



ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY

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No. 10576 / 23

Dt. 10.09.2023

NOTICE

It is for information of all concerned that, in pursuance of School & Mass Education Department, Odisha Resolution No. 20336 / SME Dt. 22.08.2023 and Letter No. 21742 / SME Dt. 08.09.2023, 20,000 (Twenty Thousand) Junior Teacher (Schematic) posts will be filled up in the Primary & Upper Primary Schools under different Revenue Districts of Odisha.

The information on District wise & category wise posts will be available in OSEPA website i.e. osepa.odisha.gov.in w.e.f. 11.09.2023. Applications are invited from the intending candidates to apply for the post of Junior Teacher (Schematic) through online mode only from 13.09.2023. The last date of submission of online application form is 10.10.2023. **No other mode of application will be accepted. There will be no examination fees.**

The candidates will be selected on the basis of marks secured on CBT (Computer Based Test) examination. The syllabus of the CBT examination is available in the OSEPA website. The date, time & examination centre of CBT examination will be mentioned in the admit card of the concerned candidates.

The detail information on engagement of Junior Teacher (Schematic) will be available in OSEPA website. The candidates are advised to visit the OSEPA website on regular basis.

Sd/-
State Project Director
OSEPA, Bhubaneswar

GOVERNMENT OF ODISHA
SCHOOL & MASS EDUCATION DEPARTMENT

RESOLUTION

No. 20336 /SME, Bhubaneswar, dated the 22nd August, 2023

SME-EL2-EL2-0037-2023

Subject: Guideline for engagement of Junior Teacher (Schematic).

The Right of Children to free and Compulsory Education Act, 2009 came into force w.e.f. 01.04.2010 (here in after called the said Act).

In accordance with the provisions under section 38 of the said Act., the Odisha Right of the Children to Free and Compulsory Education Rules, 2010 (here in after called the said Rules) have been notified by the State Government vide Notification No. 17291/SME, dated 27.09.2010 and it came into force w.e.f. 18th October, 2010. The said Act proposes to provide free and compulsory education to every child in the age group of 6 to 14 years. Section 8 (g) of the said Act stipulates that the State Government shall ensure good quality elementary education conforming to the standards and norms specified in the schedule.

In pursuance of section 23 of the said Act, the National Council of Teacher Education (NCTE), being the Academic Authority, has laid down the minimum qualifications for a person to be eligible for appointment as a Teacher in classes I to VIII, vide Notifications published in Gazette No. 215, dated 25.08.2010. Keeping in view the provisions of the said Act and Rules and the guidelines issued by the National Council of Teachers Education (NCTE), Government have issued the Resolution bearing No. 444/SME, dated 05.01.2019 in supersession of this Department Resolution bearing No. 25605/SME, dated 26.12.2016 and Corrigendum No. 23322/SME, dated 30.11.2017, Resolution No. 587/SME, dated 10.01.2011, No. 18536/SME, dated 19.11.2009, No. 673/SME, dated 10.01.2008, No. 11676/SME, dated 31.05.2006 and Corrigendum No. 20000/SME, dated 12.10.2006 and Resolution No. 22438/SME, dated 14.11.2007 & Addendum No. 3817/SME, dated 26.02.2009 prescribing the guidelines for engagement of Sikshya Sahayak subsequently designated as Junior Teacher (Schematic). As prescribed in the Odisha Elementary Education (Method of Recruitment and conditions of Service of Teachers and Officers) Amendment Rules, 2014, Elementary Teachers are appointed in the State through absorption of Junior Teachers after three years of continuous and satisfactory service considered through a committee at the



district level. A Junior Teacher (Schematic) becomes eligible to be a Junior Teacher after three years of continuous and satisfactory service. Their six years of engagement as mentioned above will be co-terminus with that of Samagra Sikshya scheme till their absorption in the regular Elementary cadre.

The NCTE have revised the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to V and classes VI to VIII and issued Notifications by way of amendment to the Notification issued earlier vide Gazette No.215, dated 25.08.2010. Accordingly, the eligibility of candidates for engagement of Junior Teacher (Schematic) has been determined based on the notifications issued by NCTE and the Judgement dated 11.08.2023 of Hon'ble Supreme Court in Civil Appeal No.5068/2023 arising out of SLP (C) No.20743 of 2021 and batch of cases. Guideline for conducting Teacher Eligibility Test (TET) has been prescribed by NCTE vide letter dated 11.02.2011, since passing TET is one of the essential conditions for a person to be eligible for appointment as a teacher in any of the schools referred to in Clause (n) of section-2 of the said Act. Accordingly, guidelines for conducting Odisha Teacher Eligibility Test (OTET) have been formulated vide Resolution No.14302/SME, dated 04.06.2012 and Corrigendum No. 23082/SME, dated 22.10.2018, Resolution No.11787/SME, dated 15.05.2023 and subsequent amendment vide Resolution No.14339/SME, dated 09.06.2023

Now, the Government have been pleased to supersede the previous resolutions and have decided to conduct the recruitment for engagement of Junior Teacher (Schematic) through an online computer-based test as per the details given below.

1. That, all the functions of Elementary Education will be transferred in phases to Zilla Parishad and other Panchayati Raj Institutions.
2. That, engagement of all Junior Teachers (Schematic) will be made by respective Zilla Parishads under each category i.e. for Classes I to V and Classes VI to VIII under the programme of Samagra Sikshya (SS) for implementation of the said Act for elementary education.

