

SEVAK/SEVIKA & Tribal Language Teacher (TLTs)**PAPER-I****SECTION-I****General Knowledge and Current Affairs**

- 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**Arithmetic**

- i. Number System
- ii. HCF and LCM
- iii. Squares and Square Roots
- iv. Cubes and Cube Roots
- v. Percentage and Averages
- vi. Simple Interest and Compound Interest
- vii. Profit, Loss and Discount
- viii. Partnership
- ix. Ratio and Proportion

SECTION-III**Reasoning Ability**

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

SECTION-IV**English**

- i. Verbs, Tenses, Modal, Active and Passive voice, Subject-verb Agreement.
- ii. Connectors, Types of Sentences, Direct and Indirect speech, Comparison.
- iii. Articles, Noun, Pronouns, Prepositions.
- iv. Unseen passage (400-450 words in length) with a variety of comprehension questions.



SECTION-V

Computer Literacy

- 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-VI

Part-2: Pedagogy, Educational Management, Policies & Evaluation (for Sevak/Sevika and Tribal Language Teacher)

- A. Understanding Child Development during Childhood (focus on children at primary level)
 - vii. Concept, principles and stages of child development
 - viii. Characteristics of physical, cognitive, social, emotional and moral development in childhood
 - ix. 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 teachers 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



SEVAK/SEVIKA & Tribal Language Teacher (TLTs)

PAPER-II

Section-I: Pedagogy in English Language

PEDAGOGY

Unit - 1: Learning English at the Elementary Level

- Importance of learning English
- Objectives of learning English (in terms of content and competences 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 skill — teaching composition.

Unit - 4: Assessment of English

- Assessing language comprehension and proficiency: listening, speaking, reading, writing

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-II: Pedagogy in Odia

PEDAGOGY

Unit- 1: Learning Odia

- Aims and objectives of teaching Odia as mother tongue
- Principles of language teaching
- Acquisition of four-fold language skills in Odia 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

Unit-3 : Language items

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

Section-III: Pedagogy in Mathematics

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

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-IV: Pedagogy in Environmental Studies (EVS)

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

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 of 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 parts of 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

