

# 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 written examination for PGT (Persian)

### Unit -I

#### Origin and Development of the Persian language in Pre-Islamic era:

(b) Avesta (b) Old Persian (c) Pahlavi

### Unit-II

#### Classical Persian Literature

(a) Persian Renaissance (Tahirids, Saffarids)

(i) Early Persian Poets (ii) Important Poets

(b) Persian Literature under Samanids (Important Poets and Writers)

(c) Persian Literature under Ghaznavids (Firdausi and His Shah Nama, Unsuri, Farrukhi, Manuchehri).

(d) Persian Literature under Saljus: (Anwari, Attar, Umar Khayyam, Nizami, Khagani, Tazkirat-ul-Auliya, Siyasat Nama, Chahar Magala, Kimiya-i-Saadat).

(e) Persian Literature under Ilkhanids (Saadi Shirazi, Jalaluddin Rumi, Jami-uk-Twarikh, Tarikh-e- Jahan, Gusha, Gulistan, Masnawi Manawi).

(f) Persian Literature under Taimurids (Hafiz Shirazi, Jami, Mir Khwand, Akhlaq -e-Jalali, Anwar-e-Suhali,).

### Unit-III

#### Indo Persian Literature

(a) Persian Literature under Later Ghaznavids to Lodis (Masood Saad Salman, Amir Khusru, Hasan Sijzi, Ali Hujwari, Tabqat-e- Nasiri, TareekheFirozShahi, Jawameul Hikayat, Kashful Mahjoob).

(b) Persian Literature under Mughals (Faizi, Urfi, Naziri, Abul Fazal, Ghalib, Iqbal, Aaine Akbari, Tuzuk-e-Jahangiri, Muntakhebut Twarikh, Akhbarul

Akhyar).

#### **Unit-IV**

##### **Persian Literature under Safavids and Qajars**

- (a) Contribution of Safavids to Persian art and culture, religious literature produced during the Safavids, Tohfa-i-Sami of Sam Mirza Safavi.
- (b) Modern Period (Qaani, Malikush shuara Bahar, Nima Yushij, Perwin Etesami, Sadiq Hedayat, Jamaal Zadeh, Hejazi, Saeed Nafisi).

#### **Unit-V**

- (a) Applied Persian Grammar.
- (b) Prosody (Asbaab, Awtaad, Fawasil wa Aqsaame Aan, Afaaele Arooz, Bahoore Panzdahgana)
- (c) Rhetorics (Sana-e-Lafzi, Sana-e- Manawi)