3. ADVERTISEMENT

OSEPA on behalf of School & Mass Education Department will publish an advertisement in widely circulated Odia & English daily newspapers inviting online applications from intending candidates for engagement as Junior Teacher (Schematic).

The advertisement will contain the following details

- i. The date and manner of availability of application form and other details regarding recruitment.

ii. Last date of submission of online application.

iii. The intending candidate may visit OSEPA website for further information as mentioned below:

(a) District wise number of vacancies & vacancies reserved for different social categories/PwD candidates/Ex-servicemen/Sports personnel, as per ORV Act and other prevailing Acts and Rules.

(b) Remuneration admissible to the post.

(c) Syllabus of examination

(d) Documents to be submitted at the time of submission of online application and before the concerned Authorities for verification.

The onus of submission of all required documents on or before the stipulated timeline will be on the candidate only.

(e) Government Resolution

4. MODE OF APPLICATION

In order to appear in the online computer-based test for the post of Junior Teacher (Schematic), the candidates are required to apply through online mode as per the procedure mentioned in the Advertisement.

A Calendar of Activities along with timeline for the total selection process will be published in OSEPA website with due approval of Government.

5. ELIGIBILITY

Candidates securing percentage of marks in their academic qualification as per the eligibility mentioned below can apply for the online computer-based test for engagement as Junior Teacher (Schematic). The percentage of marks secured by the candidates in aggregate out of the total marks will be taken into consideration for eligibility.

5.1 (i) CATEGORY-1 (For Classes I to V)

(a) Higher Secondary (+2) or its equivalent with at least 50% marks and 2-year Diploma in Elementary Education (by whatever name known)

OR

Higher Secondary (+2) or its equivalent with at least 45% marks and 2-year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure) Regulations, 2002.

OR

Higher Secondary (+2) or its equivalent with at least 50% marks and 4-year Diploma in Elementary Education (B.El.Ed.)

OR

Higher Secondary (+2) or its equivalent with at least 50% marks and 2-year Diploma in Education (Special Education)

OR

Graduation and two-year Diploma in Elementary Education (by whatever name known)

AND

b. Pass in the Odisha Teacher Eligibility Test-I (OTET-I)

c. Candidates must have Odia as MIL up to class-X or pass in odia language test equivalent to Matric standard conducted or declared equivalent by Board of Secondary Education, Odisha except for the candidates as mentioned under Para 5.2.

(ii) CATEGORY-2 (For Classes VI to VIII)

a. Graduation and two-year Diploma in Elementary Education (by whatever name known)

OR

At least 50% marks either in Graduation or in Post-Graduation and B.Ed.

OR

Graduation with at least 45% marks and 1-year Bachelor of Education (B.Ed.) in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard.

OR

Higher Secondary (+2) or its equivalent with at least 50% marks and 4-year Bachelor in Elementary Education (B.El.Ed.)

OR

Higher Secondary (+2) or its equivalent with at least 50% marks and 4-year B. A/B.Sc.Ed or B.A.Ed./B.Sc.Ed.

OR

Graduation with at least 50% marks and 1-year B.Ed (Special Education)

OR

Post-Graduation with a minimum 55% marks or equivalent grade and three-year integrated B.Ed-M.Ed.

AND

b. Pass in Odisha Eligibility Test-II (OTET-II)

c. Candidates must have odia as MIL up to class-X or pass in odia language test equivalent to Matric standard conducted or declared equivalent by Board of Secondary Education, Odisha except for the candidates as mentioned under Para 5.2.

5.2 In order to be eligible for Urdu/Bengali/Telugu Junior Teacher (Schematic), candidates must have passed Urdu/ Bengali/Telugu as the case may be as MIL up to High School Certificate (HSC) standard. Since their engagement is likely to be held in the bilingual schools, such candidates shall produce a certificate from the Head Master of the concerned school to the effect that she/he has passed HSC examination in odia medium.

5.3 Persons with Diploma in Education (Special Education) or B.Ed. (Special Education) qualification shall undergo, after appointment, an NCTE recognised 6-month Special Programme in Elementary Education.

5.4 Relaxation of 5% in minimum qualifying marks shall be allowed to the candidates belonging to reserved categories, such as SC, ST, SEBC and PwDs.

5.5 Candidates can apply in Category-1, in category 2 or both as per their eligibility. In case a candidate applies for both the categories, she/he will have to exercise irrevocable option of preference (between category 1 and 2) for engagement at the time of submission of application.

Explanation

- i. For the purpose of equivalency of Higher Secondary (+2), examinations conducted by the institutions declared equivalent by the Council of Higher Secondary Education, Odisha shall be considered.
- ii. For the purpose of equivalency of Graduation and Post-Graduation, examinations conducted by the institutions declared equivalent by the Universities of Odisha shall be considered. The said university must have been affiliated to UGC.
- iii. For the purpose of degree in Teacher Education (B.Ed.), B.Ed. Degree of other universities declared equivalent with

corresponding degree of the Universities of Odisha and a course recognised by the NCTE shall be considered.

- iv. For the purpose of two years Diploma in Education (Special Education) or one year B.Ed, (Special Education), a course recognised by Rehabilitation Council of India (RCI) shall be considered. The candidate must have registered his/her name with the RCI and at the time of submission of application, she/he has to submit the RCI Registration certificate.
- v. Candidates possessing Academic/Training qualifications from Boards/Universities/Institutions outside Odisha shall have to produce the authenticated proof of equivalency, affiliation of their institution to a recognised University and recognition of such training course and institute by NCTE, failing which she/he shall not be considered as eligible for selection.
- vi. A candidate furnishing certificates, mark sheets with grades and grade points shall have to also furnish numerical equivalence of grades/grades point from the examining bodies failing which she/he shall not be treated as eligible for selection.
- vii. In case of compartmental examination, the fail marks secured in the subject(s) is to be deducted from the total marks and pass marks of the compartmental examination shall be added to the total marks for arriving at the effective percentage of marks.

