

ANNEXURE-C

The Syllabus for Preliminary Examination and Main written Examination are given below:

1. INDICATIVE SYLLABUS OF PRELIMINARY WRITTEN EXAMINATION

- Odia Language Comprehension - 10th Standard.
- English Language Comprehension Plus Two Standard
- Arithmetic – 10th Standard
- Data Interpretation (Chart, Graph, Table, Data Sufficiency etc.) – 10th standard
- Logical Reasoning and Analytical Ability, General Mental Ability.
- General Studies
(Indian Constitution, Indian Economy, Indian and World Geography, History of India, History of Odisha, General issues of Environment / Climate change – 10th standard).
- Current Events of National and International Importance.
- Computer / Internet Awareness.

TECHNICAL PAPER SYLLABUS FOR THE POST OF TEACHER EDUCATOR

PAPER-I [COMPULSORY/COMMON FOR ALL CANDIDATES]

(a) Philosophy of Education

- Contemporary western educational thought and contemporary Indian educational thought.
- Education and Society, social control, social change process of socialization and modernization, determinants of culture, culture and education.

(b) Educational Psychology

Learning

- Concept, Nature and Scope of Learning
- Theories of Learning and laws of learning
- Transfer and Training
- Motivation, Functional autonomy of motive.
- Experiences based learning

Individual Differences

- Differences due to heredity and environment
- Types and extent of individual differences
- Educational provision for individual differences.

Intelligence

- Nature and Measurement
- Special Abilities and their Measurement Tests and their Administrations.

Personality and its Measurement

- Definition
- Traits of Personality
- Measurement of Personality

Adjustment

- Mental health and adjustment
- Conflict, frustrations and complexes
- Defence Mechanisms
- Behaviour problems in schools
- Teacher's Mental Health

(c) Teacher Education

- Teacher Education with reference to University Education Commission-1948, Secondary Education Commission - 1953, Kothari Commission - 1964-1966, Chattopadhyay Commission, 1985 and Justice Verma Commission 2012.
- Teacher Preparation and Teacher Development (Pre-service and Inservice Training of Teachers)
 - Centrally Sponsored Scheme of Teacher Education
 - Teacher Education System in the country and in the state : Structure Management, Finances and Programme.

(d) Educational Administration and Supervision (with reference to School and Teacher Education)

Principles

- Scope of educational administration and the factors determining it
- Principles of educational administrative in a democracy

Educational Control and Management

- Educational Authorities: Central, State and Local, their organization, power and functions
- Important Central Agencies such as UGC, NCERT, NUEPA, NCTE, All India Council for Teacher Education.

Educational Supervision

- Concept, Scope and Principles
- Objectives
- Process and Techniques of Supervision
- Enabling Supervision for School Effectiveness



Education Finance

- Concept, Scope and Principles
- Source of Educational Finance – Central, State, Local and Private, Public-Private-Partnership
- Centrally Sponsored programmes in Education
- Educational Expenditure
- Plan and Non-Plan Expenditure
- Optimum Utilization of Financial Resource.

Current Educational

- NEP-2020 (School Education)
- Concept and recommendation of NIPUN BHARAT
- Role and responsibility of DIET for enhancing quality education at the Elementary Level
- Assessment at Elementary Level



a) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN FOUNDATION COURSE

Unit-1 : Philosophy and Education

- Philosophy: Meaning, Nature and Function
- Philosophical Methods: Contemplation, Speculation, Enquiry and Analysis
- Educational Philosophy: Meaning, nature, scope and functions
- Issues in Philosophy and Education

Unit- 2 : Society, Culture, and Education

- Interrelationship among society, culture, and education.
- Education for strengthening social-cultural base
- Modernisation: Concept, adaptive demands, Characteristic of Modern Society.

Unit-3 : Emerging social challenges, Role of Education

- Neo-Colonialism, Neo-capitalism, Neo-Liberalism
- Identity and Autonomy of Indian Education
- Adholism in Indian Education
- Secular Concerns in Indian Society

Unit-4 : Curriculum Transaction and Assessment

- Methods and Techniques of curriculum transaction: Lecture cum Discussion, Demonstration, Group Discussion, Seminar, Workshop, Team Teaching, Brain-storming Session, Project, and Assessment.
- Use of ICT in curriculum transaction and assessment.
- Assessment in Teacher Education Programme: Continuous Comprehensive, assessment, Internal and External Assessment, Portfolio Assessment.

