

OFFICE OF THE COLLECTOR & DISTRICT MAGISTRATE, CUTTACK
(ST & SC DEV. SECTION)
ADVERTISEMENT

No. 3165 / SSD. Dt. 30/12/2021

Applications in prescribed form are invited from the deserving candidates from native of Odisha for engagement as **Initial Appointee** through **WRITTEN EXAMINATION** in the following categories of posts in ST & SC Development Department Educational institutions run in Cuttack district of Odisha.

Sl. No	Name of the Post	Category wise position								Total
		ST	ST(W)	SC	SC(W)	SEBC	SEBC(W)	UR	UR(W)	
1	2	3	4	5	6	7	8	9	10	11
1	B.A, B.Ed	1	-	1	-	-	-	1	-	3
2	Sanskrit	-	-	-	-	-	-	1	-	1
3	IA CT	-	-	-	-	-	-	1	-	1

1. GENERAL ELIGIBILITY:

- i. He/She must be a citizen of India.
- ii. He/She must be able to speak, read and write Odia and must have passed the High School Certificate Examination or equivalent with Odia as principal subject or passed Odia test equivalent to M.E. School standard conducted by the School & Mass Education Department of Odisha.
- iii. Candidates having Bachelor Degree in Arts/Commerce/Science with Bachelor Degree in Education from any University of the State or its equivalency are eligible to apply. Regarding Universities / Institutions of outside State, the candidates shall only be eligible for engagement after verification of genuineness of their educational / training qualification from concerned University / Institution from which they have obtained the Degree.
- iv. Such outside University/Institution pass out candidates shall have to produce the authenticated proof of equivalency and NCTE recognition in support of their qualification at the time of verification failing which their case will not be considered.
- v. He/She must not have more than one spouse living.
- vi. He/she must have passed OTET examination conducted by Board of Secondary Education (BSE), Odisha, Cuttack for the post of Elementary Teachers
- vii. He/she must have passed OSSTET examination conducted by Board of Secondary Education (BSE), Odisha, Cuttack for the post of TGTs.
- viii. Candidate must have registered himself/herself in Employment Exchange.

2. Age. :-

He / She must be below 32 Yrs. and above 21 Yrs. of age as on 30-November-2021 provided that maximum age limit shall be relaxed by 5 Years in case of candidates belonging to the ST, SC, SEBC, OBC & Woman categories. Age shall be relaxed for Ex-Serviceman as per Odisha Ex-Service Man Rule – 1989. In case of Physically Handicapped candidates the upper age shall be relaxed by 10 years.

3. Educational Qualification. :

TGT, Arts	<ol style="list-style-type: none">1. Bachelor's Degree in Arts/ Commerce or a Shastri (Sanskrit) Degree from a recognised university with two School subjects (school subjects as defined in the proviso here under) from a recognized university having 50% marks in aggregate (45% for SC/ST/PWD/SEBC candidates) and Bachelor in Education (B. Ed) /3-year integrated B.Ed.-M.Ed. from a NCTE recognized Institution OR2. Four-year Integrated B.A. B.Ed. from a NCTE recognized Institution with two school subjects (school subjects as defined in the proviso here under) having 50% marks in aggregate (45%for SC/ST/PWD/SEBC candidates) <p>Provided that: In any case the candidate must have passed the Bachelor Degree with any two school subjects offered as Pass /Hons /Elective /optional /Compulsory subject out of the following: English, Odia, Hindi, Sanskrit, History, Geography, Economics, Political Science, Indian Economy, Landmarks in Indian History, Indian Geography, Indian Polity</p>
Classical Teacher (Sanskrit)	<ol style="list-style-type: none">1. Bachelor's Degree with Sanskrit as one of the electives /optional /Honours /pass subjects from a recognized university with minimum 50% marks in aggregate(45% for SC/ST/PWD/SEBC candidates) and Shiksha Shastri (Sanskrit) a course prescribed by NCTE, from a recognized University/Institution OR2. Shastri (Sanskrit) with minimum 50% marks in aggregate (45% for SC/ST/PWD/SEBC candidates) from a recognized university and Shiksha Shastri (Sanskrit), a course prescribed by NCTE, from a recognized University institution.
I.A, CT	He/She must have passed C.T. / D.I.E.T. with Intermediate / + 2 Arts from a recognized Council with OTET.