6. AGE

- 6.1** Candidates shall not be below 18 years of age and above 38 years of age as on the date of publication of advertisement.

Provided that the relaxation in upper age limit shall be allowed to the candidates of different Social/Special categories in the following manner:

- a. In case of ST, SC, Women & SEBC candidates, the upper age limit shall be relaxed by 05 years
- b. In case of PwD candidates the upper age limit shall be relaxed by 10 years.
- c. In case of ex-servicemen G.A. Department Notification No.22586/Gen., dated 16.10.1985 will apply.

For relaxation of the upper age limit to different categories of

candidates, the OCS (Fixation of upper Age Limit) Rules, 1989 and other relevant rules/instructions shall be followed.

- 6.2 Government by Notification may allow specific group/category of candidates to avail age relaxation, if considered appropriate.

7. RESERVATION

7.1 The Orissa Reservation Vacancies Posts & Services (for Scheduled castes & Scheduled Tribes) Act, 1975, along with the rules made there under and OCS (Reservation of Vacancies for Women in Public Services) Rules, 1994 such other principles of reservation as prescribed by the State Government from time to time shall be followed. In case of PwD candidates, provisions contained in the Rights of Persons with Disabilities Act, 2016 and G.A. & P.G Department instructions thereof shall be followed.

7.2 The PwD candidates having temporary disability shall not be entertained for engagement. The candidates those will avail the reservation/relaxation of age limit under provisions of the Rights of Persons with Disabilities Act, 2016 shall have to appear before the State Appellate Medical Board before their engagement and their engagement will be subject to clearance by the Board.

7.3 Candidates under reserved category availing relaxation of age or qualifying marks shall be considered under their Social Category only.

8. SELECTION PROCEDURE

8.1 Publication of Master List

After expiry of last date of submission of online application form, list of the candidates for each category with respect to their first preference district as submitted by them at the time of submission of application form will be published in OSEPA website. Information on subsequent preference districts of each candidate will also be available in OSEPA website on search.

8.2 Online Computer-Based Test

An online computer-based test will be conducted by OSEPA /an Authorised Agency as per the syllabus contained in the advertisement to be published before the recruitment.

8.3 District wise and Category wise draft merit list

District wise and category wise draft merit list will be published

in OSEPA website. Draft merit list will be prepared taking into consideration all district preference submitted by individual candidates in order of preference followed by merit rank i.e. for a particular district, after exhausting all candidates having 1st preference, subsequent preferences will be considered. In case of a tie i.e. when two or more candidates obtain equal score, inter-se merit of such candidates shall be decided in the order as mentioned below:

- i. Date of birth (Older candidate will be above other candidates)
- ii. Percentage of marks in qualifying examination i.e in Higher Secondary (or its equivalent) will be considered. In case of further tie, marks secured in Graduation will be taken into consideration followed by post-Graduation marks.

If a tie still persists, Government will issue suitable instructions for breaking the tie.

For a particular post, in a category within district, district preference will be preferred over merit.

8.4 Document verification

After publication of the draft merit list, all candidates in the said list will be called for verification of original documents at their respective district headquarters. All documents required for verification will be notified by OSEPA in the detailed advertisement in OSEPA website.

During document verification, if any candidate is not able to produce the essential document(s) in support of his/her claim of the Social/Special category/Age proof/Academic & Training qualification/RCI registration certificate as per information provided in the application form, the candidature will be rejected and his/her name will be marked as deleted in the draft merit list. The candidates have to produce the Academic and Training qualification/RCI registration certificate (in case of Special Education Candidates) acquired/issued on or before the last date of submission of online application.

8.5 Preparation of District wise Provisional Merit List and Approval

Provisional merit list will be prepared after document verification of the candidates placed in the draft merit list. Then objections will be invited from the candidates who are placed in the provisional merit list and rejection list. The provisional merit

list will be approved by the Competent Authorities at respective districts after verification of the original documents and inviting objections from candidates within specific time period as mentioned in the calendar of activities issued by the School & Mass Education Department.

8.6 Publication of District wise Final Merit List

District wise final merit list will be published at concerned District websites as well as OSEPA website after approval by the Competent Authority.

8.7 Counselling

The candidates will be called for allocation of schools through counselling by respective districts. Separate notifications will be issued and displayed by respective districts in their District websites as well as OSEPA website. Vacancies remain due to unavailability of eligible candidates, rejection and non-joining will be carried forward and recruitment will be done subsequently as per requirement. There will be no waiting list.

9. ENGAGEMENT

9.1 Junior Teacher (Schematic) will be engaged in each Revenue District by the respective Zilla Parishad by a selection committee headed by the Collector-cum-Chief Executive Officer, Zilla Parishad as Chairman and District Education Officer, All the Block Education Officers of the district, District Project Coordinator (SS), District Employment Officer and the District Welfare Officer as the members. The District Project Coordinator (SS) will act as convener of the committee and shall prepare the draft select list and place the same before the Zilla Parishad with due approval of Collector-cum-CEO, Zilla Parishad. The final selection will be made by Zilla Parishad within a maximum of 15 days. In case, the Zilla Parishad does not approve the select list within the stipulated time, the draft select list submitted with due approval of the Collector-cum-CEO, Zilla Parishad will be deemed to be approved.

