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**S A I** **EDUCATIONAL**  
**INSTITUTE**  
WHERE EDUCATION EMBRACES SUCCESS !!

*Syllabus*  
*For*  
*OTET-I*  
*(Entrance)*

Coaching Provided for:-

- CBSE/ICSE(Std:VI-XII), +2 Science(Int.), Spoken English (GD/PI)
- Banking(PO/Clerical), Pre-Placement Training(PPT)
- SSC (Technical/Non-Technical)
- Railway (Technical/Non-Technical )
- B.Ed. /CT/ OTET/ OSSTET/ CTET (Entrance)
- B.Ed./BPED (Under ACHARYA NAGARJUNA & ANDHRA UNIVERSITY)
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GROUP D,POSTAL EXAM,CRPF,ODISHA POLICE SI,JUNIOR CLERK, ARMY, HAL, BHEL, SAIL, NTPC. BSNL.IOCL.HPCL.BPCL.ORDANANCE.DRDO.ONGC & ANY TECHNICAL PSU EXAM.

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# **ODISHA TEACHER ELIGIBILITY TEST (OTET)**

**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)**

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 form contents & 10 questions from Pedagogy. All 150 questions shall be of multiple choice type 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)**

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

#### **Unit – 2 : Understanding Learning Process and Learners**

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

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

1. Concept of inclusive education
2. 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**

1. Teacher-centred, learner-centred and learning-centred approach
2. Competency-based and activity-based approach
3. TLM – its importance, use and preparation for classroom transaction
4. Teaching competency to handle mono-grade and multi-grade situation

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

#### **GROUP – A : (PEDAGOGY)**

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

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

### **Unit – 2 : Teaching, Reading and Writing Skills**

1. Technique of developing intensive and extensive reading skills
2. Teaching-learning composition and creative writing
3. Critical perspective on the role of grammar in learning language for communicating ideas in written form
4. 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**

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

### **Unit – 4 : Language items**

1. Part of speech – Noun, Pronoun, Verb, Adverb, Adjectives, Conjunction
2. 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)

### **Unit – 5 : Assessment**

1. Continuous and comprehensive assessment
2. Purpose of assessment
3. Assessing scholastic and other scholastic areas
4. Sharing of assessment outcomes and follow up

## **Section C : Language (English)**

### **GROUP – A : (PEDAGOGY)**

### **Unit – 1 : Learning English at the Elementary Level**

1. Importance of learning English
2. Objectives of learning English (in terms of content and competence specifications)

### **Unit – 2 : Language Learning**

1. Principles of language teaching
2. Challenges of teaching language in a diverse classroom

### **Unit – 3 : Skills in learning English**

1. Four-fold basic skills of learning viz., listening, speaking, reading and writing : interdependence of skills
2. Techniques and activities for developing listening and speaking skills (recitation, story telling, dialogue)
3. Development of reading skills : reading for comprehension, techniques and strategies for teaching, reading (phonic, alphabet, word, sentence and story)
4. 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**

1. Nature of Mathematics (exactness, systematic, patterns, preciseness)
2. Aims and objectives of teaching Mathematics
3. Specific objectives of teaching Mathematics

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

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

### **Unit – 3 : Assessment in Mathematics**

1. Assessment in Mathematics
2. Formal and informal assessment
3. 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**

1.Number system (natural, whole, rational, real) 2.Fundamental operation on numbers 3.Fractional numbers and decimals – operations in fractional numbers and decimals 4.Factors and multiples – NCF and LCM 5. Percentage and its application

### **Unit – 5 : Measurement**

1.Measurement of length, weight, capacity 2.Measurement of area and perimeter of rectangle and square  
3.Measurement of time (concept of am, pm and time interval)

### **Unit – 6 : Shapes and spatial Relationship**

1.Basic geometrical concepts (point, line segment, ray, straight line, angles)  
2.Geometry of triangles, quadrilaterals and circles  
3.Symmetry  
4.Geometrical slides (cube, cuboid, sphere, cylinder cone)

### **Unit – 7 : Data Handling and Patterns**

1.Pictography, bar graph, histogram, pie chart 2.Interpretation of these graphs 3.Patterns in numbers and figures

## **Section E : Environmental Studies (EVS)**

### GROUP – A : (PEDAGOGY)

#### **Unit – 1 : Concept**

1.Concept and Significance  
2.Integration of Science and Social Science  
3.Aims and objectives of teaching and learning EVS

#### **Unit – 2 : Methods and Approaches**

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

#### **Unit – 3 : Evaluation in EVS**

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

### GROUP – B : (CONTENT)

#### **Unit – 4 : Governance**

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

#### **Unit – 5 : Physical Features of Odisha and India**

1.Landscape  
2.Climate  
3.Natural resources  
4.Agriculture and industry

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

#### **Unit – 7 : Health and Diseases**

1.Nutritional, elements, balanced diet  
2.Nutritional, deficiency and diseases  
3.Waste materials and disposal  
4.First-aid  
5.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**

1.Matter and its properties  
2.Earth and sky, effect of rotation and revolution of earth  
3.Work and energy

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