

Odisha Junior Teacher Syllabus 2024

Regarding the subject This section contains a full syllabus for Odisha junior teachers. Please read it attentively and use it to plan your preparations successfully. Understanding the curriculum completely will allow you to focus on the most relevant elements and increase your chances of passing the exam.

Odisha Junior Teacher Syllabus for Class I-V Teachers

Subject	Odisha Junior Teacher Syllabus
Paper I	
General English	Questions on comprehension, inference & grammar from one unseen passage.
	Questions on comprehension, appreciation from a Poem.
General Odia	Questions on comprehension, inference & grammar from one unseen passage.
	Questions on comprehension, appreciation from a Poem.
General Knowledge and Current Affairs	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	General mental ability.
	Logical reasoning and analytic ability.

	Basic numeracy.
	Decision making & Problem solving.
Computer Literacy	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	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.
	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.
Paper II	Download PDF

Odisha Junior Teacher Syllabus for Classes VI-VIII Teacher

Subject	Topics
Paper I	
General English	Questions on comprehension, inference & grammar from one unseen passage.
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General Odia	Questions on comprehension, inference & grammar from one unseen passage.
	Questions on comprehension, appreciation from a Poem.
General Knowledge and Current Affairs	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	General mental ability.
	Logical reasoning and analytic ability.
	Basic numeracy.
	Decision making & Problem solving.
Computer Literacy	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 the internet.
Child Development, Learning, Curriculum & Assessment	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.
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	Specifying objectives of curriculum in the learners context.
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	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.