

# NASA

## ODISHA JUNIOR TEACHER SYLLABUS

Test	Subjects	No. of Questions	Total marks	Time
Part- I	General English	10	10	150 Minutes
	General Odia	10	10	
	General Knowledge & Current Affairs	10	10	
	Reasoning Ability	10	10	
	Computer Literacy	10	10	
	Child development, Learning, Curriculum & Assessment	20	20	
	<b>Total</b>	<b>70</b>	<b>70</b>	
Part- ii	Subject Contents	50	50	
	Pedagogy	30	30	
	<b>Total</b>	<b>80</b>	<b>80</b>	
	<b>Grand Total</b>	<b>150</b>	<b>150</b>	

Note:

- All the questions will be of MCQ type carrying one mark each.
- Part- I & II are compulsory for both the teachers of Science & Arts for- I-V
- In-Part- II

- Math- 13 marks from content + 07 marks from Pedagogy
- Environmental Science-12 marks from Content + 08 marks from Pedagogy
- Odia- 13 marks from Content + 07 marks from Pedagogy
- English – 12 marks from Content + 08 marks from Pedagogy

### Part- I

(Total Marks-70)

#### \*General English

1. Questions on comprehension, inference & grammar from one unseen Passage. (05 Marks)
2. Questions on comprehension, appreciation from a poem. (05 Marks)

**\*General Odia**

1. Questions on comprehension, inference & grammar from one unseen Passage. (05 Marks)
2. Questions on comprehension, appreciation from a poem. (05 Marks)

**\*General Knowledge and Current Affairs (10 Marks)**

- I. Current events of state (odisha), national and international importance.
- II. History of Odisha/India
- III. Indian and World Geography
- IV. Indian Polity
- V. Economic and Social Development
- VI. Everyday Science

**\*Reasoning Ability (10 marks)**

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

**\*Computer Literacy (10 marks)**

- I. Basic computer literacy skills for use of ICT in classrooms
- II. Concepts, terminology and operations relating to general computer usage.
- III. Basic hardware of computer
- IV. Common applications
- V. Networking and internet
- VI. Social networking
- VII. Digital citizenship

**\*Child development, Learning, Curriculum & Assessment (20 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, material, tasks, organization of materials
- Promoting learning – motivating learners, 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, initiative taken so far
- Education of socio- culturally disadvantaged children

### **Unit – 4:**

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

### **Unit-5: Curriculum**

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

### **Unit – 8: learning Assessment**

**Part – II**

**(Total Marks – 80)**

**Language (Odia, Urdu, Hindi, Telugu, Bengali) (20 Marks)**

(Pedagogy – 07 marks)

Unit – 1 : Learning Odia/..... at elementary level

Unit -2 : Teaching, Reading and Writing Skills

**(CONTENTS – 13 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) (20 Marks)**

**(PEDAGOGY – 08 MARKS)**

Unit – 1 : Learning English at Elementary Level

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

Unit – 2 : Language Learning

Unit - 3: Skills in learning English

**(CONTENTS – 12 MARKS)**

Unit – 4 : Language items

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

**MATHEMATICS (20 Marks)**

**(PEDAGOGY – 07 MARKS)**

Unit – 1 : Mathematics Education in Schools

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

**(CONTENTS – 13 MARKS)**

Unit – 3: Number system and Operation in Numbers

Unit – 4 : Measurement

Unit – 5 : Shapes and Spatial Relationship

Unit – 6 : Data Handling and Patterns

**ENVIRONMENTAL STUDIES (EVS) (20 MARKS)**

**(PEDAGOGY – 08 MARKS)**

Unit – 1 : Concept

Unit – 2 : Methods and Approaches

**(CONTENTS – 12 MARKS)**

Unit – 3 : Governance

Unit – 4 : Physical Features Of Odisha and India

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

Unit – 6 : Health and Disease

Unit – 7 : Internal Systems of Human Body

Unit – 8 : Matter, Force and Energy

**FOR UPPER PRIMARY CL- VI TO VII**

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**PART- II**

**(TOTAL MARKS – 80)**

**ARTS STREAM**

**LANGUAGE - I (ODIA/... ..) (25 Marks)**

**(PEDAGOGY – 10 MARKS)**

Unit – 1: Learning Odia/..... at Upper Primary level

Unit – 2: Teaching Language

Unit – 3: Assessment of language

**CONTENTS - 15 MARKS**

Unit – 4: Elements of Odia/..... Language

Unit – 5: Language Items

Unit – 6: Contribution of famous literates for development of Odia Language

**LANGUAGE – II (ENGLISH) (25 MARKS)**

**(PEDAGOGY – 10 MARKS)**

Unit – 1: Learning English Upper Primary level

Unit – 2: Development of English Language Skills

Unit – 3: Assessment of language

**(CONTENTS – 15 MARKS)**

Unit – 4: Comprehension

Unit – 5: Language Items

**SOCIAL STUDIES (30 MARKS)**

**(PEDAGOGY – 10 MARKS)**

Unit – 1: Aims and objectives of Teaching Social Studies

Unit – 2: Methods and Approaches

Unit – 3: Evaluation in Social Science

**(CONTENT – 20 MARKS)**

Unit – 4: History and Political Science

Unit – 5: Political Science

Unit – 6: Geography

**SCIENCE STERAM**

**MATHEMATICS**

**(PEDAGOGY – 10 MARKS)**

Unit – 1: Mathematics at upper Primary Stage

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

Unit – 3: Evaluation in Mathematics

**(CONTENTS – 20 MARKS)**

Unit – 4 : Number system

Unit – 5 : Algebra

Unit – 6: Commercial Arithmetic

Unit- 7: Shapes and Spatial Relationship

**SCIENCE**

**(Physical Science – 25 marks)**

**(PEDAGOGY – 10 MARKS)**

Unit – 1: Nature of Science

Unit – 2: Methods and Approaches

Unit – 3: Evaluation in Science

**(CONTENTS – 15 MARKS)**

Unit – 4: Physical Science

**SCIENCE**

**(Life Science – 25 marks)**

**(PEDAGOGY – 10 MARKS)**

Unit – 1: Nature of Science

Unit – 2: Methods and Approaches

Unit – 3: Evaluation in Science

**(CONTENTS – 15 MARKS)**

Unit – 4: Life Science

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