(For the post of BA,B.Ed./Sanskrit/Hindi/PET the candidates must have passed OSSTET and for the post of IA CT candidates must have passed OTET conducted by BSE, Odisha within the prescribed timeline)

4. Reservation. :

The Odisha Reservation of Vacancies (In posts and service for ST & SC) Act. 1975 and the Odisha Reservation of Posts & Services for Socially & Educationally Backward Classes Act.2008 and the rules made there under and such other principles of the post based reservation as prescribed by the State Government on the land mark judgement of Hon'ble High Court / Supreme Court from time to time shall be followed.

One third of the notified vacancies will be reserved for Woman Candidates of respective categories. Similarly 3% will be reserved for Physically Handicapped as per the provision of Section – 33 of the “persons with disabilities” (Equal Opportunities, Protection of Rights and Full Participation Act). 1% for eminent sports personnel (having represented stated and country and State in Govt. recognised sporting events) and 3% for Ex – Serviceman.

Instructions contained in SSPED Deptt. Resolution No. 7140 / Dtd. 05.09.2017 shall be adhered to for (PwDs). Candidates.

The PH candidates shall be referred to the Appellate Medical Board constituted by W & CD Department vide Notification No. - 16430 / WCD / Dt. 06.09.2011 for Re-examination. Engagement order shall be issued if such candidates found genuine and eligible by the Board.

8. **Mode of application. :**

Complete application in all respect along with above enclosures should be sent in a closed cover addressed to the **DISTRICT WELFARE OFFICER, CUTTACK, ROOM NO.-45, FIRST FLOOR, COLLECTORATE, CUTTACK, AT/PO-CHANDINI CHOWK, PS-LALBAG, DIST-CUTTACK, PIN-753002** by Registered post / Speed Post only so as to reach on or before up to **31.01.2022 till 5.00 PM**. Applications received after due date shall not be considered. Applications received through Courier Service / By Hand shall not be accepted. Incomplete applications shall not be considered.

9. Category & name of the post applied for and this office **Notification No. 3165 / SSD. Dt. 30/12/21** should be superscripted in bold capital letters on the cover containing the application form.
10. No TA / DA will be paid to the candidates for their travel in connection with the recruitment and any time in course of verification of original certificates or interview.
11. The Collector, Cuttack reserves the right for cancellation/modification of this advertisement and increase or decrease of posts without assigning any reason thereof.


COLLECTOR, CUTTACK

Memo No. 3166 / SSD Dt. 30/12/2021

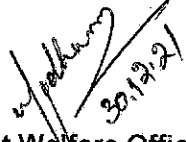
Copy forwarded to the District Informatics Officers, NIC, Cuttack for kind information and necessary action. She is requested to display the Advertisement in the District Website for wide publications.

Copy submitted to the Sub Collector, Cuttack-Sadar /Athagarh /Banki for kind information and necessary action. They are requested to display the Advertisement in their Office Notice Board for wide publications.

Copy forwarded to the Employment Office, Cuttack for kind information and necessary action. He is requested to display the Advertisement in his Office Notice Board for wide publications.

Copy submitted to all Block Development Officers of Cuttack district for kind information and necessary action. They are requested to display the Advertisement in their Office Notice Board for wide publications.

Copy to Notice Board of Collectorate, Cuttack / District Welfare Office, Cuttack.


District Welfare Officer
Cuttack

APPLICATION FORM.

To
The District Welfare Officer,

Affix passport
Size

CATEGORY OF POST APPLIED FOR _____
(Notification No _____ / Dt _____)

1. Full name of the candidate. : _____
(in Block Capital Letters)
2. Father's / Husband's name. : _____
3. Permanent Address. : _____

4. Present Address. : _____
(for correspondence) _____

5. Whether SC / ST / SEBC / OBC / PH / Ex - Serviceman. : _____
(xerox copy of the certificates to be attached in support of the claim)
6. Gender. (Male / Female) : _____
7. Date of Birth as recorded in the Matriculation certificate. : _____
8. Age as on 30.11.2021 Years Month Day
9. Name of the Employment Exchange And Registration No. : _____
10. Educational Qualification. : _____
(Attach self-attested xerox copy of certificates and mark sheets)

Name of the Examination	Year of Passing	Board/ University	Full Marks (without extra optional)	Marks secured. (without extra optional)	Percentage of marks secured
1	2	3	4	5	6

N.B.: Marks secured in Extra optional / Ancillary / Foundation subject should not be included for calculation.

