

Syllabus for written examination for TGT Urdu, Advt. No. 2/2023

1. ENVIRONMENTAL AWARENESS

(Weightage 10%)

Introduction: Basics of ecology, eco system- concept, and sustainable development, Sources, advantages, disadvantages of renewable and non-renewable energy, Rain water harvesting, Deforestation – its effects & control measures.

Air and Noise Pollution: Air Pollution: Source of air pollution. Effect of air pollution on human health, economy, Air pollution control methods, Noise Pollution: Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimizing noise pollution.

Water and Soil Pollution: Water Pollution: Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of DO, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard, Soil Pollution: Sources of soil pollution, Effects and Control of soil pollution, Types of Solid waste- House hold, Industrial, Agricultural, Biomedical, Disposal of solid waste, Solid waste management E-waste, E-waste management.

Impact of Energy Usage on Environment: Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings, Concept of Carbon Credit & Carbon footprint.

2. Haryana General Knowledge and Welfare schemes of Haryana Government.

(Weightage 20%)

Haryana history, current affairs, literature, Geography, Civics, Environment, Culture etc. and Welfare schemes run by state Government of Haryana and provisions there-in.

3. Road Safety Awareness

(Weightage 5%)

Traffic Rules, importance of traffic rules, authority to implement traffic rules, punishment for violating traffic rules, authority to issue driving license, procedure to get driving license, classification of vehicles, traffic signs, knowledge of safety measures in vehicles.

4. Perspectives on Education and Leadership

(Weightage 15%)

(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 -Behaviourism, 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; e-Perspectives in 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, (i) Concept of Syllabus and Curriculum, Overt and Hidden Curriculum (ii)

Foundational Literacy and Numeracy, Early Childhood Care and Education (iii) Competency based Education, Experiential learning, etc. (iv) Instructional Plans: -Year Plan, Unit Plan, Lesson Plan (v) Instructional material and resources (vi) Information and Communication Technology (ICT) for teaching-learning (vii) 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

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

URDU Language

(Weightage 50%)

Parts: 1. 2. 3.
45%. 15%. 10%

Part One.

KNOWLEDGE OF SECONDARY AND SENIOR SECONDARY STANDARD ABOUT "URDU" SUBJECT

1- اسباق پر مبنی سوالات (حصہ نمبر) PROSE SECTION

(A) - الف

مصنف اقبال مجید "سکون کی نیند"

"Sukoon Ki Neend" Musannif : Iqbal Majeed.

مصنف کنھیالال کپور " غالب جدید شعراء کی مجلس میں "

"Ghalib Jadeed Shuara Ki Majlis Me" Musannif :Kanhaiyya Lal Kapoor.

مصنف احمد جمال پاشا " کلیم الدین احمد کا خاکہ "

"Kaleemuddin Ahmad Ka Khaka" Musannif : Ahmad Jamal Pasha.

(B) - ب

مصنف پطرس بخاری "سویرے جو کال آنکھ میری کھلی" #

"Sawere Jo Kal Aankh Meri Khuli" Musannif : Patras Bukhari.

مصنف عصمت چغتائی "چوتھیکا جوڑا" #

"Chothi Ka Joda" Musannifa :Asmat Chughtai.

(C) - ج

مصنف منشی پریم چند "قول کا پاس" #

"Qaul Ka Paas" Musannif : Munshi Premchand.

مصنف رتن سنگھ "کاٹھ کا گھوڑا" #

"Kaath Ka Ghoda" Musannif : Ratan Singh.

مصنف حبیب تنویر "کارتوس" #

"Kaartoos" Musannif : Habib Tanweer.

(D) - د

مصنف میر باقر علی دہلوی "بہادر شاہ کا ہاتھی" #

"Bahadur Shah Ka Hathi" Musannif : Meer Baqir Ali.

مصنف فرحت کاکوری "کہاوتوں کی کہانی" #

"Kahawaton Ki Kahani" Musannif : Farhat Kakori.

2 - (D) POETRY SECTION (حصہ نظم) منظومات پر مبنی سوالات -

(A) - الف

جانثار اختر کی غزل "جبلگینز ختم وقتا تلکود عادی جائے" #

"Jab Lagen Zakhm To Qatil Ko Dua Di Jae" Janisar Akhtar Ki Ghazal

نظم مطباط بائی کی نظم "گور غریباں" #

"Gor-e-Ghareeban" Nazam Tabatabai Ki Nazm.

فاطمہ شاعر کی نظم " یاد نگر "

"Yaad Nagar" Fatima Shoora Ki Nazm.

(B) - ب

خواجہ میر درد کی غزل " سما کہاں تریوسعت کو پاسکین و ارض "

"Arzo Sama Kahan Teri Wusat Ko Pasaken" Khawaja Meer Dard Ki Ghazal

علامہ اقبال کی نظم " شعاع امید "

"Shuaa -e- Ummeed" Allama Iqbal Ki Nazm.