Unit-5 : Educational Research

- Designing a research proposal: Identification of a problem, need and components of a research proposed.
- Research questions: Objective, Hypothesis, Methods of Study.
- Population and sample
- Instrumentation: Tools and Techniques.

b) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN SCIENCE

Unit-1 : Science in School Curriculum

- Nature and Scope of Science
- Importance of Science in Daily Life
- Objective of Teaching-Learning Science (Revised Blooms taxonomy)
- Curriculum reforms in science education, Recommendation of NCF 2005

Unit-2 : Methods of Teaching-Learning Science

- Observation- Type, Process, Recording Observation
- Problem Solving -Steps of Problem Solving



- Project – Selection, Preparation, Implementation Evaluation, and Reporting of the Project.
- Demonstration-Cum-Discussion
- Teaching Science based on constructivist approach – 5E model & ICON model.

Unit-3: Curricular Activities in Science

- Use of Teaching-Learning materials; Charts, Graph Bulletin Boards, Models
- Improvisation of Teaching Aids
- Learning Activates – Science Laboratory Activities; Field Trip, Science Club, Science Seminar, Science Exhibition.

Unit-4: Assessment in Science Learning

- Strategies of Assessment: Achievement Test, Diagnostic Test
- Planning for continuous Assessment of Classroom Learning
- Alternative Strategies for Assessment: Portfolio, Rubrics

Unit-5: Learning Resources in Science

- Laboratory as a learning resource: Structure, Designing Organisation, and maintenance.
- Different forms of ICT and their application in Teaching-Learning Science, Slides, Computer, and Internet

c) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN HISTORY

Unit-1: Concept, Objectives, and Values of Teaching History

- Meaning, Nature, and Scope of History
- Values of Teaching History
- Recommendations of NCF-2005 on teaching of History
- Correlation of History with other school subjects.
- Objectives of Teaching History of Elementary and Secondary Levels.
- Formulation of Specific Learning outcomes in History Lesson

Unit-2: Methods and Approaches to Teaching Learning History

- Story-telling method in history teaching
- Narration-cum-discussion method in History Teaching
- Dramatization method in teaching history.
- Source method in teaching history
- Project method in teaching history
- Teaching history using monuments
- Importance of Field Trips in Teaching History

Unit-3: Development of Resource Materials

- Curriculum as resource material
- Approaches to curriculum in History-Bio-Graphical, Chronological and Concentric
- Development of Teaching – Learning Material for Teaching History - Maps, Atlas, Globes, Charts, Graphs, Model, Film Strips, T.V, Video, OHP, and Computer



Unit-4: Transactional Strategies

- Preparation of Unit Plans in History
- Preparation of lesson plans (Traditional and Activity based approach)
- Activities in History - Visit of Historical Places, Group Discussion, Debate, Maintenance of Portfolio
- Assessment Through Evaluation Devices – Written, Oral, Practice, Assignment, Project work, Portfolio
- Planning for continuous assessment of Classroom Learning in History
- Remedial Teaching in History

Unit- 5: Pedagogical Analysis of Content History

- Rise of British Power in India
- The Great Indian Revolt of 1857
- Socio-Religious movement in the 19th century
- India's Struggle for Freedom, The American war of Independence
- French Revolution
- First World War and Second World War
- Pedagogical analysis of the units with reference to:-
 - o Identification of concepts and sub-concept
 - o Expected Specific Learning Outcomes
 - o Methods / Approaches of Teaching Learning
 - o Teaching-Learning Materials to be used
 - o Expected Teacher and Students Activities
 - o Assessment Strategies (Formative)

d) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN GEOGRAPHY**Unit- 1: Geography in School Curriculum**

- Meaning, Nature, and Scope of Geography
- Importance of Geography in School Curriculum
- Objective of Teaching-Learning Geography

Unit- 2: Methods and Approaches of Teaching-Learning Geography

- Methods: Observation, Discovery, Problem-Solving, Project
- Constructivist Approach in Teaching-Learning Geography

Unit- 3: Learning Resources in Geography

- Use of Teaching-Learning Materials: Maps, Globe, Graphs Models
- Map Reading and Map Preparation
- Geography Laboratory: Organisation, Maintenance, and use
- ICT in Learning Geography: Computer & Internet

Unit- 4: Curricular Activities

- Preparation of Lesson Plans: Constructivist's Approaches – 5E & ICON Model
- Activities in Geography: Field Trip, Geography Club Exhibition



Unit-5: Assessment in Geography

- Assessment in Geography: Achievement Test, Diagnostic Test
- Planning for continuous Assessment in Geography
- Alternative forms to Assessment: Assignment, Project work, Portfolio

e) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN POLITICAL SCIENCE

Unit-1: Concept, Objectives, and Values of Teaching Political Science

- Meaning, Nature, and scope of Political Science
- Values of Teaching Political Science
- Recommendations of NCF-2005 on Teaching of Political Science
- Correlation of Political Science with other school subjects
- Objectives of Teaching Political Science at Elementary and Secondary Levels.
- Formulation of Specific Learning outcomes in Political Science lessons.