11. List of enclosures. :

DECLARATION

I do hereby declare that all the statements made in this application are true, complete and correct to the best of my knowledge and belief. I have read the details in the advertisement notice and do hereby declare that I fulfil all the conditions of eligibility prescribed. In case of any of the statement / particulars is /are found to be given wrong during or after the selection, my candidature for the said post will be cancelled / forfeited by the authority.

Place :
Date:

Signature of the candidate.

Scheme & Syllabus

For

**Recruitment of Trained Graduate Teacher (Arts)
(Initial Appointee) in SSD Schools.**

2021-22

**ST & SC Development, M & B C Welfare
Department, Govt. of Odisha**

Scheme for Written Examination for Recruitment of Trained Graduate Teacher-Arts (Initial Appointee) in SSD Schools.

Test Duration	90 Minutes
Total Questions	100 Objective Type Multiple Choice Questions
Total Marks	100 Marks*

*Each question will carry one mark each and there will be Negative marking @0.25 marks for each wrong response.

Category	Part	Type of Questions	Number of Questions	Full Marks	Level	Language	Subjects
TGT Arts	I	MCQ	70	70	-NA-	English	a) General knowledge and Current Affairs, b) Reasoning Ability c) Computer Literacy d) Pedagogy, Educational Management, Policy and Evaluation
	II	MCQ	30	30	Graduation	English	a) History + Political Science, b) Geography + Economics, c) English
						Odia	d) Odia

Part-I

1. General Knowledge and Current Affairs (20 Marks)
2. Reasoning Ability (20 Marks)
3. Computer Literacy (20 Marks)
4. Pedagogy, Educational Management, Policy and Evaluation (20 Marks)

Part-II

5. Subject (30 Marks)

Total Marks

(100 Marks)

Syllabus for Written Examination for Recruitment of Trained Graduate Teachers (Initial Appointee) in SSD Schools.

**Part -1
(Total 70 marks)**

[General Knowledge and Current Affairs, Reasoning Ability, Computer Literacy, Pedagogy, Educational Management, Policy and Evaluation]

Section-I

1. General Knowledge and Current Affairs (20 Marks)

- i. Current events of State (Odisha), National and International Importance
- ii. History of Odisha / India and Indian National Movement
- iii. Indian and World Geography
- iv. Indian Polity
- v. Economic and Social Development
- vi. Everyday Science

Section-II

2. Reasoning Ability

(20 Marks)

- i. General mental ability,
- ii. Logical reasoning and analytic ability
- iii. Decision making and problem solving
- iv. Basic numeracy
- v. Data interpretation

Section-III

3. Computer Literacy

(10 Marks)

- i. Basic computer literacy skills for use of ICT in classrooms
- ii. Concepts, terminology and operations that relate to general computer usage.
- iii. Basic Hardware of Computer
- iv. Common Applications,
- v. Networking and Internet
- vi. Social Networking
- vii. Digital Citizenship

Section-IV

4. Pedagogy, Educational Management, Policies & Evaluation

(20 Marks)

A. Child Development (Process of Growing Up)

1. Growth and Development

- Concept, Difference & Principles of Development
 - Factors affecting Development (Nutrition, Intelligence, Psycho-social, Diseases, Injury etc.)
 - Growth and development during Adolescence
 - Counseling services for Adolescents
2. Factors Affecting Different Developmental Aspects
 - Cognitive
 - Social(Erikson's Theory)
 - Emotional
 - Moral(Kohlberg theory)
 - Language Development
 - Needs and problems at childhood and Adolescence
 3. Approaches to Understanding the Nature of Intelligence
 - Psychometric approach (Thurstone, Guilford ,Gardener)
 - Information Processing Approach-Sternberg
 - Cognitive Development Approach-Piaget
 - Social Constructive Approach-Vygotsky

