



The Best Result Oriented INSTITUTE
S A I **EDUCATIONAL**
INSTITUTE
WHERE EDUCATION EMBRACES SUCCESS !!

Syllabus


For
OTET-II
(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)
- Defence Entrance Exam.

Also Coaching For:-

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.

Whats App No.- 90908 84522 Website:- www.saiinstitute.org.in

E-MAIL ID:- saiedu.ctc@gmail.com

ADDRESS: AD Market,Nr Bazar India ,Link Road,Cuttack-12
Ph.No:98612 77722,77352 77722

ODISHA TEACHER ELIGIBILITY TEST (OTET)

II. For Category-B (Paper-II): Graduation with at least 50% marks with 1 year Bachelor's Degree in Education (B.Ed.)/ 1 year B.Ed. (Special Education) approved by RCI/Higher Secondary (+2 or equivalent) with at least 50% marks and 4 years B.A. Ed./ B.Sc. Ed. (integrated course).

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 – II)

Compulsory

Area	No. of Questions	Mark	Remark
Child Development & Pedagogy	30	30	30 question on Child Development & Pedagogy
Language-I, Odia / Urdu/ Hindi/ Telugu/ Bengali	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	

OPTIONAL

Either A or B

Area	No. of Questions	Mark	Remark
A- Mathematics & Science	60 (30 questions from Mathematics and 30 questions from Science)	60	In each subject area 20 questions will be set from contents & 10 questions from Pedagogy.
B - Social Studies.	60 (30 questions from History & Political Science & 30 questions from Geography).	60	In each subject area 20 questions will be set form contents & 10 questions from Pedagogy.

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

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

Unit – II : Learning

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

Unit-III : Curriculum Teaching – Learning Approaches and Evaluation

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

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

GROUP A (PEDAGOGY)

Unit – 1 : Learning Odia / Urdu / Hindi / Telugu / Bengali at Upper Primary Level

1. Aims and objectives of learning Odia / Urdu / Hindi / Telugu / Bengali as first language
2. Principles of teaching mother tongue
3. Development of language skills (speaking, reading, writing and listening)

Unit – 2 : Teaching Language

1. Intensive and Extensive reading skills at upper primary level
2. Teaching of non-detailed and detailed texts (prose, poetry)
3. Teaching of composition and creative writing
4. Teaching of grammar
5. Challenges of teaching Odia / Urdu / Hindi / Telugu / Bengali in multi-lingual context

Unit – 3 : Assessment of Language

1. Assessment of learning Odia / Urdu / Hindi / Telugu / Bengali language – listening, speaking, reading and writing
2. Planning and designing achievement tests and other tools for assessment

GROUP B (CONTENT)

Unit – 4 : Elements of Odia / Urdu / Hindi / Telugu / Bengali Language

1. 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

1. Parts of speech (noun, pronoun, verb, adverb, adjectives, conjunction)
2. Formation of words (pre-fix and suffix)
3. Vocabulary (spelling and meaning of synonym and antonym)
4. 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 Chhatopadhyaya, Tarasankar Bandopadhyay, Kzi Nazrul Islam, Bibhuti Bhushan Bandopadhyay

Telugu – Srinanthadu, Gurajuda Appa Rao, Kandukuri Veeresalingam, Arudra, C. Narayan Reddy

Section C : Language II (English)

GROUP A (PEDAGOGY)

Unit – 1 : Learning English at Upper Primary Level

1. Importance of learning English
2. Objective of learning English

Unit – 2 : Development of English Language Skills

1. Basic skills of language (listening, speaking, reading, writing), interdependence of skills
- Teaching of prose, poetry and composition
2. Teaching of creative writing
3. Principles of language teaching
4. 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)

GROUP A (PEDAGOGY)

Unit – 1 : Mathematics at Upper Primary Stage

1. Nature of Mathematics – logical, systematic, abstractions, pattern, mathematical language
2. Aims and objectives of teaching Mathematics
3. Specific objectives of teaching Mathematics

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

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

Unit – 3 : Evaluation in Mathematics

1. Formal and informal evaluation
2. Error analysis
3. Remedial and enrichment programmes

GROUP B (CONTENT)

Unit – 4 : Number System

1. Number System (focus on real and rational numbers)
2. Properties in different number systems

Unit – 5 : Algebra

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

Unit – 6 : Commercial Arithmetic

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

Unit – 7 : Shapes and Spatial Relationship

1. Triangles and Quadrilaterals
2. Angles, complementary and supplementary angles, opposite angles, exterior angles of the triangle
3. Angle sum property
4. Parallel lines and properties relating to parallel lines
5. Congruency and similarities
6. Menstruations (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)

GROUP A (PEDAGOGY)

Unit – 1 : Nature of Science

Aims and objectives of teaching learning science at upper primary stage

Unit – 2 : Methods and Approaches

1. Methods : Observation, Experimentation, Discovery, Project and Problem-solving
2. 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

1. Metal, non-metal and metalloid
2. Elements and compounds
3. Symbol, valence and chemical equation
4. Acid, base and salt
5. Physical and chemical change in matters
6. Force, motion, friction, pressure in solid, liquid and gases
7. Electricity and current chemical effects of electric current
8. Refraction and reflection of light
9. Solar system and planets

Unit – 5 : Life Science

1. Biological adaptation among living beings
2. Respiration and transpiration
3. Soil and forest resource
4. Cell structure and function of cell organelle
5. Micro-organisms
6. Adolescence in human being

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

GROUP A (PEDAGOGY)

Unit – 1 : Aims and Objectives of Teaching Social Studies

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

Unit – 2 : Methods and Approaches

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

Unit – 3 : Evaluation in Social Science

1. Tools and technique for assessment of learning in Social Science
4. Diagnostic assessment and remedial teaching

GROUP B (CONTENT)

Unit – 4 : History and Political Science

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

Unit – 5 : Political Science

1. Indian Constitution
2. Human Rights
3. Governance at Central, State and Local level
4. Political Parties and pressure group

Unit – 5 : Geography

1. Odisha Geography – physical features, climate, agriculture and industry
2. Natural resources (land, water, forest and wild animals, minerals)
3. Atmosphere, biosphere and hydrosphere
4. Earth – crust, internal structure, landscape (hills and mountains, plateau, plains, rivers)
6. Temperature zones of earth

Whats App No.-  90908 84522 Website:-  www.saiinstitute.org.in

E-MAIL ID:-  saiedu.ctc@gmail.com

ADDRESS: AD Market, Nr Bazar India, Link Road, Cuttack-12
Ph.No: 98612 77722, 77352 77722