

newspaper as well as copy of notification in the Odisha Gazette in support of her/his change of name.

[For important instructions about filling up online application and "How to Apply" refer Annexure "A" enclosed].

#### 4. (a) Plan and Pattern of Examination:

There shall be following stages of examination

- (i) Preliminary Examination
- (ii) Main Written Examination
- (iii) Certificate Verification

Stages of Examination	Type of Examination	No. Of Paper & Marks	Mark distribution	Remarks
Stage-I	Preliminary Examination	One Paper (Detail Syllabus as Annexure C)	150 marks (150 Questions)	Candidates approximately six times number of vacancies categoriwise and postwise will be shortlisted for Main written examination basing on marks obtained in Preliminary Examination.
Stage-II	Main Written Examination	Technical Paper- (Detail Syllabus as Annexure C)	200 marks (Two papers)	
Stage-III	Certificate Verification			

**N.B.:** In pursuance of GA & PG Department Notification No-29246, Dated-18<sup>th</sup> October 2022, the Preliminary and Main examination, shall be conducted both in Odia and English except for the language subject. The Candidate who desires to answer the paper in English shall exercise his option in the application form. All may note that the option once given cannot be changed. Options are available in the online application form.

**The candidature of the candidate will be rejected /not considered for selection if he/she fails to attend in any of the tests/examinations/ certificate verification.**

## 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 19<sup>th</sup> 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)

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## 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