B. Learning Process / Pedagogy

1. Understanding the Learning Process
 - Learning as a process and an outcome
 - Approaches – Humanistic (Karl Rogers)
 - Constructivist (Piaget and Vygotsky)
 - Basic conditions of learning: Readiness, Maturation, Motivation, Task and Methods
2. Organizing Learning
 - Teacher-Centric, Learner –Centric, Learning-Centric
 - Characteristics and Process
3. Critical Pedagogy
 - Concept, Characteristics, Process, Stages
 - Approaches
4. Addressing Classroom Diversity
 - Using varieties of TLMs and AV Aids
 - Using-context of the learner
 - Using variety of activities while group learning, small group learning and self learning
 - Learner in the context of Inclusive Education

C. Educational Management

- Educational Management: Concept, Importance and Scope, Types of Management, Democratic and Autocratic, Centralized and Decentralized
- Management Structure at different levels, National/State/District/Sub-district (BRCs, CRCs, SMCs, SMDC)
- School Development Plan (SDP): Concept, purpose, Key action by Headmaster, students, Parents and SMDC
- Steps in planning for school development
- Annual and prospective plan
- School Management: Role of Headmasters, Teachers, Community

E. Educational Policies and Programmes

- Kothari Commission 1968
- National Educational Policy 1986
- RTE Act, 2009

- National Curriculum Framework, 2005
- National Education Policy 2020
- SSA, RMSA and Samagra Shiksha

F. ASSESSING THE LEARNER / PERFORMANCE (EVALUATION)

1. Assessment and Evaluation

- Assessment and evaluation in constructive perspective
- Concept, Continuous and Comprehensive Evaluation, Formative, Summative and Diagnostic Assessment

2. Assessment and Learning

- Assessment of Learning, Assessment for learning, Assessment as Learning
- Subject-based learning in a constructivist perspective
- Assessment tools and techniques –Projects, Assignments, Observation, Teacher made Tests
- Self-assessment, Peer-assessment
- Portfolios, rubrics

3. Test Construction

- Steps and Principles of Test Construction
- Development of blue print
- Preparation of test items
- Standardized and Teacher made Test

4. Recent Developments in Assessment

- Grading
- Assessment in co-scholastic area
- Implementation strategy of Continuous and Comprehensive Evaluation
- Recommendations of NCF-2005

TGT Arts (Social Studies)

(30 Marks)

(This section shall carry the questions from History & Political Science (05 Marks), Geography & Economics (05 Marks), English (10 Marks) & Odia (10 Marks) each.)

Section- I

HISTROY + POLITICAL SCEINCE (05 MARKS)

HISTORY

1. Great Rulers of Ancient India
 - Ashoka – Conquests, administration and missionary activities
 - Kharavela – Achievements as mentioned in Hatigumpha inscription
 - Samudragupta – Conquests
 - Harshavardhana – Conquests, administration and religious activities
2. Development of Art and Architecture during Maurya Age, Gupta Age and Kushana Age
3. Development of Literature and Science in Ancient India
4. Administration during Delhi Sultanate with special reference to Balban, Alauddin Khilji and Feroze Shah Tughlaq.
5. Mughal architecture and painting during the reign of Akbar, Jahangir and Shahjahan
6. Rise of British power in India from 1757 to 1856
 - Robert Clive and foundation of British Power
 - Administrative and judicial reforms of Warren Hastings
 - Revenue reforms of Lord Cornwallis
 - Subsidiary alliance
 - Reforms of Lord William Bentinck
 - Doctrine of Lapse
7. Growth of India Nationalism, 1857-1905
 - Revolt of 1857
 - Development of press and literature
 - Education
 - Formation of Political associations
8. Indian National Movement, 1905-1947
 - Swadeshi movement
 - Non-cooperation movement
 - Civil Disobedience movement
 - Quit India movement
 - Indian National Army
 - Partition and Independence
9. First World War and Russian Revolution
 - Causes and consequences of First World War
 - Causes Progress and Effects of Russian Revolution
10. Second World War- Causes and Consequences

POLITICAL SCIENCE

1. Salient features of Indian Constitution
2. Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties
3. Union Government – President, Prime Minister, Council of Ministers, Parliament and Supreme Court

