

**TRT - 2012**  
**Category of Post: Language Pandit - Oriya**  
**Syllabus**

**Part - I**

**GENERAL KNOWLEDGE AND CURRENT AFFAIRS (Marks: 10)**

**Part - II**

**PERSPECTIVES IN EDUCATION (Marks: 10)**

1. Education: Meaning, Aims of Education, Functions of Education, Types of Education; Constitutional Provisions, important articles and their Educational implications for General and disabled population; Universalization of Elementary Education - Schemes and Programmes to achieve UEE like OBB, APPEP, DPEP, SSA, Open schools, Mid-day-Meals; Recommendations of various committees and commissions during pre-independent and post-independent period
2. Teacher Empowerment: Meaning, interventions for empowerment, Professional code of conduct for teachers, Teacher motivation, Professional development of Teachers and Teacher organizations, National / State Level Organizations for Teacher Education, Maintenance of Records and Registers in Schools.
3. Educational Concerns in Contemporary India :  
Inclusive Education: Conceptual Clarification and Definition, Prevalence, Myths & Facts, Characteristics, Classification & Types, Importance of Early Identification and Assessment, Planning Inclusive Education, Programming and Classroom Management in Inclusive Education, Evaluation, Documentation and Record Maintenance, Psycho-Social management, Awareness & Sensitization Strategies;  
Environmental Education: Concept, Objectives of Environmental Education, Environment and Natural Resources; Environmental Pollution – causes and effects and measures for the protection of environment, Development of Environmental Values through Environmental Education.  
Literacy: Saakshar Bharat Mission, National Programme for Education of Girls at Elementary Level (NPEGEL)  
School Health Programme, Disaster Management, Population Education, Adolescence Education and Life Skills, Liberalization, Privatization and Globalization, Value Education
4. Acts / Rights : Right of Children to Free and Compulsory Education Act, 2009 and Andhra Pradesh Right of Children to Free and Compulsory Education Rules 2010, Child Rights, Human Rights
5. National Curriculum Framework, 2005 : Perspective, Learning and Knowledge, Curricular Areas, School Stages and Assessment, School and Classroom Environment, Systemic Reforms

**Part - III**

**Content (Marks: 44)**

1. ଲାଠି ଉପରେ, ଶକ୍ତି, ଉପର ଉପରେ ଉପରେ ଉପରେ, ଶକ୍ତି ଉପରେ ଶକ୍ତି = ¼  
B[ଘର(ଲଠି ଉପରେ), ଉପରେ ଉପରେ, ଅଧିକାଂଶ
2. ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ  
ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ, ଶକ୍ତି ଉପରେ

- Síla\_-Qep, A[ē\ð, ð/L, j cñi ð
3. A^ē\_L j ðk[ēpañi - ð^ē  
 bpa-Laf[ð, @b[ð] - ðLaf[ð, j ðk[ē ði [ðepLðk[ē ± ðað], ] f[ ad], j ðMðmp[ē ðNð^ñ
  4. JXA bpi ð D` ðep@\_ô bpi ðep` bpa-  
 j ð^ē, Bô[psñ a=ñfñ ð[mñ[ē k[ēñ
  5. bpi ð ep :- hñfðm[ñ-bpi ð, Nðx[ē, aôak[ep],  
 `ð] h[ē, A^ē\_L, `g ðepc[ð^ôc bpi ð
  6. bpi ð-@ñ  
 Dñ[ep, ^ēp ^ēpD` ðp hv, @\à\_ð\_ð\à  
 `d[ð^ē ], a[ð` ðp hv-` ep[ðc, @\à` ep[ðc  
 [-c, [b[ð, ð] h, a[ðLô, a[ðLô-ðb[ð], \_[ē[ð, j up j c[ð], Rf, a[ðL[ep]-` ep[ði ð
  7. `W\_- @a[ñk[ð] (Comprehension)

Part - IV  
 Teaching Methodology (Marks: 16)

1. bpi ð-a[ð^ bpa\_ðc[ð[ði ð, c[ð[ði ð-ða[ð^\_-m[ð ð
2. bpi ð ð\_ð\_ē ð
3. ða[ð^\_-` w[ð
4. `ñVôL[ē ðc[ðS\_ð, j k[ð ðVô L[ðôL[ē
5. ða[ð^\_-@b[ðj D` Le[ð, a[ð] ôð- [S/ñ[ð±ē  
 (Teaching-Learning material)
6. cñ[ð^¼