(C) - ج

نظیر اکبر آبادی کی نظم " نیکیا اور بدی "

"Naiki Or Badi" Nazeer Akbarabadi Ki Nazm.

میر تقی میر کی غزل " ہستی اپنی حجاب کی سی ہے "

"Hasti Apni Hubaab Kisi Hai" Meer Taqi Meer Ki Ghazal.

(D) - د

تلوک چند محروم کی نظم " ہندو مسلمان "

"Hindu Musalman" Tilok chand Mehroom Ki Nazm.

اختر شیرانی کا گیت " ایک دیہاتیلز کی گیت "

"Ek Dehati Ladki Ka Geet" Akhtar Sheerani Ka Geet.

3 - قواعد (Qawaid)

فعل اور ان کے اقسام ، صفت ، ضمیر ، اسم

Ism, Zameer, Sifat, Feal Or Unke Aqsaam.

سابقہ لاحقہ ، رموز اوقاف ، سکناات و حرکات ، حروف

Huroof, Harakaat o Sakanaat, Rumooz-e-Auqaaf, Sabiqe Lahiqe.

مترادفات اور متضاد ، واحد جمع ، جنس ، الفاظ معنی

Alfaz Maana, Jins, Wahid Jama, Mutaradifaat or Mutazaad.

محاورے اور کہاوٹیں

Muhawre or Kahawaten.

Part Two

KNOWLEDGE OF GRADUATION STANDARD ABOUT "URDU" SUBJECT.

ارتقاء اور مختلف ناول نگاروں اور ناولوں کا تنقیدی جائزہ و اردو میناؤننگاری کا آغاز

(پریمچند ، مرزا ہادی رسوا ، ڈپٹی نذیر احمد)

Urdu Me Novelnigari Ka Aagaz o Irtiqa or Mukhtalif Novelnigar or Novelon ka Tanqeedi Jaaizah (Deputy Nazeer Ahmad, Mirza Hadi Ruswa, Prem chand).

ارتقاء اور مختلف افسانہ نگاروں اور افسانوں کا تنقیدی مطالعہ و اردو میناؤننگاری کا آغاز

(احمد ندیم قاسمی ، منٹو ، راجند سنگھ بیدی ، پریمچند)

Urdu Me Afsaanigari Ka Aagaaz o Irtiqa or Mukhtalif Afsaana or Afsaanigarin ka Tanqeedi Mutaala (Premchand, Rajender Singh Bedi, Manto, Ahmad Nadeem Qasmi).

اردو میناؤننگاری کی روایت

(رشید احمد صدیقی ، پطرس بخاری ، محمد حسین آزاد)

Urdu Me Inshaiyanigari Ki Riwayat (Muhammad Hussain Azad, Patras Bukhari, Rasheed Ahmad Siddiqi)

خودنوشت کی روایت و اردو میناؤننگاری

Urdu Me Sawaneh nigari Or Khudnaweesht Ki Riwayat.

ارتقاء و اردو زبان کا آغاز

Urdu Zubaan Ka Aaghaz o Irtiqa.

اردو کے مختلف دبستانوں کا تنقیدی جائزہ

Urdu Ke Mukhtalif Dabistaano Ka Tanqeedi Jaaizah.

تعریف نثری اصناف کے اقسام

Nasri Asnaaf Ke Aqsaam o Taareef.

کامطالعہ "باغوبہار" کتاب

Kitaab "BAGH O BAHAAR" Ka Mutaala.

نظم کے اصناف کی تعریف

Nazm Ke Asnaaf Ki Taareef.

بیتغزل اور مقطع کی تعریف ، حسن مطلع ، مطلع ردیف ، قافیہ ، شعر ، مصرعہ

Misra, Sher, Qafiya, Radeef, Matla, Husn e Matla, Bait e Ghazal Or Maqta Ki Taareef.

تلمیحاورتجاہلعارفانہصنعتونپرمبنیسوالات ، حسنتعلیل ، مبالغہتضاد ، استعارہ ، تشبیہ #

Tashbeeh, Istiaara, Mubalagha, Tazaad, Husn e Taaleel, Talmeeh or Tajahul e Aarifana Sanaton Par Mabni Sawalat.

Part Three

TEACHING METHODS OF "URDU" SUBJECT

اردوتدریسکیضرورتاوراسکے مقاصد #

Urdu Tadrees Ki Zaroorat Or UskeMaqaasid

بہتریناردومدرسکیخصوصیات #

Behtreen Urdu Mudarris Ki Khusoosiyat

نظمونثرکےمختلفتدریسیطریقے #

Nazm o Nasr Ke Mukhtalif Tadreesi Tareeqe.

زیانکیچارونمہارتونکا جائزہ اردو #

Urdu Zubaan Ki Charon Maharaton Ka Jaaiza.

اردوپڑھناسکھانےکے طریقے #

Urdu Padhna Sikhane KeTareeqe

اردولکھناسکھانےکے طریقے #

Urdu Likhna Sikhane Ke Tareeqe.

Important Note: The Weightage as mentioned against the syllabus is tentative & may vary.