



SAHITYA CLASSES

State Selection Board

Higher Education Department, Government of Odisha

POST-GRADUATE TEACHER EXAM SYLLABUS (PGT)

English

PAPER-I

The candidate shall answer questions from each Unit which are compulsory.

Unit-1 There shall be one question with a suitable alternative relating to major developments in English literature from Renaissance to the Age of Moderns from the following topics.

- i) Elizabethan and Jacobean Drama
- ii) Metaphysical Poetry
- iii) Restoration Drama
- iv) Augustan Satire
- v) Rise of the Novel in the Eighteenth Century
- vi) Romantic Poetry
- vii) Victorian Crisis and Compromise
- viii) Early and Later Victorian Novels
- ix) The Modernist Movement
- x) Modern Poetry
- xi) Modern Drama
- xii) Stream-of-Consciousness Novels

Unit - 2 The candidate shall answer four short-answer-type questions out of six relating to forms of literature.

- i) Lyric
- ii) Ballad
- iii) Ode
- iv) Sonnet
- v) Epic
- vi) Elegy,
- vii) Verse libre
- viii) Tragedy
- ix) Comedy
- x) Romantic Comedy
- xi) Revenge Tragedy
- xii) Comedy of Humours
- xiii) Comedy of Manners
- xiv) Heroic Tragedy
- xv) Thesis Play/Play of Ideas
- xvi) Poetic Drama
- xvii) Theatre of the Absurd
- xviii) Epic Theatre
- xix) Theatre of Cruelty
- xx) Expressionist Drama

28-B-7/1, In Front of Hauz Khas, Nearby IIT Delhi, Jia Sarai, Hauz Khas, New Delhi, Delhi (110016)

Contact No: 8595738519; 9267928908; 8587035827



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- xxi) Picaresque Novel
- xxii) Epistolary Novel
- xxiii) Gothic Novel
- xxiv) Historical Novel
- xxv) Science Fiction
- xxvi) Detective Fiction
- xxvii) Autobiographical Novel
- xxviii) Essay
- xxix) Short Story
- xxx) Travelogue

Unit -3 The candidate shall answer **two** questions out of four relating to literary theory from the following topics.

- i) Plato : Theory of Mimesis
- ii) Aristotle : Definition of Tragedy
- iii) Coleridge : Theory of Imagination
- iv) Wordsworth : Theory of Poetry
- v) Matthew Arnold : Touchstone Theory
- vi) T.S. Eliot : Theory of Impersonality
- vii) New Criticism
- viii) Structuralism
- ix) Deconstruction
- x) Marxian Approaches to Literature
- xi) New Historicism
- xii) Feminism
- xiii) Psycho-analytical Approaches to Literature
- xiv) Post-Modernism
- xv) Post-Colonialism

Unit-4 The candidate shall attempt **four** short-answer-type questions out of six relating to the following basic concepts.

- i) Allegory
- ii) Anagnorisis
- iii) Aporia
- iv) Catharsis
- v) Conceit
- vi) Comic Relief
- vii) Expressionism
- viii) Epiphany
- ix) Fancy
- x) Hubris
- xi) Imagery
- xii) Irony
- xiii) Metaphor
- xiv) Myth
- xv) Naturalism
- xvi) Negative Capability
- xvii) Objective Correlative
- xviii) Peripeteia
- xix) Paradox
- xx) Pun

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- xxi) Personification
- xxii) Pathetic Fallacy
- xxiii) Poetic Justice
- xxiv) Realism
- xxv) Symbol
- xxvi) Surrealism
- xxvii) Three Dramatic Unities

Unit - 5 The candidate shall attempt an appreciation of a poem commenting on aspects of its form content and style.

PAPER-II

The candidate shall answer questions from each Unit which are compulsory.