4. State Government – Governor, Chief Minister, Council of Ministers, Legislative Assembly and High Court.
5. Local Governance – Urban and Rural
6. Electoral Process and Election Commission
7. India's Foreign Policy and its relation with neighbours
8. United Nations – General Assembly, Security Council Human Rights
9. Socialism, Liberalism, Democracy, Authoritarianism, Welfare State and Globalization
10. Kautilya, Raja Ram Mohan Roy, Bal Gangadhar Tilak, Swami Vivekananda, Mahatma Gandhi, Nehru, B.R. Ambedkar

Section- II

GEOGRAPHY + ECONOMICS (05 MARKS)

GEOGRAPHY

1. Physical Geography of India
 - Physiography
 - Drainage
 - Climate
2. Resources with Special Reference to India
 - Types and Classification, Land Resources; Biotic Resources
 - Mineral, Energy, Water Resources
 - Agriculture and Industrial Resources
3. Physical Geography
 - First, Second and third order land forms; Development of land forms – work of rivers, wind and glaciers. Interior of the earth, rocks and their types
 - Structure and composition of the atmosphere, insolation and temperature; Pressure and Winds; Humidity and Rainfall
 - General relief of ocean floor: Salinity and temperature of the ocean water. Oceanic circulation – waves, tides currents
4. Globe and Maps
 - Basic features; types of maps; map scale; contours of relief features
 - Concept of latitude and longitude; International dateline Time Zones; Local and Standard Time.

ECONOMICS

1. Indian Economy
 - Features and broad demographic characteristics; Need and Policies for facing the challenges of over population
2. Current Challenges of Indian Economy
 - Poverty – Measures of poverty; causes, consequences, policy and programmes adopted for poverty eradication; Remedies.
 - Unemployment – Types and measures of unemployment; Causes, consequences and programmes adopted for reducing unemployment.
 - Inflation – Meaning and types; Demand pull and cost push inflation; Causes and consequences and measures taken to control inflation.
3. Economic Development

Scheme & Syllabus

For

**Recruitment of Sanskrit Teachers (Initial
Appointee) in SSD Schools.**

2021-22

**ST & SC Development, M & B C Welfare
Department, Govt. of Odisha**

Scheme for Written Examination for Recruitment of Initial Appointees in Sanskrit Teachers in Govt. SSD Schools.

Test Duration	90 Minutes
Total Questions	100 Objective Type Multiple Choice Questions
Total Marks	100 Marks*

*Each question will carry one mark each and there will be Negative marking @0.25 marks for each wrong response.

Category	Paper	Type of Questions	Number of Questions	Full Marks	Level	Language	Subjects
TGT Sanskrit	I	MCQ	70	70	-NA-	English/Odia	a) General knowledge and Current Affairs, b) Reasoning Ability c) Computer Literacy d) Pedagogy; Educational Management, Policy and Evaluation
	II	MCQ	30	30	Graduation	Devnagari	a) Sanskrit

Paper-I

1. General Knowledge and Current Affairs (20 Marks)
2. Reasoning Ability (20 Marks)
3. Computer Literacy (20 Marks)
4. Pedagogy, Educational Management, Policy and Evaluation (20 Marks)

Paper-II

5. Subject (30 Marks)

Total Marks

(100 Marks)

Syllabus for Written Examination for Recruitment of Initial appointees in Govt. SSD Schools

Paper -1 (Total 70 marks)

[General Knowledge and Current Affairs, Reasoning Ability, Computer Literacy, Pedagogy, Educational Management, Policy and Evaluation]

Section-I

- 1. General Knowledge and Current Affairs (20 Marks)**
- Current events of State (Odisha), National and International Importance
 - History of Odisha / India and Indian National Movement
 - Indian and World Geography
 - Indian Polity
 - Economic and Social Development
 - Everyday Science

Section-II

- 2. Reasoning Ability (20 Marks)**
- General mental ability,
 - Logical reasoning and analytic ability
 - Decision making and problem solving
 - Basic numeracy
 - Data interpretation

Section-III

- 3. Computer Literacy (10 Marks)**
- Basic computer literacy skills for use of ICT in classrooms
 - Concepts, terminology and operations that relate to general computer usage.
 - Basic Hardware of Computer
 - Common Applications,
 - Networking and Internet
 - Social Networking
 - Digital Citizenship

Section-IV
(For the Post of Sanskrit Teacher)
Child Development, Pedagogy, Education Management, Policies & Evaluation-(20 Marks)