9.2 The select list for each Revenue District will be valid for a period of one year from the date of its publication or till exhaustion of valid merit list or till publication of next advertisement, whichever is earlier.

9.3 Orders of engagement shall be issued by the Zilla Parishad through its CEO.

9.4 The engagement will be on Annual Agreement basis. Agreement

will be renewed in subsequent years depending on the performance of the candidates. Prior to renewal of the agreement of the Junior Teacher (Schematic), the Junior Teacher (Schematic) has to obtain a certificate from the concerned Headmaster regarding his/her regular attendance and satisfactory service which is to be produced before the Zilla Parishad. The Junior Teacher (Schematic) can be disengaged from the service with a prior notice of 30 days, if she/he violates the conditions of the agreement on the basis of adverse report of the Block Education Officer i.e. on un-authorised absence/misconduct/involvement in criminal cases etc.

10. ASSIGNMENT

10.1 The Junior Teacher (Schematic) shall perform the following duties.

- i. Teaching in the school shall be the main duty of the Junior Teacher (Schematic)
- ii. They must maintain regularity and punctuality in attending school.
- iii. They must ensure completion of entire curriculum within the specified time.
- iv. They must assess the learning ability of each child and accordingly supplement additional instructions as required.
- v. They must ensure minimum level of learning (MLL) for the students as prescribed by the Competent Authority (School & Mass Education Department)
- vi. They must ensure at least 90% attendance of the children in respective schools in all classes.
- vii. They shall reduce the drop out of the children in the school.
- viii. They shall motivate the parents/ guardians of the village in which primary school is situated for enrolment of children within the age group of 6 to 14 years. It shall be his/her duty to contact parents/guardians in case children fail to attend classes regularly and get back such children to the classes.
- ix. They will hold regular meeting with parents and guardians and appraise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child.
- x. They shall abide by the policy of rationalization of teachers

of the Government as issued from time to time.

- xi. They shall perform the duties as will be entrusted upon him/her by the concerned Head Master or Head Mistress.
- xii. They may be assigned any other work in furtherance of the objective of universalisation of Primary Education/RTE Act by Chief Executive Officer, Zilla Parishad or any other authority as decided by Government in School & Mass Education Department from time to time.
- xiii. They shall perform all such other duties as assigned to them by the competent authority as and when required.
- xiv. The engagement shall be cancelled, if any fraudulent testimonial is detected in future or if she/he has been criminally proceeded against.

10.2 The data of all newly recruited Junior Teacher (Schematic) would be recorded in the teacher profile.

10.3 The Junior Teacher (Schematic) will get consolidated monthly remuneration as decided by Government from time to time.

10.4 The Junior Teacher (Schematic) would attend training programme as may be fixed by Government from time to time.

10.5 The engagement would be on the basis of annual agreement. In case Zilla Parishad decided not to renew the agreement, appeal shall lie to the Government within three months of non-renewal of agreement.

10.6 The Junior Teacher (Schematic) shall be eligible for casual leave of 15 days during one calendar year. She/he shall not be entitled to any other authorised absence beyond the above-mentioned period. If she/he remains absent with permission and if she/he does not have any authorised leave at her/his credit, the proportionate amount from consolidated remuneration shall be deducted. Any absence of more than 30 days beyond the casual leave of 15 days in one Agreement period will be treated as unauthorised absence and while calculating the period of 03 years for Junior Teachers and 06 years for Regular Teachers, similar period will be added to either 03 or 06 years of eligibility to be Junior Teacher or Regular Teacher, as the case may be.

10.7 Any Lady Junior Teacher (Schematic) who is having less than two surviving children is entitled to avail six months leave or a period as decided by the Government from time to time on account of maternity. In

case, the date of renewal of agreement falls during maternity leave, the Junior Teacher (Schematic) will renew the annual agreement immediately on joining. In case, she does not join after availing six months of maternity leave, such period of absence from duty will be treated as unauthorised and she will work similar period as Junior Teacher (Schematic) or Junior Teacher to be eligible to be Junior Teacher or Regular Teacher as the case may be.

10.8 The agreement as prescribed by Government, between Collector-cum-C.E.O., Zilla Parishad and Junior Teacher (Schematic) is to be executed on stamped paper.

10.9 Funds as required for remuneration for Junior Teacher (Schematic) for each district will be placed with the respective Zilla Parishads who shall pay to the Junior Teacher (Schematic).

10.10 The provisions contained in Para 10.1 to 10.9 will also be applicable to the Junior Teachers.

10.11 For any clarification on the above provisions, the same be obtained from Government of Odisha in School & Mass Education Department.

The Resolution will take effect from the date of Issue.

Order- Ordered that this resolution will be published in an extra ordinary issue of Odisha Gazette.

By order of Governor

22/8/23
Commissioner-cum-Secretary to Government

Memo No. 20337 / SME, Dt. 22.08.2023

Copy forwarded to the Gazette Cell in-charge, Odisha Gazette Cell, C/o Commerce Department, Odisha Secretariat, Bhubaneswar with a request to publish the above Resolution in an extra ordinary issue of Odisha Gazette and supply 100 copies to this Department.

22/8/2023
Additional Secretary to Government

Memo No. 20338 / SME, Dt. 22.08.2023

Copy forwarded to Finance Department / P&C Department / Panchayati Raj Department / ST & SC Development, Minority & Backward Classes Welfare Department for information and necessary action.