- Unit-1** The candidate shall write an essay on a subject of general interest in not less than 1200 words choosing one out of five topics.
- Unit-2** The candidate shall attempt a précis in 200-210 words of a given passage of about 600 words.
- Unit-3** The candidate shall answer five questions relating to a comprehension passage. The answer to each question should not exceed 30 words.
- Unit-4** The candidate shall be required to write a report on a given topic in not more than 300 words.
- Unit-5** The candidate shall be required to prepare a brochure/pamphlet on a given theme.
- Unit-6** The candidate shall answer objective type questions each carrying 1 mark relating to grammar in context. The following items are to be covered.

- i) Tense and Aspects
- ii) Prepositions
- iii) Modals
- iv) Phrasal Verbs
- v) Linking Devices
- vi) Direct and Indirect Speech
- vii) Concord
- viii) Conditional Sentences
- ix) Correlatives
- x) Complement and Adjuncts

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TRAINED-GRADUATE TEACHER EXAM SYLLABUS (TGT)

Section- III

ENGLISH

1. Comprehension:
 - a) An unseen passage in about 150 words. Questions testing factual, understanding, inferential and interpretive aspects including vocabulary and usage.
 - b) A poem (neither very old nor very absurd but a simple one). Questions testing factual, understanding, referential, appreciative aspects including vocabulary in context)
2. Grammar and usage
Testing of grammar and usage in the following areas:
 - a. Prepositions
 - b. Direct and indirect speech
 - c. Passives
 - d. Tense
 - e. Identification of error in a sentence
 - f. Phrasal verbs
 - g. Clause patterns
 - h. Punctuations
 - i. Types of sentences
 - j. Spelling
 - k. Agreement of verbs with subjects
3. Speaking (Commonly mis-pronounced words, common errors)
4. Teaching of English
 - a) Importance of Teaching English/learning English in the present context
 - b) Objectives of Teaching English/learning English with reference to Language Skills & Sub-skills
 - c) Strategies of Teaching/learning English with special reference to NCF 2005
 - d) Stages of planning for a Text (pre-reading, while reading and post-reading)
 - e) Assessment of language skills, :Tools and Techniques with reference to Continuous and Comprehensive Assessment

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Syllabus for Pedagogy & Evaluation (For all posts except PET)

A. Learning Process / Pedagogy

1. Understanding the Learning Process

- Learning as a process and an outcome
- Approaches – Humanistic (Karl Rogers)
- Constructivist (Piaget and Vygotsky)
- Basic conditions of learning: Readiness, Maturation, Motivation, Task and Methods

2. Organizing Learning

- Teacher-Centric, Learner –Centric, Learning-Centric
- Characteristics and Process

3. Addressing Classroom Diversity

- Using varieties of TLMs and AV Aids
- Using context of the learner
- Using variety of activities while group learning, small group learning and self-learning
- Learner in the context of Inclusive Education

C. ASSESING THE LEARNER / PERFORMANCE (EVALUATION)

1. Assessment and Evaluation

- Assessment and evaluation in constructive perspective
- Concept, Continuous and Comprehensive Evaluation, Formative, Summative and Diagnostic Assessment

2. Assessment and Learning Assessment of Learning,

- Assessment for learning, Assessment as Learning
- Subject-based learning in a constructivist perspective
- Assessment tools and techniques –Projects, Assignments, Observation, Teacher made Tests
- Self-assessment, Peer-assessment

3. Test Construction

- Steps and Principles of Test Construction
- Development of blueprint
- Preparation of test items
- Standardized and Teacher made Test

(For the post of PET)

Pedagogy, Planning & Evaluation

1. Pedagogy

- Teaching Techniques(Lecture method, Demonstration Method, Discussion method and Project method etc)
- Important devices and methods of teaching
- Teaching Procedure-Whole method, Part method, Whole and Part method
- Difference between teaching methods and Teaching Aids

2. Programme Planning & Evaluation

- Programme planning, principles of programme planning in Physical Education
- Function of planning organization of school sports, coordination and conducting of Physical Education activities
- Evaluation of School Physical Education activities and School Health Education Programme

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