

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.

ALIGARH MUSLIM UNIVERSITY, ALIGARH
SYLLABUS FOR THE POST OF PGT (SOCIOLOGY)

INTRODUCING SOCIOLOGY

- Sociology: Nature and Scope
- Emergence and growth of Sociology in Europe and India
- Sociology and other Social Sciences: Economics, History, Psychology, Political Science, Social Anthropology

INTRODUCING WESTERN SOCIOLOGISTS

- Auguste Comte: Social Statics and Social Dynamics, Law of the three stages, Hierarchy of Sciences
- Emile Durkheim: Social fact, Division of Labour in Society, Suicide
- Max Weber: Interpretive Sociology, Ideal Type, Authority and Bureaucracy
- Herbert Spencer: Social Darwinism, Organic Analogy
- Karl Marx: Historical Materialism, Class and Class struggle, Alienation

INDIAN SOCIOLOGISTS

- G.H. Ghurye on Caste and Race
- D.P. Mukherji on Tradition and Change
- A.R. Desai on the State
- M.N. Srinivas on the Village
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THEORIES IN SOCIOLOGY

- Evolutionary theory
- Structural functionalism
- Conflict theory
- Symbolic Interactionism
- Exchange theory

SOCIOLOGICAL CONCEPTS

- Society, Community, Associations and Institutions
- Social Group: Meaning and types of social group
- Status and Role
- Cooperation, Competition and Conflict
- Social Stratification: Meaning and forms of social stratification, Functional and Conflict perspectives on Social stratification
- Conformity and Deviance: Theories on Deviance
- Social control: Meaning and means of Social Control
- Social Change: Meaning and types, causes and consequences
- Evolutionary, Functional and Conflict perspectives on social change
- Social Disorganization: Concept and forms, Theory of Cultural Lag



UNDERSTANDING SOCIAL INSTITUTIONS

- Family, Kinship and Marriage
- Economic Institutions: Concept of work, Division of labour, Exchange system, Work related processes: Working conditions, Home based work, Collective bargaining. Trade unions and strike
- Political Institutions: Power and Authority, State and Government, Nation building
- Religion: Sociological perspectives on Religion-Functionalist and conflict perspectives Magic and Religion, Religion in modern Society-Secularism and Fundamentalism
- Education: Meaning and functions of education, Functionalist and Conflict perspectives on education, Educational inequality

CULTURE AND SOCIALISATION

- Culture: Meaning and Dimensions
- Cultural Change: causes and impact
- Ethnocentrism and Cultural relativism
- Socialisation: Meaning, importance, types and agencies of socialisation
- Theories of socialisation

THE DEMOGRAPHIC STRUCTURE OF INDIAN SOCIETY


- Demography: Meaning and importance, Basic concepts- Fertility, Mortality, Migration, Sex ratio, Dependency ratio
- Theories in Demography: Malthusian theory, Theory of Demographic Transition, Dumont's theory of population
- Sources of Population data: Census, Vital statistics and Sample survey
- Age Structure of Indian Population: Emerging challenges
- Rural-Urban linkages and differentials
- Rapid population growth: Causes and Consequences
- Declining Sex ratio: Causes and Consequences
- Population policy in India

APPROACHES TO THE STUDY OF INDIAN SOCIETY

- Indological approach
- Structural-functional approach
- Dialectical approach
- Subaltern approach

STRUCTURAL AND CULTURAL CHANGE IN INDIA

- Social reform movements of 19th and early 20th century
- Sanskritization, Westernization, Modernization and Secularization
- Liberalisation, Privatisation and Globalisation



SOCIAL ORDER AND SOCIAL CHANGE IN RURAL AND URBAN SOCIETY

- Social order: Domination, Authority and Law, Contestation, Crime and Violence
- Village, Town and city: Concept and distinction
- Changing Agrarian structure: Caste and Class in rural India
- Land reforms and Green Revolution
- Democratic Decentralisation and challenges of social transformation
- Rural-Urban Continuum
- Urban Class structure
- Urban housing, Sanitation and Transportation: Challenges and strategies