22/8/2023
Additional Secretary to Government

Memo No. 20339 /SME, Dt. 22.08.2023

Copy forwarded to Director, Elementary Education, Odisha, Bhubaneswar/
Director, Secondary Education, Odisha, Bhubaneswar / SPD, OSEPA,
Bhubaneswar / Director, TE&SCERT, Odisha, Bhubaneswar for information and
necessary action.

S. K. Sahoo
22/8/2023

Additional Secretary to Government

Memo No. 20340 /SME, Dt. 22.08.2023

Copy forwarded to all Collector-cum-Chief Executive Officers, Zilla
Parishad / All District Education Officers / All Block Education Officers / All
District Project Coordinators, SS for information and necessary action.

S. K. Sahoo
22/8/2023

Additional Secretary to Government

Memo No. 20341 /SME, Dt. 22.08.2023

Copy forwarded to all Sections of S&ME Department / Computer Cell of
S&ME Department for information and necessary action.

Computer Cell is requested to take necessary steps to hoist this
Resolution in the Department website immediately.

S. K. Sahoo
22/8/2023

Additional Secretary to Government

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Scheme and Syllabus for Computer Based Test (CBT) for the selection of Junior Teachers (Schematic): Category-I (Class-I to V)

Paper	Area of Content	No. of Questions	Marks	Duration
Part-I	General English	10	20	150 Min. (2Hrs.30 Min.)
	General Odia	10	20	
	General Knowledge & Current Affairs	10	20	
	Reasoning Ability	10	20	
	Computer Literacy	05	10	
	Child Development, Learning, Curriculum & Assessment	15	30	
	Total		60	
Part-II	Subject Contents	40	80	
	Pedagogy	20	40	
	Total	60	120	
Grand Total		120	240	

Note :

- All the questions will be of MCQ type carrying two marks each.
- 02 marks will be awarded for each correct answer and 0.5 marks will be deducted for each incorrect answer.
- Part-I & II are compulsory for both the teachers of Science & Arts for Class-I to V.

In Part-II:

- Mathematics - 20 marks (10 questions) from Content + 10 marks (05 questions) from pedagogy
- Environmental Science -20 marks(10 questions) from Content + 10 marks (05 questions) from pedagogy
- Odia/Urdu/Hindi/Telugu/Bengali - 20 marks (10 questions) from Content + 10 marks (05 questions) from pedagogy, optional for student
- English – 20 marks (10 questions) from Content + 10 marks (05 questions) from pedagogy
- Questions of non-language subjects will be bilingual in nature.
- The questions may be up to Secondary / 10th level and as per the prescribed syllabus.

Part-I

(Total Marks – 120)

[General English, Odia, General Knowledge and Current Affairs, Reasoning Ability, Computer Literacy and Child development, Curriculum, Learning & Assessment]

General English

(20 Marks)

- Questions on comprehension, inference & grammar from one unseen passage.
- Questions on comprehension, appreciation from a Poem

General Odia

(20 Marks)

- Questions on comprehension, inference & grammar from one unseen passage.
- Questions on comprehension, appreciation from a Poem

General Knowledge and Current Affairs

(20 Marks)

- Current events of state (Odisha), national and international importance
- History of Odisha / India
- Indian and World Geography
- Indian Polity
- Economic and Social Development
- Everyday Science

Reasoning Ability

(20 Marks)

- General mental ability
- Logical reasoning and analytic ability
- Basic numeracy.
- Decision making & Problem solving.

Computer Literacy

(10 Marks)

- Basic computer literacy skills for use of ICT in classrooms
- Concepts, terminology and operations relating to general computer usage
- Basic hardware of computer.
- Common applications
- Networking and internet

Child Development, Learning, Curriculum & Assessment

(30 Marks)

Unit 1 : Understanding Child Development.

- Concept, principles and stages of child development
- Characteristics of physical, cognitive, social, emotional and moral development in childhood and early adolescence
- Significance of heredity and environment in understanding the child
- Factors influencing child development – home, school, peer-group and society
- Understanding the developmental needs of children (age specific) Learning and developmental tasks, developmental delays, helping children to grow.

Unit-2 : Understanding Learning Process

- Learning - concept and nature, individual differences in learning
- Understanding how child learns - learning through observation, imitation, trial and error, experimentation and experience
- Learning as meaning - making
- Basic conditions of learning - maturation, fatigue, reinforcement, materials, tasks, organization of materials
- Promoting learning - motivating learner, facilitating classroom learning environment, teacher behavior.

Unit-3 : Learner in Inclusive Context

- Meaning of inclusive education; distinction from integrated education and special education
- Implementation of Inclusive Education
- Education of CWSN - types, identification, learning needs, teaching strategies and curriculum adaptation
- Education of girl child - issues and strategies to address, initiatives taken so far
- Education of socio - culturally disadvantaged children

Unit-4 :

- Right to Education (RTE)
- Child Right & Child Abuse

Unit-5 : Curriculum

- Concept and Types -subject centered, child centered, experience centered, local - specific
- Core Curriculum - meaning and features
- Principles of curriculum construction
- Process of curriculum development at the elementary school level.

