

NASA

B.Ed ACADEMY

SYLLABUS

OF

ODISHA TEACHER ELIGIBILITY TEST

(OTET-I)

Eligibility: Candidates having the following minimum qualifications shall be eligible for appearing at OTET.

I. For Category-A (Paper-I): Higher Secondary (+2 or its equivalent) with at least 50% marks and 2 years Diploma in Elementary Education / 2 years Diploma in Education (Special Education) approved by RCI (Rehabilitation Council of India)/ Graduation with 2 years Diploma in Elementary Education / 2 years Diploma in Special Education approved by RCI.

Note: Provided that relaxation of 5% in qualifying marks in +2 or at the graduation level, as the case may be; shall be allowed to the candidates belonging to SC/ST/OBC/ SEBC category. (i). Candidates who have secured minimum marks in +2 or graduation level, as the case may be; as prescribed at the time of admission into Teacher Education Course; shall also be eligible to appear at OTET. (ii). Candidates who are pursuing (Final Year) of any of the teacher education courses (recognized by NCTE or by the RCI as the case may be), in both the categories; can also appear at OTET. (iii). Untrained Candidates: Untrained candidates, Only belonging to SC, ST & PH category having required percentage of marks (5% relaxation in minimum qualifying marks in +2 or Graduation Level as the case may be, for the candidates belonging to SC, ST categories) shall be eligible. (iv). Candidates eligible to apply under category –B of the State's guide line (Resolution No.14302/ SME/ Dt.04.06.2012), shall not be eligible to apply under category-A.

SYLLABUS STRUCTURE OTET (Paper – I)

OTET (PAPER 1)

Area	No. of Questions	Mark	Remark
Child Development & Pedagogy	30	30	30 question on Child Development & Pedagogy
Language-I, Odia/ Urdu	30	30	In each subject area 20 questions will be set from contents & 10 questions from Pedagogy. All 150 questions shall be of multiple choice types with four choices. Only one answer is to be chosen by the candidate.
Language-II (English)	30	30	
Mathematics	30	30	
Environment Studies	30	30	

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
- Understanding the child in Influencing of heredity and environment

Unit – 2 : Understanding Learning Process and Learners

- Learning – concept, nature and individual differences in learning
- Understanding a child’s learning through observation, and limitation
- 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)
- 3. Addressing the talented, creative learning

Unit – 4 : Approaches to teaching and learning

- Teacher-centred, learner-centered and learning-centered approach
- Competency-based and activity-based approach
- Importance, use and preparation of TLM for classroom transaction
- Teaching competency to handle mono-grade and multigrade situation

Unit – 5:- Assessment Continuous and comprehensive assessment

- Purpose of assessment
- 2 .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
- 3.Synonyms and antonyms
- 4.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

- Basic skills of Four-fold learning viz., reading, writing, speaking and listening, : the Interdependence of skills
- Activities and Techniques for developing listening and speaking skills (recitation, Storytelling, dialogue)
- Evolution of reading skills: reading for comprehension, techniques and strategies for Teaching, reading (phonics, 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

- Verbs, Tense Nouns, Adverbs and Time, Articles, Adjectives, Preposition, 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 4.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
- 3.Symmetry
- 4.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
- 2.Methods: Survey, Practical Work, discussion, observation, project
- 3.Approaches: Activity-based, theme -based

Unit – 3: Evaluation in EVS

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

GROUP – B: (CONTENT)

Unit – 4: Governance

- Local-self, Government – State and Central
- 2.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

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