus of the state for class I to V but their difficulty standard as well as linkages could be up to the secondary stage.

The questions in the paper-II will be based on the topics of the prescribed syllabus of the state for Class VI to VIII but their difficulty standard as well as linkages could be up to senior secondary/ higher secondary /+2 stage.

The guide lines prescribed by the competent authority do not indicate any specific Text or author for OTET Examination.

The OTET-2012 syllabus as developed by the TE & SCERT, Odisha as per the guidelines of the NCTE, shall be applicable for the OTET-2018. The detail syllabus of OTET is also available in www.bseodisha.ac.in at the link “OTET Syllabus” & www.scertorissa.org.

OMR Answer Sheets of OTET-2018 along with scoring keys shall be uploaded soon after the examination is over in the Board of Secondary Education, Odisha website www.bseodisha.ac.in, and inviting objections in respect of questions or answers, if any. Objection shall be submitted to the Board within the period specified from the date of publication of Questions & Scoring keys in the website. No objection shall be entertained after the due date.

Qualifying Marks :

- A candidate who scores 60% or more in the TET Examination will be considered as TET pass.
- Candidates belonging to SC, ST, SEBC/ OBC, Physically Handicapped securing scores 50% may be considered as TET Pass.
- The TET score will be given weightage in the recruitment process.