Unit-6 : Process of Curriculum Transaction

- Guiding principles for curricular transaction : NCF - 2005
- Specifying objectives of curriculum in the teachers context
- Selection and organization of learning activities and experiences
- Skills for classroom transaction - questioning skills, communication skills, blackboard writing skills, providing reinforcement, classroom movement

Unit-7 : Approaches to Learning and Teaching

- Teacher centered, learner centered and learning centered approaches
- Competency based approach
- Activity based approach
 - a. Activity and its elements
 - b. Characteristics of activity
 - c. Varieties of Activity (Curricular and other - curricular)

- Constructivist approach to learning
- Major issues associated with each approach

Unit-8 : Learning Assessment

- Concept of measurement, evaluation and assessment
- Continuous and comprehensive assessment
- Tools and techniques of assessment – achievement test, observation, interview, rating scale, check list, case study, questionnaire, project
- Preparation of different types of test items
- Portfolio assessment
- Preparation of unit test
- Recording, reporting and sharing of assessment results
- Use of assessment outcomes for improving learning

Part-II
(Total Marks – 120)

LANGUAGE (ODIA/URDU/HINDI/TELEGU/BENGALI) (30 Marks)

(PEDAGOGY – 10 Marks)

Unit- 1: Learning Odia/Urdu/Hindi/Telugu/Bengali at Elementary Level (Class I to V)

- Aims and objectives of teaching Odia / Urdu / Hindi/Telugu /Bengali as mother tongue
- Principles of language teaching
- Acquisition of four-fold language skills in Odia/Urdu /Hindi/Telugu/ Bengali viz., listening, speaking, reading and writing
- Interdependence of four language skills
- Objectives and strategies of transacting integrated text for the beginners.

Unit- 2 : Teaching , Reading and Writing Skills

- Techniques of developing intensive and extensive reading skills.
- Teaching – learning composition and creative writing
- Critical perspective on the role of grammar in learning language for communicating ideas in written form
- Challenges of teaching language in a diverse classroom, language difficulties and errors.

(CONTENTS – 20 marks)

Unit- 3 : Language items

- Part of speech – Noun, Pronoun, verb, Adverb, Adjective, Conjunction
- Formation of word – using prefix and suffix
- Synonym and antonym
- Phrase and idiom

LANGUAGE (ENGLISH) (30 Marks)

(PEDAGOGY – 10 marks)

Unit- 1: Learning English at Elementary Level (Class I to V)

- Importance of learning English
- Objectives of learning English (in terms of content and competence specifications)

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, storytelling, dialogue
- Development of reading skills: reading for comprehension, techniques and strategies for teaching reading – phonic, alphabet, word, sentence and story
- Development of writing skills - teaching composition

(CONTENTS-20 Marks)

Unit- 4: Language items

- Noun, Adverb, Verb, Tense and Time, Preposition, Article, Adjective, Punctuation.

MATHEMATICS

(30 Marks)

(PEDAGOGY – 10 Marks)

Unit- 1: Mathematics Education in Schools

- Nature of mathematics (exactness, systematic, pattern, 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

(CONTENT – 20 Marks)

Unit- 3: Number systems and operation in numbers

- Number system – natural, whole, rational, real
- Fundamental operation on numbers
- Fractional operation on numbers
- Fractional numbers and decimals - operations in fractional numbers and decimals.
- Factors and multiples - HCF and LCM
- Percentage and its application.

Unit- 4 : Measurement

- Measurement of length, weight, capacity
- Measurement of area and perimeter of rectangle and square
- Measurement of time - concept of a.m. , p.m. and time interval

Unit- 5 : Shapes and Spatial Relationship

- Basic geometric concepts – point, line segment, ray , straight line, angles
- Geometry of triangles, quadrilaterals and circles
- Symmetry
- Geometrical solids – cube, cuboids , sphere , cylinder , cone

Unit- 6 : Data Handling and patterns

- Pictography , bar graph , histogram, pie chart
- Interpretation of these graphs
- Patterns in numbers and figures

ENVIRONMENTAL STUDIES (EVS)

(30 Marks)

(PEDAGOGY -10 Marks)

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

(CONTENT - 20 marks)

Unit-3 : Governance

- Local – Self, Government - State and Central
- Judiciary

Unit-4 : Physical Features of Odisha and India

- Landscape
- Climate
- Natural resources
- Agriculture and Industry
- Disaster management

Unit-5 : History of Freedom Struggle in India and Odisha

Unit-6 : Health and Diseases

- Nutritional elements and balanced diet
- Nutritional deficiency and diseases
- Waste materials and disposal
- First - aid
- Air and water pollution

Unit-7 : Internal Systems of Human Body

- Respiratory, circulatory, digestive and excretory system – structure and parts of plant - structure and function.

Unit-8 : Matter, Force and Energy

- Matter and its properties
- Earth and sky, effect of rotation and revolution of Earth
- Work and energy

Scheme and Syllabus for Computer Based Test (CBT) for the selection of Junior Teachers (Schematic): Category-II(Class-VI to VIII)

Paper	Area of Content	No. of Questions	Marks	Duration
Part-I	General English	10	20	150 Min. (2Hrs.30 Min.)
	General Odia	10	20	
	General Knowledge & Current Affairs	10	20	
	Reasoning Ability	10	20	
	Computer Literacy	25	10	
	Child Development, Learning Curriculum	15	30	
	Total	60	120	
Part-II	Subject Contents	36	72	
	Pedagogy	24	48	
	Total	60	120	
	Grand Total	120	240	

Note :

- Part-I is compulsory for both the streams i.e.; Science and Arts.
- Part-II contains the syllabus for both Science and Arts streams separately. Candidates have to opt for either of the Streams.
- All the questions will be of MCQ type carrying Two Marks each.
- 02 marks will be awarded for each correct answer and 0.5 marks will be deducted for each incorrect answer.
- The contents of Arts Stream include Language -I (Odia/Urdu/Hindi/Telugu/Bengali), Language -II (English), History & Civics and Geography.
- The contents of the Science Streams include Mathematics, Physical Science and Life Science.
- Questions of non-language subjects will be of bilingual in nature.
- The questions may be up to Higher Secondary (+2) level and as per the prescribed syllabus.

