

Aligarh Muslim University

Scheme of Exam for Direct Recruitment of Post Graduate Teacher in AMU Schools

The written test is of 120 marks (120 objective type multiple choice question) 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)

- 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 questions)

(25 marks)

- (a) Understanding the learner (5 questions)
- (b) Understanding teaching learning (5 questions)
- (c) Creating Conducive learning (5 questions)
- (d) School Organization and leadership (5 questions)
- (e) Perspectives in Education (05 questions)

Part IV – subject – specific Syllabus

(65 marks)

Professional Competency Test:

The Professional Competency Test is 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.

Scheme & Syllabus of Exam for Direct Recruitment of PGTs:

Part I – Proficiency in Language

(12 marks)

- (a) General English (06 questions)
Reading comprehension, word power, Grammar & usage)
- (b) General Hindi (6 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 (18 questions)
- (b) Reasoning Ability (5 questions)
- (c) Computer literacy (5 questions)

Part III – Perspectives on Education and Leadership

(25 marks)

(a) 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.
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- 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 (15 questions)

- Theoretical perspectives on learning – Behaviorism, Cognitivism 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, Over and Hidden Curriculum, Principles of curriculum organizations.

- 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 Evaluation, Characteristics of a good tool.
 - vii. Assessment of learning, for learning and as learning: Meaning, purpose and consideration 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 (04 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.

(d) School Organization and Leadership (4 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 (2 questions)

- 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 Stage, 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.

Syllabus for the post of PGT - History

Subject specific syllabus includes the concepts of NCERT/CBSE syllabus and Text Books (Classes XI & XII), however, the question will be testing the depth of understanding and application of these concepts at the level of Post-Graduation.

Writing and City Life

Iraq, 3rd millennium BCE.

- Growth of towns.
- Nature of early urban societies.
- Historians' Debate on uses of writing

An Empire across Three Continents

Roman Empire, 27 BCE to 600 CE

- Political evolution
- Economic Expansion
- Religion-culture foundation
- Late Antiquity
- Historians' view on the Institution of Slavery

NOMADIC EMPIRES

The Mongal, 13th to 14th century

- The nature of nomadism
- Formation of empires
- Conquests and relations with other states
- Historians' views on nomadic societies and formation

The Three Orders

Western Europe 13th – 16th century

- Feudal society and economy
- Formation of state
- Church and society
- Historian's views on decline of feudalism

Changing Cultural Traditions

Europe 14th – 17th century

- New ideas and new trends in literature and arts
- Relationships with earlier ideas
- The contribution of West Asia
- Historians' viewpoint on the validity of the notion 'European Renaissance'

Displacing Indigenous People

North America and Australia, 18th to 20th century

- European colonists in North America and Australia
- Formation of White Settler societies
- Displacement and repression of local people
- Historians' viewpoint on the impact of European settlement on indigenous population

Paths to Modernization

East Asia, late 19th to 20th century

- Militarization and economic growth in Japan
- China and the communist alternative
- Historians' Debate on the meaning of modernization

BRICKS, BEADS AND BONES

The Harappan Civilization

- Broad overview: Early urban centers
- Story of discovery: Harappan civilization
- Excerpt: Archaeological report on a major site

KINGS, FARMERS AND TOWNS:

- Early States and Economies c. 600 BCE-600 CE)
- Broad overview: Political and economic History from the Mauryan to the Gupta period. 02 marks
- Story of discovery: Inscriptions and the Decipherment of the script. Shifts in the understanding of political and economic history.
- Excerpts: Ashokan inscription and Gupta period grant.

KINSHIP, CASTE AND CLASS

Early Society Societies (C.600BCE-600 CE)

- Broad overview: Social Histories: Using the Mahabharata
- Issues in social history, including caste, class, kinship and gender
- Story of discovery: Transmission and publications of the Mahabharat
- Excerpt: from the Mahabharata, illustrating how it has been used by historians.

THINKERS, BELIEFS AND BUILDINGS

Cultural Development (c. 600 BCE – 600CE)

- Broad overview: A History of Buddhism: Sanchi Stupa a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (puranic Hinduism) Focus on Buddhism.
- Story of discovery: Sanchi stupa, Excerpt: Reproduction of sculptures from Sachi.

THROUGH THE EYES OF TRAVELLERS

Perceptions of Society (tenth to seventeenth century)

- Broad Overview: outlines of social and cultural life as they appear in traveller's account. Story of their writings: A discussion of where they travelled, what they wrote and for whom they wrote.
- Excerpts: from Al Biruni, Ibn Battuta, Francois Bernier.

BHAKTI – SUFI TRADITIONS:

Changes in Religious Beliefs and Devotional Texts (eighth to eighteenth centuries)

- Broad overview: a. Outline of religious developments during this period saints. b. Ideas and practices of the Bhakti-Sufi
- Story of Transmission: How Bhakti-Sufi compositions have been preserved.
- Excerpt: Extracts from selected Bhakti-Sufi works

AN IMPERIAL CAPITAL: VIJAYANAGARA (fourteenth to sixteen centuries)

- Broad Over View: New Architecture: Hampi a. Outline of new buildings during architecture and the political system
- Story of Discovery: Account of how Hampi was found.
- Excerpt: Visulas of buildings at Hampi

PEASANTS, ZAMINDARS AND THE STATE:

Agrarian Society and the Mughal Empire (c. sixteen-seventeenth centuries)

- Broad overview: The Aini-Akbari a. Structure of agrarian relations in the 16th and 17th centuries. b. Patterns of change over the period.
- Story of Discovery: Account of the compilation and translation of Ain I Akbari
- Excerpt: from the Ain-i-Akbari.

COLONIALISM AND THE COUNTRYSIDE: Exploring Official Archives

- Broad overview: Colonialism and Rural Society: Evidence from Official Reports. a. Life of Zamindars, peasants and artisans in the late 18 century. b. Permanent Settlement, Santhals and Paharias.
- Story of official records: An account of why official Investigations in to rural societies were undertaken and the types of records and reports produced.
- Excerpts: From Fifth Report.

REBELS AND THE RAJ: 1857 Revolt and its Representations

- Broad overview: a. The events of 1857-58. b. Vision of Unity c. How these events were recorded and narrated. Focus: Lucknow.
- Excerpts: Picture of 1857.
- Extracts from contemporary accounts.

MAHATMA GANDHI AND NATIONALIST MOVEMENT:

- Civil Disobedience and Beyond Broad overview: a. The Nationalist Movement 1918-48. b. The nature of Gandhian politics and leadership.
- Focus: Mahatma Gandhi and the three movements and his last days as "finest hours"
- Excerpts: Reports from English and Indian language newspapers and other contemporary writings.

FRAMING THE CONSTITUTION:

- The Beginning of a New Era Broad overview: The Making of the Constitution an overview: a. Independence and then new nation state. b. The making of the Constitution.
- Focus: The Constituent Assembly Debates.
- Excerpts: from the debates.