A. Child Development (Process of Growing Up)

1. Growth and Development
 - Concept, Difference & Principles of Development
 - Growth and development during Adolescence
 - Counseling services for Adolescents
2. Factors Affecting Different Developmental Aspects
 - Cognitive
 - Social (Erikson's Theory)
 - Emotional
 - Moral (Kohlberg theory)
 - Language Development
 - Needs and problems at childhood and Adolescence

B. Learning Process / Pedagogy

1. Understanding the Learning Process
 - Learning as a process and an outcome
 - Approaches – Humanistic (Karl Rogers)
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2. Organizing Learning
 - Teacher-Centric, Learner –Centric, Learning-Centric
 - Characteristics and Process
3. Addressing Classroom Diversity
 - Using varieties of TLMs and AV Aids
 - Using context of the learner
 - Using variety of activities while group learning, small group learning and self learning
 - Learner in the context of Inclusive Education

C. Educational Management

- Educational Management: Concept, Importance and Scope, Types of Management, Democratic and Autocratic, Centralized and Decentralized
- Management Structure at different levels, National/State/District/Sub-district (BRCs, CRCs, SMCs, SMDC)
- School Development Plan (SDP): Concept, purpose, Key action by Headmaster, students, Parents and SMDC

E. Educational Policies and Programmes

- National Educational Policy 2020
- RTE Act, 2009
- National Curriculum Framework, 2005
- SSA, RMSA and Samagra Shiksha

F. ASSESING THE LEARNER / PERFORMANCE (EVALUATION)

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- Self-assessment, Peer-assessment
- Portfolios, rubrics

3. Test Construction

- Steps and Principles of Test Construction
- Preparation of test items
- Standardized and Teacher made Test

4. Recent Developments in Assessment

- Grading
- Assessment in co-scholastic area
- Implementation strategy of Continuous and Comprehensive Evaluation

Paper –II

(Total 30 Marks)

For Sanskrit Teacher Post

[30 questions are to be asked. Each question carries 01 mark]

शिक्षादान पद्धतिः

UNIT- 1 : Learning Sanskrit संस्कृतशिक्षणम्

- संस्कृतशिक्षणस्य सामौन्यम् उद्देश्यं महत्त्वं च
- माध्यमिकस्तरे संस्कृत शिक्षायाः महत्त्वम्
- संस्कृतशिक्षायाः सुषमं कौशलम्
- श्रवणम् पाठनम्, वाचनम्, पठनकौशलम् लेखनकौशलम्

UNIT 2 : भाषाप्रशिक्ष

- व्याकरणानुवाद पद्धति : (Formal Grammar, Functional Grammar)
- प्रत्यक्षपद्धतिः (Preparation, Presentation, Comparison, Assimilation, (Directmethod) Application)
- परोक्षपद्धति : (Indirect Method) - अन्वय पद्धति Teaching Poetry,
- आरोह पद्धति : अस्या पद्धतैः गुणाः दोषाः च

Indirective Method - From Example to approach the sutra method in grammar.

- अवरोह पद्धति : (deductive method) Interpretation of the sutra and justification through the examples.

UNIT- 3 : भाषासाहित्यशिक्षण पद्धति :

Method of assessment learning sanskrit language and literature.

गद्य-पद्य प्रशिक्षण परीक्षण योजना

Planning of assessment of teaching prose and poetry.

परीक्षणस्य योजना सफल्यं च परीक्षणस्य अवान्तर साधनानि

श्रवणम्, भाषणम् पठनम्, वाचनम्, लेखनम्

Group-B (CONTENT)

UNIT- 4 : Elements of Sanskrit Language

संस्कृतभाषायाः मौलिकं ज्ञानम्

(अदृष्ट सन्दर्भगिता: प्रश्नः) (Comprehension to unseen passage)

One Passage from Prose (within 150 words)

मध्यभागस्य एकः सन्दर्भः (१५० शब्दमध्ये)

पञ्चतन्त्रतः हितोपदेशतः (From Panchatantra and Hitopadesha)

One verse from Purvamegha or Abhijnana sakuntalam

Word meaning, Sandhi, Karaka Vibhukti Samasa, Prakriti Pratyaya.