For Arts Stream

In Part – II

- Odia/Urdu/Hindi/Telugu/Bengali (24 Marks from Content + 16 Marks from Pedagogy)
- English (24 Marks from Content + 16 Marks from Pedagogy)
- History & Civics and Geography (24 Marks from Content + 16 Marks from Pedagogy)

For Science Stream

In Part – II

- Mathematics (24 Marks from Content + 16 Marks from Pedagogy)
- Physical Science (24 Marks from Content + 16 Marks from Pedagogy)
- Life Science (24 Marks from Content + 16 Marks from Pedagogy)

Part – I
(Total marks -120)

[General English, Odia, General Knowledge and Current Affairs, Reasoning Ability, Computer Literacy, Child Development, Learning and Curriculum]

General English (20 Marks)

- Questions on comprehension, inference & grammar from one unseen passage.
- Questions on comprehension, appreciation of a Poem

General Odia (20 Marks)

- Questions on comprehension, inference & grammar from one unseen passage.
- Questions on comprehension, appreciation from a Poem

General Knowledge and Current Affairs (20 Marks)

- Current events of state (Odisha), national and international importance
- History of Odisha / India
- Indian and World Geography
- Indian Polity
- Economic and Social Development
- Everyday Science

Reasoning Ability (20 marks)

- General mental ability
- Logical reasoning and analytic ability
- Basic numeracy.
- Decision making & Problem solving

Computer Literacy (10 Marks)

- Basic computer literacy skills for use of ICT in classrooms
- Concepts, terminology and operations relating to general computer usage
- Basic hardware of computer.
- Common applications
- Networking and internet

Unit-1 : Understanding Child Development

- Concept, principles and stages of child development
- Characteristics of physical, cognitive, social, emotional and moral development in childhood and early adolescence
- Significance of heredity and environment in understanding the child
- Factors influencing child development – home, school, peer-group and society
- Understanding the developmental needs of children (age-specific)
- Learning and developmental tasks, developmental delays, helping children to grow

Unit-2 : Understanding Learning Process

- Learning – concept and nature, individual differences in learning
- Understanding how child learns –learning through observation, imitation, trial and error, experimentation and experience
- Learning as meaning –making
- Basic conditions of learning – maturation, fatigue, reinforcement, materials, tasks, organization of materials.
- Promoting learning – motivating learner, facilitating classroom learning environment, teacher behavior

Unit-3 : Learner in Inclusive Context

- Meaning of inclusive education; distinction from integrated education and special education
- Implementation of Inclusive Education
- Education of CWSN – types, identification, learning needs, teaching strategies and curriculum adaptation.
- Education of girl child – issues and strategies to address, initiatives taken so far.
- Education of socio – culturally disadvantaged children

Unit-4 :

- Right to Education (RTE)
- Child Right & Child Abuse

Unit-5 : Curriculum

- Concept and Types –subject centered, child centered, experience centered, local – specific
- Core Curriculum – meaning and features
- Principles of curriculum construction.

- Process of curriculum development at the elementary school level.

Unit-6 : Process of curriculum Transaction

- Guiding principles for curricular transaction :NCF – 2005
- Specifying objectives of curriculum in the learners context
- Selection and organization of learning activities and experiences
- Skills for classroom transaction – questioning skills, communication skills, blackboard writing skills, providing reinforcement, classroom movement

Unit-7 : Approaches to Learning and Teaching

- Teacher centered, learner centered and learning centered approaches
- Competency-based approach
- Activity based approach
 - Activity and its elements.
 - Characteristics of activity
 - Varieties of Activity (Curricular and other –curricular)
- Constructivist approach to learning
- Major issues associated with each approach

Part-II

(Total Marks-120)

ARIS STREAM

LANGUAGE-I: (ODIA/ URDU/HINDI/TELOGU/BENGALI)

(40 marks)

(PEDAGOGY-16 marks)

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

- Aims and objectives of learning Odia / Urdu / Hindi / Telugu /Bengali as first Language
- Principles of teaching mother tongue
- Development of Language skills- listening, speaking, reading and writing

Unit-2: Teaching Language

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

Unit-3: Assessment of Language

- Assessment of learning Odia/Urdu/Hindi/Telugu/Bengali languages- listening, speaking, reading and writing
- Planning and designing achievement tests and other tools for assessment

(CONTENT-24 marks)

Unit-4: Elements of Odia/Urdu/Hindi/Telugu/Bengali language

- 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

- Parts of speech-noun, pronoun, verb, adverb, adjective, conjunction
- Formation of word- prefix and suffix
- Vocabulary-spelling and meaning of synonym and antonym
- Phrase and idiom

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-Allaf Hussain Hali, Niaz Fatepuri, Ali Sadar Jafri, Aamir Khusroo, Majrooh Sultanpuri
- Hindi-Bharatendu Harischandra, Mahavi- Prasad Dwivedy, Prem Chand, Jayashankar Prasad, Suryakanta Tripathy Nirala
- Bengali- Rabindranath Tagore, Sarat Chandra Chattopadhaya, Tarasankar Bandopadhyay, Kzi Nazrul Islam, Bibhuti Bhushan Bandopadhyay
- Telugu-Srinanthadu, Gurajada Appa Rao, Kandukuri Veeresalingam, Anura. C. Narayan Reddy

LANGUAGE-II: (ENGLISH)

(40 marks)

(PEDAGOGY-16 marks)

Unit-1: Learning English at Upper Primary level

- Importance of learning English
- Objectives of learning English

Unit-2: Development of English language skills

- Basic skills of language –listening, speaking, reading writing & interdependence of skills
- Teaching of prose, poetry and composition
- Teaching of creative writing
- Principles of language teaching
- 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.

