

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 slides (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