

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.

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

विषय सम्बंधित पाठ्यक्रम

हिंदी साहित्य का इतिहास -

1. हिंदी साहित्य के इतिहास लेखन की परंपरा, काल विभाजन, आदिकाल : नामांकरण, परिस्थितियां एवं प्रवृत्तियाँ, भक्तिकाल का उद्भव : विभिन्न सिद्धांत और मत, भक्तिकाल की विभिन्न काव्य प्रवृत्तियाँ, प्रमुख कवि और उनकी रचनाएँ , रीतिकाल : नामांकरण, परिस्थितियां और प्रवृत्तियाँ, प्रमुख कवि और उनकी रचनाएँ , आधुनिक काव्य : नवजागरण, भारतेन्दु युग, दुवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता, नवगीत, साठोत्तरी कविता , समकालीन कविता का आलोचनात्मक अध्ययन
2. गद्य साहित्य का विकास - निबंध, नाटक, कहानी, उपन्यास, साहित्य एवं साहित्यकारों का आलोचनात्मक अध्ययन
3. गद्य की अन्य विधाएँ - आत्मकथा, जीवनी, संस्मरण, रेखाचित्र, रिपोर्ट्स, डायरी, गद्य काव्य एवं व्यंग
4. काव्य शास्त्र - काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन, काव्य के विविध संप्रदाय, सामान्य परिचय, शब्द शक्ति एवं ध्वनि - परिभाषा, स्वरूप एवं भेद, बिम्ब, अलंकार, छंद, काव्य रूप
5. भाषा विज्ञान - हिंदी भाषा: उद्भव और विकास, हिंदी भाषा के विभिन्न आयाम, हिंदी शब्द समूह एवं पद रूप, हिंदी की ध्वनियाँ
6. राजभाषा हिंदी : संवैधानिक स्थिति , विकास एवं समस्याएँ, लिपि का उद्भव और विकास , देवनागरी लिपि

सामान्य हिंदी व्याकरण

- हिंदी वर्तनी, संधि, समास, लिंग, वचन, कारक, विराम चिन्हों का प्रयोग
- पर्यायवाची, विलोम, उपसर्ग एवं प्रत्यय
- वाक्य निर्माण (सरल, संयुक्त एवं मिश्रित वाक्य)
- वाक्यांश के लिए एक शब्द, वाक्य शुद्धि
- व्याकरण एवं प्रयुक्ति , शब्द सामर्थ्य , पद परिचय, अनेकार्थी शब्द, समानार्थी शब्द

- मुहावरे, लोकोक्ति

पाठ्य पुस्तक एवं साहित्य पर आधारित प्रश्न (कक्षा ११-१२ पाठ्यक्रम)

- पठित एवं अपठित गद्य एवं पद्य
- कवि एवं लेखक