UNIT- 5 : Language Item, भाषागता विषयाः

Parts of Speech - भाषा विभाग

शब्दरूपम्, धातुरूपम्, विशेषणम्, सर्वनाम, संख्यावाचक विशेषणम्

शब्दरूपम् - बालक, फल, लता, मुनि, पति, मति, द्वारि, नदी, भानु, घेनु, मधु,

वधू, पितृ, मातृ, गो, गुणिन् राजन्, गच्छत्

विशेषण सर्वनाम - सर्व, तद्, यद्, किम्, इदम्, अस्मद्, युष्मद्

संख्यावाचक - एक, द्विवि, चतुर, पञ्च, षट्

पूरणवाचक - प्रथम, द्वितीय इत्यादि

शब्द निर्माणम् - उपसर्गः, कृदन्तः स्त्रीप्रत्ययः

शब्दज्ञानम् - व्याकरणगताः पारिभाषिकाः शब्दाः

सन्धिः, णत्वविधिः, षत्वविधिः

शब्दरूपधातुरूपमतवर्णशुद्धिः :

Unit - 6 : Contributions of famous poet and authors to Sanskrit literature
(Prose, Poetry, Drama and composition.

Bhasa, Kalidas, Ehababiti, Dandin : Banabhatta

Bhartrihari - Jayadev Trivikrambhatta Sriharsa

Scheme & Syllabus

For

**Recruitment of IA CT Teachers (Initial
Appointee) in SSD Schools.**

2021-22

**ST & SC Development, M & B C Welfare
Department, Govt. of Odisha**

**Syllabus for Written Examination for Recruitment
of IA CT Teachers (Initial Appointee) in
SSD Schools.**

Part -1

(Total 70 marks)

[General Knowledge and Current Affairs, Reasoning Ability,
Computer Literacy, Pedagogy, Educational Management,
Policy and Evaluation]

Section-I

1. General Knowledge and Current Affairs (20 Marks)

- i. Current events of State (Odisha), National and International Importance
- ii. History of Odisha / India and Indian National Movement
- iii. Indian and World Geography
- iv. Indian Polity
- v. Economic and Social Development
- vi. Everyday Science

Section-II

2. Reasoning Ability (20 Marks)

- i. General mental ability,
- ii. Logical reasoning and analytic ability
- iii. Decision making and problem solving
- iv. Basic numeracy
- v. Data interpretation

Section-III

3. Computer Literacy (10 Marks)

- i. Basic computer literacy skills for use of ICT in classrooms
- ii. Concepts, terminology and operations that relate to general computer usage.
- iii. Basic Hardware of Computer
- iv. Common Applications,
- v. Networking and Internet
- vi. Social Networking
- vii. Digital Citizenship

Section-IV

4. : CHILD DEVELOPMENT AND PEDAGOGY (20 Marks)

**A. Understanding Child Development during Childhood
(focus on children at primary level)**

- i. Concept, principles and stages of child development
- ii. Characteristics of physical, cognitive, social, emotional and moral development in childhood

iii. Influence of heredity and environment in understanding the child

B. Understanding Learning Process and Learners

- i. Learning – concept, nature and individual differences in learning
- ii. Understanding how child learns – learning through observation, limitation
- iii. Understanding how child learns – various methods of learning
- iv. Basic conditions of learning and promotion of learning through motivation, classroom learning environment and teacher behaviour
- v. Development of creative thinking

C. Concept of Inclusive Education and Understanding Children with special needs

- i. Concept of inclusive education
- ii. Addressing the needs of diverse group of learning in inclusive classroom (CWSN, girls, SC / ST)
- iii. Addressing the talented, creative learning

D. Approaches to teaching and learning

- i. Teacher-centred, learner-centred and learning-centred approach
- ii. Competency-based and activity-based approach
- iii. TLM – its importance, use and preparation for classroom transaction
- iv. Teaching competency to handle mono-grade and multi-grade situation

E. Assessment

- i. Continuous and comprehensive assessment
- ii. Purpose of assessment
- iii. Assessing scholastic and other scholastic areas
- iv. Sharing of assessment outcomes and follow up

PART-II

SECTION A : 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 competencespecifications)

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 B: 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 – HCF 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 solids (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 C : 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 partsof 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