INDIAN SOCIAL INSTITUTIONS: CONTINUITY AND CHANGE

- Caste system: Varna and caste, Features of caste system, Changes in Caste System, Dominant Caste
- Meaning and forms of Family, Changes in the structure and functions of family
- Village community: Continuity and change

PATTERNS OF SOCIAL INEQUALITY AND SOCIAL EXCLUSION

- Meaning and forms of social inequality and social exclusion
- Major issues and challenges concerning Women, SCs, STs, OBCs, Minorities and Differently abled

THE CHALLENGES OF CULTURAL DIVERSITY

- Communities, Nations and Nation-states
- The constitution of India: Core values of Indian Democracy
- Cultural Diversity and the Indian Nation-States
- Regionalism in the Indian context
- Communalism, Secularism and the Nation-State
- State and Civil society organisations

SOCIAL MOVEMENTS

- Meaning and features of Social movements
- Social movement and Social change
- Theories of Social movements: Relative Deprivation theory, Functional theory
- Environmental movements
- Class based movements: Agrarian unrest and Peasant movements, Workers' Movement
- Caste based movements: Dalit and Backward class/caste movements. The upper caste response
- Tribal movements: Issue of segregation, Assimilation and Integration
- Women's movements: Structure of Patriarchy, Gender and Stratification, Women's movements and Policies in India



SOCIETY AND HEALTH

- WHO's definition of Health
- Community health and community participation
- Soci-cultural determinants of health
- Health programmes in India

SOCIAL RESEARCH

- Social research: Meaning and importance
- Hypothesis
- Research Design
- Methods of data collection and analysis
- Quantitative and Qualitative Research
- Issues of Subjectivity and Objectivity in social research

A handwritten signature in black ink, appearing to be 'D. S.', located below the 'SOCIAL RESEARCH' section.

Recommended Readings

1. Abraham F. & Morgan JH., (2005). *Sociological Thought*, Macmillan, India.
2. Beteille, A. (1992). *The Backward Classes in Contemporary India*. Delhi, Oxford University Press
3. Bhutani S. (1995), *Demographic "Dynamism in India"*. New Delhi, Discovery.
4. Blaikie, N. (2000). *Designing Social Research: The Logic of Anticipation*, MA. Polity Press
5. Bottomore T.B., (1962), *Sociology: A Guide to Problems and Literature*, Blackie and Son, India.
6. Coser, L.A., (2012). *Masters of Sociological Thought: Ideas in Historical & Social Context*, Harcourt Brace Jovonorich Inc. New York, Chicago.
7. Gupta, S.D. (2012). *Urban Sociology*. New Delhi: Dorling Kidersley (India) Pvt. Ltd.
8. Haralambos, M., (1999), *Sociology: Themes & Perspectives*, Oxford University Press, New Delhi.
9. Kothari, C.R, (2004), *Research Methodology: Methods and Techniques*, 2nd Revised edition, New Age International Publishers.
10. Madan, T. N., & Majumdar, D. N. (1988). *An Introduction to Social Anthropology* (4th ed.). New Delhi: National Publishing House.
11. Nagla, B.K., (2013), *Indian Sociological Thought*, Rawat Publication.
12. Nagla, M, (2018), *Sociology of Health and Medicine*, Rawat Publications.
13. Rao, M.S.A, (2016), *Social Movements in India*, Manohar Publishers and Distributors
14. Ritzer, G., (2010). *Classical Sociological Theories*. New Delhi, McGraw Hill.
15. Ritzer, George & Goodman D.J., (2003), *Sociological Theory* (Sixth Edition), McGraw Hill International Editions, Social Series, New York.
16. Singh, Yogendra, (1973), *Modernization of Indian Tradition*, Thomson Press, Faridabad.

