

Scheme & Syllabus

For

**Recruitment of I.A CT and I.Sc CT
Teachers (Initial Appointee) in SSD
Schools.**

2021-22

**ST & Sc Development, M&BC
Welfare Department, Govt of
Odisha**

**Scheme for Written Examination for Recruitment of
Initial Appointee in IA CT and ISC CT Teachers 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 @0.25marks for each wrong response.

Category	Part	Type of Questions	Number of Questions	Full Marks	Level	Languages	Subjects
Common Paper for IA CT and ISC CT	I	MCQ	70	70	- N A -	Odia and English	a)General Knowledge & Current Affairs, b)Reasoning Ability, c)Computer Literacy, d) Child Development and Pedagogy.
IA CT	II	MCQ	30	30	-NA-	Odia and English	a)English b)Social Science
ISC CT	II	MCQ	30	30	-NA-	Odia and English	a)Mathematics b)Science

Part-I

1. General Knowledge and Current Affairs (20 Marks)
2. Reasoning Ability (20 Marks)
3. Computer Literacy (10 Marks)
4. Child Development and Pedagogy (20 Marks)

Part-II

5. Subject (Content and Method) (30 Marks)

Total Marks

(100 Marks)

**Syllabus for Written Examination for Recruitment
of IA CT and ISC 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 andstrategies 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