

## **ALIGARH MUSLIM UNIVERSITY, ALIGARH**

### **Scheme of Exam for Direct Recruitment for the post of Primary Teachers in AMU Schools**

The Written test is of 120 marks (120 objective type multiple choice questions) carrying 01 mark for each question. The duration of written test will be 120 minutes without any time limit for each part individually.

#### **Section Name – Nature of Questions**

##### **Part I- Proficiency in Languages**

**(12 marks)**

- A. General English (06 questions)
- B. General Hindi (06 questions)

##### **Part II- General Awareness, Reasoning & Proficiency in Computers**

**(18 marks)**

- 1. General Awareness & Current Affairs and Aligarh movement (10 questions)
- 2. Reasoning Ability (04 questions)
- 3. Computer Literacy (04 questions)

##### **Part III- Perspectives on Education and Leadership (25 questions)**

**(25 marks)**

- (a) Understanding the Learner (05 questions)
- (b) Understanding Teaching Learning (05 questions)
- (c) Creating Conducive Learning Environment (05 questions)
- (d) School Organization and Leadership (05 question)
- (e) Perspectives in Education (05 questions)

##### **Part IV-Subject-specific Syllabus**

**(65 marks)**

##### **Professional Competency Test:**

The Professional Competency Test is of 70 marks (Demo Teaching 70 Marks).

**Note:** The Weightage of Written Test & Demo Teaching in drawing the Final Merit list will be 30:70 respectively.

**Syllabus of Exam for Direct Recruitment of PRTs in AMU Schools**

**Part I - Proficiency in Languages**

**(12 marks)**

**(a) General English**

Reading comprehension, word power, Grammar & usage

**(b) General Hindi**

पठन कौशल शब्द सामर्थ्य, व्याकरण एवं प्रयुक्ति

**Part II — General awareness, Reasoning & Proficiency in Computers**

**(18 marks)**

(a) General Awareness & Current Affairs and Aligarh movement

(b) Reasoning Ability

(c) Computer Literacy

**Part III - Perspectives on Education and Leadership**

**(25 marks)**

**(a) Understanding the Learner**

- Concept of growth, maturation and development, principles and debates of development, development tasks and challenges
- Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications.
- Understanding Adolescence: Needs, challenges and implications for designing institutional support.
- Role of Primary and Secondary Socialization agencies. Ensuring Home school continuity.

**(b) Understanding Teaching Learning**

- Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for:
  - The role of teacher
  - The role of learner
  - Nature of teacher-student relationship
  - Choice of teaching methods
  - Classroom environment
  - Understanding of discipline, power etc.
  - Factors affecting learning and their implications for:
    - Designing classroom instructions,
    - Planning student activities and,
    - Creating learning spaces in school.
  - Planning and Organization of Teaching-Learning
  - Concept of Syllabus and Curriculum, Overt and Hidden Curriculum
  - Foundational Literacy and Numeracy, Early Childhood Care and Education
  - Competency based Education, Experiential learning, etc.
  - Instructional Plans: -Year Plan, Unit Plan, Lesson Plan
  - Instructional material and resources

- Information and Communication Technology(ICT) for teaching-learning
- Assessment of learning, for learning and as learning: Meaning, purpose and considerations in planning each.
- Enhancing Teaching Learning processes: Classroom Observation and Feedback, Reflections and Dialogues as a means of constructivist teaching

**(c) Creating Conducive Learning Environment**

- The concepts of Diversity, disability and Inclusion, implications of disability as social construct, types of disabilities-their identification and interventions.
- Concept of School Mental Health, addressing the curative, preventive and promotive dimensions of mental health for all students and staff. Provisioning for guidance and counselling.
- Developing School and community as a learning resource.

**(d) School Organization and Leadership**

- Leader as reflective practitioner, team builder, initiator, coach and mentor.
- Perspectives on School Leadership: instructional, distributed and transformative
- Vision building, goal setting and creating a School development Plan
- Using School Processes and forums for strengthening teaching learning-Annual Calendar. time-tabling, parent teacher forums, school assembly, teacher development forums. Using achievement data for improving teaching-learning, School Self Assessment and Improvement.
- Creating partnerships with community, industry and other neighbouring schools and Higher Education Institutes-forming learning communities.

