

ALIGARH MUSLIM UNIVERSITY, ALIGARH

Scheme of Exam for Direct Recruitment for the post of Trained Graduate 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 Language (12 marks)

A. General English (06 questions)

B. General Hindi (06 questions)

Part II- General Awareness, Reasoning & Proficiency in Computers (18 marks)

4. General Awareness & Current Affairs and Aligarh movement (10 questions)

5. Reasoning Ability (04 questions)

6. 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 Trained Graduate Teachers:

Part I - Proficiency in Languages

(12 marks):

- (a) General English (10 questions)
Reading comprehension, word power, Grammar & usage
- (b) General Hindi (10 questions)
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 (10 questions)
- (b) Reasoning Ability (4 questions)
- (c) Computer Literacy (4 questions)

Part III - Perspectives on Education and Leadership

(25 marks):

(c) Understanding the Learner (10 questions)

- 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

(d) Understanding Teaching Learning (15 questions)

Theoretical perspectives on Learning -Behaviourism, Cognitivist and Constructivism with special reference to their implications for:

- I. The role of teacher
- II. The role of learner
- III. Nature of teacher-student relationship
- IV. Choice of teaching methods
- V. Classroom environment
- VI. Understanding of discipline, power etc.
- **Factors affecting learning and their implications for:**
 - I. Designing classroom instructions,
 - II. Planning student activities and,
 - III. Creating learning spaces in school.
- **Planning and Organization of Teaching-Learning**
 - I. Concept of Syllabus and Curriculum, Overt and Hidden Curriculum, Principles of curriculum organization
 - II. Competency based Education, Experiential learning, etc.
 - III. Instructional Plans: -Year Plan, Unit Plan, Lesson Plan

- IV. Instructional material and resources
- V. Information and Communication Technology (ICT) for teaching-learning
- VI. Evaluation: Purpose, types and limitations. Continuous and Comprehensive.
- VII. Evaluation, Characteristics of a good tool.
- VIII. Assessment of learning, for learning and as learning: Meaning, purpose and as 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 (06 questions).

- 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 (06 questions)

- 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 (03 questions)

- Role of school in achieving aims of education.
- NEP-2020: 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 and 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.

अलीगढ़ मुस्लिम विश्वविद्यालय, अलीगढ़
TGT अध्यापक की चयन प्रक्रिया के लिए पाठ्यक्रम का विभाजन

विषय संबधित पाठ्यक्रम

खंड - क

हिंदी भाषा एवं व्याकरण

1. वर्ण व्यवस्था - वर्ण, मात्रा, अक्षर
2. वर्तनी एवं वर्तनी व्यवस्था- वर्ण स्तर पर, शब्द स्तर पर, वाक्या स्तर पर, वर्तनी की सामान्य अशुद्धियाँ
3. संधि भेद- स्वर संधि, व्यंजन संधि, विसर्ग संधि, हिंदी की अपनी संधियाँ
 - शब्द - भंडार और शब्द निर्माण - शब्दों का वर्गीकरण
 - स्रोत, उत्पत्ति या इतिहास के आधार पर- तत्सम, तद्भव, देशज, आगत (विदेशज), संकर
 - रचना के आधार पर- मूल या रूढ़ शब्द, ीुत्पन्न शब्द - यौगिक, योगरूढ़
 - अर्थ के आधार पर- पर्यायवाची, विलोमार्थी, एकार्थी, अनेकार्थी, श्रुति सम्भिन्नार्थक शब्द
 - शब्द निर्माण - उपसर्ग, प्रत्यय, समास, युग्म शब्द, पुनरुक्त शब्द
4. पद व्यवस्था- शब्द और पद

पद के भेद- संज्ञा एवं संज्ञा-भेद, लिंग, वचन, कारक, सर्वनाम, एवं सर्वनाम - भेद, विशेषण एवं विशेषण - भेद, प्रविशेषण, क्रिया एवं क्रिया- भेद, वाच्य; अव्यव एवं अव्यव- भेद
5. पद-परिचय - संज्ञा, सर्वनाम, विशेषण, क्रिया, अव्यव
6. वाक्य-व्यवस्था --
 - वाक्य के अंग- उद्देश्य, विधेय;
 - वाक्य रचना- वाक्य के अनिवार्य ऐच्छिक घटक; पदबंध और उपवाक्य;
 - वाक्य के प्रकार- रचना के आधार पर; अर्थ के आधार पर; वाक्य रचना की अशुद्धियाँ, वाक्य रूपांतरण
7. मुहावरे एवं लोकोक्तियाँ
8. अलंकार- अनुप्रास, पुनरुक्ति, यमक, उपमा, उत्प्रेक्षा, रूपक, अतिशयोक्ति, मानवीकरण

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अवबोधन तथा रचनात्मक अभिव्यक्ति

9. पाठ बोधन- अपठित पद्य एवं गद्य
10. लिखित रचना-

अ - पत्र लेखन - प्रार्थना पत्र, आवेदन पत्र, बधाई पत्र, शुभकामना पत्र, निमंत्रण पत्र, संवेदना पत्र, शिकायती पत्र, समस्या सम्बन्धी (प्रकाशनार्थ) पत्र

आ - अनुच्छेद लेखन, स्ववृत्त लेखन, विज्ञापन लेखन, सूचना लेखन

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पाठ्य पुस्तक एवं साहित्य पर आधारित प्रश्न

11. लेखक एवं कवि - जीवन परिचय, भाषा शैली, काल, रचनाएँ, कृतियाँ - गद्य एवं पद्य

12. पाठ रचनाओं पर आधारित प्रश्न गद्य एवं पद्य