Unit-2: Methods and Approaches of Teaching Learning Political Science

- Narration-cum-Discussion
- Dramatization
- Project Method
- Field Trips

Unit-3: Development of Resource Materials

- Curriculum as resource Materials
- Development of Teaching-Learning Materials – Maps, Atlas, Globes, Charts, Graphs, Models, Film Strips, T.V, Video, OTTP, and Computer

Unit-4: Transactional Strategies

- Preparation of unit plans
- Preparation of Lesson plans (Traditional & activity approach)
- Activities in political science
 - o Group Discussion and Debate
 - o Maintenance of Portfolio
- Assessment
 - o Evaluation devices – Written, Oral, Practice, Assignment, project work, Portfolio
 - o Planning for continuous assessment of classroom learning in political science
 - o Remedial Teaching in political science

Unit-5: Pedagogical Analysis of Contents (Political Science)

- Content
 - o Salient Features of the Indian Constitution
 - o Fundamental Rights
 - o Legislative Assembly and its Functions
 - o Powers of Prime Minister
 - o Governor and President
 - o Functions of Parliament, High Court, and Supreme Court – Structure and Functions
 - o Role of the National Human Rights Commission

- Pedagogical Analysis of the units with reference to :
 - o Identification of concepts of sub-concepts
 - o Expected specific learning outcomes
 - o Methods (approaches of teaching-learning)
 - o Teaching-Learning materials to be used
 - o Expected teacher and students activities
 - o Assessments strategies (Formative)

f) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN MATHEMATICS

Unit-1: Foundations of Mathematics Education

- Nature and Scope of Mathematics
- History of Mathematics with special references to Indian Mathematics
- Objectives of Teaching-Learning Mathematics at the Elementary level.
- Curriculum reforms at the National and State Levels (NCF, 2005, NEP 2020)

Unit-2: Methods of Teaching- Learning Mathematics

- Teaching for understanding proof: Proof by induction and deduction; proof by analysis and synthesis
- Problem-Solving Method
- Traditional Activity and Constructivist Approach (5E, ICON Model)

Unit-3: Curriculum Activities in Mathematics

- Activities in Mathematics: Quiz, Exhibition, Laboratory activities, Activities beyond classroom.
- Learning materials in mathematics: Textbook, Models, Maintaining Portfolios

Unit-4: Key Learning Resources in Mathematics

- Planning Lessons, Talk for Learning, using pair and
- Group work involving all, using questioning to promote thinking, Monitoring and giving feedback, assessing progress and performance, Using local Resources, Story Telling, Songs role play and drama.

Unit-5: Assessment in Mathematics Learning

- Assessment of Mathematics Learning: Unit Test, Designing Blue Print, Item Construction, marking Schemes.
- Assessment for Mathematics Learning: Assignment Projects and Portfolios in Mathematics, group and Collaboration Assessment in Mathematics
- Planning for Continuous Assessments of classroom learning in Mathematics.

g) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN ODIA

Unit-1: Odia Alphabet and its Chronological Development

- Odia Vowels and Matra
- Odia Consonants, Phalas and Joint Letters
- Use of Letters in different parts of the Odia words (Initial, Middle and Final)

Unit-2: Odia as Mother Tongue in School Curriculum

- Importance of mother tongue in the life and education of an individual
- Place of Odia as mother tongue in the school curriculum
- Three language formula recommended by NPE-1986
- Inter dependence of language skill in Odia
- Strategies for facilitating acquisition of four-fold language skills in Odia.

Unit-3: Pedagogic Approaches to Teaching Learning Odia

- Problems and issues related to acquisition of Odia language in multi-lingual context.
- Traditional versus modern methods of Teaching-Learning Odia
- Different approaches and strategies to the Teaching-Learning of:- Prose, Poetry, and Grammar in Odia.