**(e) Perspectives in Education**

- Role of school in achieving aims of education.
- NEP-2020: Early Childhood Care and Education: The Foundation of Learning: Foundational Literacy and Numeracy: Curriculum and Pedagogy in Schools Holistic & Integrated Learning: Equitable and Inclusive Education: Learning for All: Competency based learning and Education.
- Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment, Right of Children to free and Compulsory Education Act, 2009,
- Historically studying the National Policies in education with special reference to school education.
- School Curriculum Principles: Perspective. Learning and Knowledge, Curricular Areas, School Stages-Pedagogy & Assessment.

**Part IV-Subject-specific Syllabus**

**(65 marks)**

**Note** The Weightage of Written Test & Demo Teaching in drawing the Final Merit list will be 30:70 respectively.

## **Syllabus for written examination for PRT (Games)**

### **Introduction, Foundations and Changing Trends in Physical Education**

1. Meaning and definition of physical education and its aim and objectives.
2. Modern concept and scope of physical education need and importance of physical education
3. Place of physical education in the total education process.
4. Changing Trends in Sports; playing surface, wearable gears and sports equipment, technological advancements.
5. Career Options in Physical Education.
6. Khelo-India and Fit-India Program

### **Olympism**

1. Ancient and Modern Olympics
2. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect)
3. Olympics - Symbols, Motto, Flag, Oath, and Anthem
4. Olympic Movement Structure - IOC, NOC, IFS, Other members

### **Physical Education & Sports for CWSN (Children with Special Needs - Divyang)**

1. Concept of Disability and Disorder
2. Types of Disability, its causes & nature (Intellectual disability, Physical disability)
3. Aim & Objective of Adaptive Physical Education
4. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist & Special Educator)
5. Organizations promoting Disability Sports (Special Olympics, Paralympics)
6. Advantages of Physical Activities for children with special needs.
7. Strategies to make Physical Activities assessable for children with special needs.

### **Test, Measurement & Evaluation**

1. Concept of Test Measurement & Evaluation in Physical Education & sports.
2. Classification of Test in Physical Education and Sports.
3. Test administration guidelines in physical education and sports
4. Fitness Test – SAI Khelo India Fitness Test in school:
  - Age group 5-8 yrs/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test
  - Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Abdominal Partial Curl Up, Push-Ups for boys, Modified Push-Ups for girls).
5. Computing Basal Metabolic Rate (BMR)

### Psychology & Sports

1. Definition & Importance of Psychology in Physical Education & Sports
2. Childhood Problems & Their Management
3. Team Cohesion and Sport
4. Personality; its definition & types (Jung Classification)
5. Meaning, Concept & Types of Aggressions in Sports
6. Psychological Attributes in Sports – Self Esteem, Mental Imagery, Self Talk, Goal Setting

### Children & Women in Sports

1. Common Postural Deformities - Knock Knee; Bow Legs; Flat Foot; Round Shoulders; Lordosis, Kyphosis, and Scoliosis and their corrective measures
2. Special consideration (Menarche & Menstrual Dysfunction)
3. Female Athletes Triad (Osteoporosis, Amenorrhea, Eating Disorders)

### Health Education Sports & Nutrition

1. Definition of Health, Health Education and Description of its components.
2. Health Problems in India ( Communicable and Non Communicable Diseases)
3. School Health Services
4. Concept of balance diet and nutrition; Macro and Micro Nutrients.
5. Food sources & functions; Nutritive & Non-Nutritive Components of Diet.
6. Eating For Weight Control – A Healthy Weight, the Pit falls of Dieting.
7. Importance of Diet in Sports and Pre, During and Post requirement

### Physiology & Injuries in Sports

1. Physiological factors determining components of physical fitness
2. Effect of exercise on Muscular System
3. Effect of exercise on Cardio-Respiratory System

### Prevention and first aid for common sports injuries

1. Sports injuries: Classification (Soft Tissue Injuries -Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)

### Yoga Education

1. Meaning & Importance of Yoga
2. Introduction to Ashtanga Yoga
3. **Obesity:** Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana.
4. **Asthma:** Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, Uttan Mandukasana, Bhujangasana, Dhanurasana, Ushtrasana.