

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 -Art Education

DRAWING AND PAINTING

HISTORY OF INDIAN ART

UNIT 1: Art of Indus Valley (Harappan and Mohenjo-daro) (2500 B.C. to 1500 B.C.)

(1) Introduction

- (i) Period and Location.
- (ii) Extension: In about 1500 miles
- (a) Harappa & Mohenjo-daro (Now in Pakistan)
- (b) Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dhauila Veera (in India)

(2) Study of following

Sculptures and Terracottas:

- (i) Dancing girl (Mohenjo-daro)
Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C.
(Collection : National Museum, New Delhi).
- (ii) Male Torso (Harappa)
Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B. C.
(Collection : National Museum, New Delhi).

(3) Study of following Seal:

- (i) Bull (Mohenjo-daro)
Stone, 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C.
(Collection : National Museum, New Delhi).

Unit-2 : Buddishist, Jain and Hindu Art.

(3rd century B.C. to 8th century A.D.)

(1) General Introduction to Art, during Mauryan, Shunga & Gupta Period:

(2) Study of following Sculptures:

- (i) Lion Capital from Sarnath (Mauryan period) Polished sand stone,
Circa 3rd Century B.C.
(Collection: Sarnath Musseum, U.P.)
- (ii) Chauri Bearer (Didarganj Yakshi) (Mauryan period) Polished sand stone
Circa 3rd Century B.C.
(Collection: Patna Museum, Bihar)
- (iii) Seated Buddha from Sarnath (Gupta Period)
Stone
Circa 5th Century AD
(Collection: Sarnath Musseum, U.P.)
- (iv) Jain Tirathankara Parshvanatha (Gupta period)
Stone
Circa 5th Century AD
(Collection at State Museum, Lucknow U.P.)

(3) Introduction to Ajanta- Location, period, No. of caves, Chaitya and Vihara, Paintings

and Sculptures subject matters and techniques etc.

Unit 3: Temples Sculpture, Bronzes and Indo-Islamic Architecture

Artistic aspects of Indian Temples
(6th Century A.D. to 13th Century A.D.)

- (1) Introduction to Temple Sculpture
(6th Century A.D. to 13th Century A.D.)
- (2) Study of following Temple-Sculptures;
 - (i) Descent of Ganga (Pallava period, Mahabalipuram Tamilnadu),
Stone, Circa 7th Century A.D.
 - (ii) Ravana Shaking Mount Kailash (Rashtrakuta period, Ellora)
 - (iii) Lakshmi Narayana (Kandariya Mahadev Temple) (Chandela Period, Khajuraho, M.P.)
Circa 10th Century A.D.
- (3) Introduction to Indian Bronzes
- (4) Study of following south Indian Bronzes:
 - (i) Nataraj (Thanjavur Distt., Tamilnadu)
Chola period (12th Centry a.D.)
(Collection: National Museum, New Delhi)
 - (ii) Devi (Uma)
Chola Period(12th Centry a.D.)
(Collection: National Museum, New Delhi)
- (5) Artistic Aspects of the Indo-Islamic Architecture
 - (i) Introduction
- (6) Study of following architectures:
 - (i) Qutab Minar, Delhi
 - (ii) Taj Mahal, Agra

Unit 4: The Rajasthani and Pahari Schools of Miniature painting (16th Century A.D to 19th Century A.D.)

Introduction to Indian Miniature Schools: Western-Indian, Pala, Rajasthani, Mughal, Central India, Deccan and Pahari.

- (A) Rajasthani Schools
 - (1) Origin and Development
 - (2) Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur
 - (3) Main features of the Rajasthani Schools
 - (4) Study of the following Rajasthani Paintings:

Title	Painter	School
Maru-Ragini	Sahibdin	Mewar
Chaugan Players	Dana	Jodhpur
Krishna on swing	Nuruddin	Bikaner
Radha (Bani – Thani)	Nihal Chand	Kishangarh

(B) Pahari Schools:

- (1) Origin and development
- (2) Schools-Basohli and Kangra
- (3) Main features of the Pahari School
- (4) Study of the following pahari Paintings

Title	Painter	School
Krishna with Gopies	Manaku	Basohli
Nand, Yashoda and Krishna with Kinsmen going to Vrindavan	Nainsukh	Kangra

Unit 5: The Mughal and Deccan Schools of Miniature Painting (16th Century AD to 19th Century A.D.)

(A) Mughal School

- (1) Origin and development
- (2) Main features of the Mughal School
- (3) Study of the following Mughal paintings

Title	Painter	School
Krishna lifting mount Govardhan	Miskin	Akbar
Falcon on a bird nest	Ustad Mansoor	Jahangir
Kabir and Raidas	Ustad Faquirullah	Shahjahan
Marriage procession of Dara Shikoh	Haji Madni	Provincial Mughal (Awadh)

(B) Deccan School

- (1) Origin and development
- (2) Main features of the Deccan School
- (3) Study of the following Deccan paintings

Title	Painter	School
Raga Hindola		Ahmednagar
Chand Bibi Playing Polo (Chaugan)		Gol Konda

Unit 6 : The Bengal school and the Modern trends in Indian Art

- (A) (1) A. New Era in Indian Art- An Introduction
B. Study of the following painting
 - (i) Rama Vanquishing the pride of the ocean-Raja Ravi Verma
- (2) Evolution of the Indian national Flag (First – 1906, Middle – 1921 and Final 1947 stages): Study of the form and the colour scheme
- (B) (1) Introduction to the Bengal School of painting
 - (i) Origin and development of the Bengal School
 - (ii) Main Features of the Bengal school

- (2) Contribution of Indian artists in the struggle of National Freedom Movement
- (3) Study of the following paintings of the Bengal School
- (i) Journey's End – Rabindranath Tagore
 - (ii) Parthasarathi – Nandalal Bose
 - (iii) Radhika – M.A.R. Chughtai
- (C) The Modern Trends in Indian Art – An Introduction
- (1) Study of the following Paintings:
- (i) Magician-Gaganendranath Tagore
 - (ii) Mother and Child-Jamini Roy
 - (iii) Three Girls-Amrita Sher Gill
- (2) Study of the following pieces of Sculpture:
- (i) Triumph of labour- D.P. Roychowdhury
 - (ii) Santhal Family-Ramkinker Vaij
- (3) Study of the following work of contemporary Indian Art'
- A- Paintings
- (i) Mother Teresa-M.F. Hussain.
 - (ii) Gossip-N.S. Bendre
 - (iii) Mahisasur – Tyeb Mehta
- B Graphic Prints
- (i) Whirl Pool-Krishna Reddy
 - (ii) Children-Somnath Hore
 - (iii) Of Walls-Anupam Sud
 - (iv) Man, Woman and Tree- K. Laxman Goud
- C Sculptures
- (i) Standing Woman-Dhanraj Bhagat
 - (ii) Cries Unheard-Amar Nath Sehgal
 - (iii) Ganesha-P.V. Jankiram

Note: The names of artists and their art work as listed above are only suggestive and in no way exhaustive.