

TRT – 2012
Category of Post: Language Pandit – Hindi - HI - Special Schools
Syllabus

Part - I

GENERAL KNOWLEDGE AND CURRENT AFFAIRS (Marks: 10)

Part - II

PERSPECTIVES IN EDUCATION (Marks: 10)

1. History of Education : Principles of Education and Special Education and Inclusive Education, Aims and objectives and Functions of Special Education and Inclusive Education, Overview of Commissions – University Education Commission 1948-49, Secondary Education commission 1952-53, Indian Education Commission 1964-66, NPE-1986, POA-1992.
2. Educational Concerns in Contemporary India: Functional Literacy, Continuous and Lifelong Education, Community based Rehabilitation including Education, Open Learning, Distance Education with reference to General and Special Education and Inclusive Education, Democracy, Socialism and Secularism, Equalization of Education opportunities, Education and human Resource Development, Environmental Education, Liberalization, Privatization and Globalization, Value Education, Sarva Siksha Abhiyan(SSA), National Programme for Education of Girls at Elementary Level (NPEGEL), Mid-day-meals, Rashtriya Madhyamika Siksha Abhiyan(RMSA), Kasturibha Gandhi Balika Vidyalayas (KGBVs) and IEDSS.
3. Emerging Trends in Special and inclusive Education: Concept of impairment, Disability and Types of Disabilities, Concept and Principles of inclusion, Inclusive Education a rights based model, Community linkages and partnership of inclusion, Role of Special Schools and Special Teachers / Educators in facilitating Inclusive Education.
4. Educational Agencies, Acts and Policies: Role of Government agencies in general and Special Education. Such as - NCERT, SCERT, RCI, NCTE, International Organizations, National institutes for handicapped, UN Organizations and International Non – Government Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM, Resource Mobilization through funding agencies and concessions / facilities for the disabled, Right of Children to Free and Compulsory Education Act, 2009, Persons with Disability Act 1995, National Trust Act 1999, Biwako Millennium – Framework and their implications to Special Education, Child Rights, Human Rights.

Part - III

FACILITATING SPEECH AND LANGUAGE THROUGH AUDITORY APPROACHES (Marks: 10)

1. Speech: Speech Mechanism, Normal speech – production and reception, perception, production and evaluation.
2. Language: Communication methods and techniques, Literacy – reading and writing, Assessment of language at different levels.
3. Auditory approaches: Hearing mechanism, Audiometry, Setting up and Audiological management of special and inclusive classroom.

Part - IV

CONTENT (Marks: 34)

1. कवि / लेखक रचनाएँ
 - विषयवस्तु, पाठभूमी, चित्र-चित्रण, भाषा शैली आदि।
2. साहित्यिक विधाएँ और उनकी विशेषताएँ
3. हिन्दी भाषा पर अन्य साहित्य / भाषाओं का प्रभाव
4. हिन्दी भाषा – बोलीयाँ
5. भाषा तत्व और व्याकरण.
 - शब्द विचार : अपसर्ग –प्रत्यय
 - शब्द - भेद
 - लिंग , बचन कारक ,काल
 - शब्द रुपान्तर
 - शब्द – अर्थ , भिन्न – भिन्न अर्थ , पर्यावाची शब्द और विलोम शब्द
 - शब्द परिचय – तत्सम , तदभव, देशज और विदेशी
 - वाक्य संरचना, भेद
 - वाच्य
 - संधि – समास
 - मुहावरे – लोकपक्तियाँ , कहावर्ते
 - वर्तनी
 - विशिष्ट प्रयोग (जैसे चाहिए, अपना ----)
 - व्याकरण – परिभाषाएँ
6. आधुनिक सहित्य - बिभन्न प्रकृतिया और बाद
7. बोधक गदयांश

Part V

Teaching Methodology (Marks : 16)

- I. भाषा – अर्थ, परिभाषा, महत्व, प्रकृति और स्वरूप
- II. हिन्दी भाषा – शिक्षण के उद्देश्य
 - अच्छे शिक्षण की विशेषताएँ
 - भाषा-शिक्षण के सामान्य सिद्धान्त
 - शिक्षण – सुत्र
 - शिक्षण प्रणालियाँ
 - शिक्षण पद्धतियाँ
 - सफल शिक्षक की विशेषताएँ
- III. शिक्षण में भाषा – कौशलों का महत्व
 - सुनना
 - बोलना
 - पढना
 - लिखना

IV. पाठ – योजना

- गद्य
- पद्य
- व्याकरण
- रचना

शिक्षण – उपकरण

V. पाठ्यक्रम

VI. मूल्यांकन