Unit-4: Curricular Activities in Odia

- Preparation of Lesson Plan in 5E Model
- Learning resources and Planning Learning activities
- Portfolio Assessment in Odia
- Comprehensive Assessment of Learning in Odia

Unit-5: Relevance of Linguistics in Odia Language Acquisition

- Odia Vocabulary –(Types – Tatsama, Tadbhava, Deshaya, Baideshika)
- Odia Syntax – Processes and Principles.
- Uses of Dictionary in Odia.

h) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN ENGLISH

Unit-1: English Language and its Articulation

- Nature and Characteristics of Language
- Sounds of English language: Consonants and vowels
- Kinds of errors made by the Odia speaking learners while speaking English and their remediation

Unit-2: English in School Curriculum

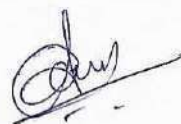
- Language Policy in India with reference to NPE, 1986 and NCF-2005
- Importance of English Language in India
- Place of English in the Present School curriculum

Unit-3: Pedagogical Bases of Language Learning

- Psychology of Language acquisition and language learning
- Objectives of Learning English at the Elementary and secondary level
- English language skill: their components, independence, and interdependence

Unit-4: Transaction of Content and Learning Assessment in English

- Transaction of Prose, Poetry, Grammar, and Composition lessons – Approaches, Methods and Strategies.
- Preparation of Lesson Plan Following communicative approach and constructivist approach (5E and ICON Models)



- Assessment in English: Framing different types of objective-based test items (Extended Response Type, Restricted Response Type and Objective Type)
- Portfolio Assessment in English, continuous Assessment of Learners performance English within and beyond classroom situations.

Unit-5: Pedagogical Treatment of Content

- Each of the following contents shall be analysed in terms of the pedagogical treatment indicated in the right cell below.

Content	Aspects of Pedagogical Treatment
- Any 3 Prose and 3 Poems from the prescribed text for classes IX and X by BSE, Odisha,	- Identification of language items (new vocabulary, expression and grammar components)
- Parts of Speech	- Identification of Scope in the content to be presented for facilitating learning of language skills.
- Time and Tense	- Specification of learning objectives
- Change of voice	- Selection of Methods and approaches / Strategies
- Direct and Indirect Speech	- Preparation of Teaching learning Material
- Sentence Pattern	- Designing of Learning Activities - Assessment of Strategies (Focusing Formative)

i) TECHNICAL PAPER-II SYLLABUS FOR THE POST OF TEACHERS EDUCATOR IN ECONOMICS

Unit-1: Concept, scope, aims, and objectives of teaching Economics

- Meaning, Nature, and Scope of Economics as a school
- Aims and objectives of teaching Economics at the subject at secondary and higher secondary level
- Correlation of Economics in Education with other disciplinary subjects
- Values of Economics in Education (Perspectives presented in NCF-2005 and NEP-2020)
- Study of Economics as a social reality, contemporary models of growth

Unit-2: Trends and challenges in Economics teaching

- Recent trends in the Economics of Education
- Education as consumption and investment
- Education and its relation to Human Resource Development, National Development, Liberalization, Privatization, and Globalization
- Contemporary issues in the Economics of Education



Unit-3 :

- Development of instructional materials in Economics
- Application of various teaching learning resources in teaching Economics (Audio, visual, audio-visual aids, visits (stock exchange, banks, consumer forums, small-scale industries)
- Methods in teaching Economics-lecture cum discussion, survey, project, problem-solving, case study, data analysis and interpretation, document analysis

Unit-4 :

- Assessment and Evaluation in Teaching Economics
- Types of assessment to be used in teaching economics
- Construction of Achievement and diagnostic test preparation for Economics classes
- Alternative forms of assessment in teaching Economics

Unit-5 :

- Role of teacher in the inculcation of values in Economics (Consumer awareness, conservation of resources, investment and risk-taking, entrepreneurship)

A handwritten signature in blue ink, consisting of a large, stylized 'A' followed by a cursive name, possibly 'Anil', with a horizontal line underneath.

SYLLABUS FOR TECHNICAL PAPER FOR DISTRICT CULTURE OFFICER

PAPER-I

A. Early Indian Culture

- i. Pre - history, Proto - History
- ii. Maurya, Sunga, Kushan and Gupta culture.
- iii. Early medieval culture of India.
- iv. Development of Culture during Mughal and post Mughal period.
- v. Development of culture in pre-colonial and colonial period.

B. Odishan culture

- i. History of Odisha from the time of Ashok to Maratha.
- ii. Religious developments in Odisha.
- iii. Odishan art and architecture, painting.
- iv. Tribal culture in Odisha.
- v. Fairs and festivals in Odisha.
- vi. Odishan language, literature and its heritage.
- vii. Dance and Music in Odisha

PAPER-II

A. Heritage

- i. Tangible heritage
- ii. Intangible heritage
- iii. Ethnic heritage
- iv. Principles of conservation and preservation.
- v. Museum Studies.

B. Culture Studies

- i. Formalism to post modernism
- ii. Culturalism
- iii. Cultural identity
- iv. Ethnicity
- v. Cultural diaspora
- vi. Globalization and Indian culture.

C. Tribal Culture and Folk Culture

- i. Features of tribal culture
- ii. Tribal Art, craft and literature
- iii. Tribal religion
- iv. Folk Culture