(CONTENT-24 marks)

Unit-4: Comprehension

- Two unseen passages-one from prose / drama and another from poem with questions on compression, grammar

Unit-6: language Items

- Parts of speech- tense, voice change, change of narration, use of article & use of punctuation mark
- Vocabulary – meaning and spelling

SOCIAL STUDIES

(40 marks)

(PEDAGOGY-16 marks)

Unit-1: Aims and objectives of Teaching Social Studies

- Importance of teaching – learning Social Science at Upper Primary Stage
- Aims and objectives of teaching - learning Social Science
- Specific objectives of teaching - learning Social Science

Unit-2- : Methods and Approaches

- Methods : Survey , field work/trips, project & group work
- Approaches : Activity – based, theme –based

Unit-3- : Evaluation in Social Science

- Tools and techniques for assessment of learning in Social Science
- Diagnostic assessment and remedial teaching

(CONTENTS-24 marks)

Unit-4- : History and Political Science

- Methods of historical studies, social, economic and political conditions of Sultanate, Moghul and British period
- Slave, Khilji, Tughlaq, Lodi Dynasty
- East India Company, British Crown, Impact of British rules, Ancient Period, Kharabela, Ashoka.
- Somra, Ganga, Surya, fall of Odisha, Odisha under Moghuls
- Nationalist movement in India
- Development of Nationalism in India and Europe

Unit-5- : Political Science

- Indian Constitution
- Human Rights
- Governance at Central, State and Local level
- Political Parties and Pressure group

Unit-6 : Geography

- Odisha Geography-physical features: climate, agriculture and industry
- Natural resources- land, water, forest & wild animals, minerals
- Atmosphere, biosphere and hydrosphere
- Earth-crust, internal structure, landscape-hills & mountains, plateau, plains, rivers
- Temperature zones of earth

SCIENCE STREAM

MATHEMATICS

(40 Marks)

(PEDAGOGY-16 marks)

Unit-1: Mathematics at Upper Primary Stage

- Nature of Mathematics-logical, systematic, abstractions, patterns, mathematical language
- Aims and objectives of teaching Mathematics
- Specific objectives of teaching Mathematics

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

- Methods : Induction, deduction, analysis and synthesis
- Approaches : Constructivist and Activity – based

Unit-3 : Evaluation in Mathematics

- Formal and informal evaluation
- Error analysis
- Remedial and enrichment programmes

(CONTENTS-24 marks)

Unit-4 : Number systems

- Number System (focus on real and rational numbers)
- Properties in different number system

Unit-5- : Algebra

- Basic concepts-terms, co-efficient, powers
- Algebraic equations and their applications with one variable
- Polynomials-operations in polynomials
- Laws of indices
- Identities

Unit-6- : Commercial Arithmetic

- Percentage and its application-profit and loss, simple and compound interest, banking, rebate
- Ratio and proportion
- Variation and its application
- Square, square root, cube, cube root of natural numbers

Unit-7- : Shapes and Spatial Relationship

- Triangles and Quadrilaterals
- Angles, complementary and supplementary angles, opposite angles, exterior angles of the triangle
- Angle sum property
- Parallel lines and properties relating to parallel lines
- Congruency and similarities
- Mensurations-area and circumference of circle , higher order problems relating to area of Square, Triangle, Rectangle, Parallelogram, Trapezium, Pythagorean theorem,

(PHYSICAL SCIENCE - 40 marks)

(PEDAGOGY-16 marks)

Unit-1- : Nature of Science

- Aims and objectives of teaching-learning science at upper primary stage

Unit-2- : Methods and Approaches

- Methods : Observation , Experimentation, Discovery, Project and Problem - solving
- Approaches : Integrated, constructivists approach

Unit-3- :Evaluation in Science

- Tools and techniques for assessing learning in Science

(CONTENTS -24 marks)

Unit 4- :Physical Science

- Metal, Non-metal and Metalloid
- Elements and compounds
- Symbol, valence and chemical equation
- Acid, Base and Salt
- Physical and Chemical changes in Matters
- Force, motion , friction, pressure in solid, liquid & gases
- Electricity and Current , chemical effects of electric current
- Refraction and Reflection of light
- Solar System and Planets

(LIFE SCIENCE -40 marks)

(PEDAGOGY-16 marks)

Unit-1- :Nature of Science

- Aims and objectives of teaching learning science at upper primary level

Unit-2- : Method and Approaches

- Methods : Observation , Experimentation, Discovery, Project and Problem–solving
- Approaches : Integrated approach, constructivists approach,

Unit-3- : Evaluation in science

- Tools and techniques for assessing learning in science

(CONTENTS -24 marks)

Unit-4- : Life Science

- Biological adaptation among living beings
- Respiration and transpiration
- Soil and forest resource
- Cell structure and function of cell organelle
- Micro-organisms
- Adolescence in human being