

**Government of Andhra Pradesh**  
**Department of School Education**  
**State Council of Educational Research & Training**

**Category of Post: PGT**  
**Paper II – HINDI Syllabus**

**Part – I**

**General Knowledge and Current Affairs (Marks: 10)**

**Part – II**

**Perspectives in Education (Marks: 10)**

**1. History of Education :**

- The Education in Ancient India - Pre-Vedic and Post-Vedic period, Medieval Education.
- Education in Pre Independent era - Woods Despatch (1854), Hunter Commission (1882), Hartog Committee (1929), Sargent Committee (1944).
- Education in Post Independent era - Mudaliar Commission (1952-53), Kothari Commission (1964-66), Ishwarbhai Patel committee (1977), NPE-1986, POA-1992

**2. Teacher Empowerment:**

- Need, interventions for empowerment, Professional code of conduct for teachers, Teacher motivation, Professional development of Teachers and Teacher organizations, National / State Level Organizations for Teacher Education, Maintenance of Records and Registers in Schools.

**3. Educational Concerns in Contemporary India:**

- Democracy and Education, Equality, Equity, Quality in Education, Equality of Educational opportunities.
- Economics of Education, Education as Human Capital, Education and Human Resource Development, Literacy - Saakshar Bharat Mission.
- Population Education, Gender - Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills.
- Adolescence Education
- Value Education – Morel Value and Professional Eathics in Education.
- Health and Physical Education
- Inclusive Education - Classroom Management in Inclusive Education
- Role of Education in view of Liberalization, Privatization and Globalization
- Programmes and Projects – APPEP, DPEP, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Rashtriya Madhyamika Siksha Abhiyan(RMSA), Rashtriya Aveshekar Abhiyan (RAA), KGBVs, Model Schools.
- Incentives and special provisions – Mid Day Meals, Free Books, Scholarship, Awards, Welfare Hostels, Transportation.
- Current Trends in Education – Badi pelusthondi, Badi ki Vasta, Mavuru – Mana Badi, Vidyanjali, Swacha Patasala, Inspire, Kalavutsav.

**4. Acts / Rights:**

- Right of Children to Free and Compulsory Education Act - 2009
- Right to Information Act - 2005
- Child Rights
- Human Rights.

**5. National Curriculum - Framework, 2005: Perspective, Guiding Principles, Learning and Knowledge, Teaching Learning Process, Assessment, Systemic Reforms.**

## Part - III

### Educational Psychology (Marks: 10)

#### 1. Development of Child

- Development, Growth & Maturation — Concept & Nature
- Principles of development and their education implication
- Factors influencing Development — Biological, Psychological, Sociological, emotional.
- Dimensions of Development and their interrelationships — Physical & Motor, Cognitive, Emotional, Social, Moral, Language relating to Infancy, early Childhood, late Childhood, adolescence.
- Understanding Development — Piaget, Kohlberg, Chomsky, Carl Rogers, Erikson
- Individual differences — Intra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Intelligence and their Assessment.
- Development of Personality — Concept, Factors effecting development of personality, self concept.
- Adjustment, Behavioural problems, Mental Health, Defense mechanism.
- Methods and Approaches of Child Development — Introspection, Observation, Interview, Case study, Experimental, Cross sectional and Longitudinal
- Developmental tasks and Hazards

#### 2. Understanding Learning

- Concept, Nature of Learning — input — process — outcome
- Factors of Learning — Personal and Environmental
- Approaches to Learning and their applicability—Behaviorism (Skinner, Pavlov, Thorndike) Constructivism (Piaget, Vygotsky), Gestalt(Kohler, Koffka) and Observational (Bandura)
- Dimensions of Learning — Cognitive, Affective and Performance.
- Motivation and Sustenance —its role in learning.
- Memory & Forgetting
- Transfer of Learning

#### 3. Pedagogical Concerns

- Teaching and its relationship with learning and learner.
- Learners in Contexts: Situating learner in the socio-political and cultural context
- Children from diverse contexts—Children With Special Needs (CWSN), Inclusive Education.
- Understanding of pedagogic methods — Enquiry based learning, Project based learning, Survey, Observation and Activity based learning, Cooperative and collaborative learning.
- Individual and Group learning: Issues and concerns with respect to organizing learning in class room like Study habits, Self learning and Learning to learn skills.
- Organizing learning in heterogeneous class room groups — Socio-economic background, Abilities and Interest.
- Paradigms of organizing Learning-Teacher centric, Subject centric and Learner centric.
- Theory of instruction – Bruner
- Teaching as Planned activity — Elements of Planning
- Phases of Teaching — Pre active, Interactive and Post active
- General and Subject related skills, competencies required in teaching and attributes of good facilitator.

- Learning resources — Self, Home, School, Community, Technology.
- Class room Management: Role of student, teacher, Leadership style of teacher, Creation of non threatening learning environment, Managing behaviour problems, Guidance & Counselling, Punishment and its legal implications, Rights of a child, Time Management.
- Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation : Perspective & Practice.
- Understanding teaching & learning in the context of NCF, 2005 & Right to Education Act, 2009.

#### Part - IV

#### Content (Marks: 50)

1. हिंदी साहित्य का इतिहास: काल विभाजन - विभिन्न विद्वानों के विचार आदिकाल, भक्ति काल, रीति काल और आधुनिक काल
2. आधुनिक साहित्य: विभिन्न प्रवृत्तियाँ और प्रमुखवाद (छायावाद, प्रगतिवाद, प्रयोगवाद, रहस्यवाद आदि ) साहित्यक विधाएँ (कविता, कहानी, उपन्यास, नाटक आदि)
3. हिंदी भाषा का इतिहास: उद्भव और विकास: हिंदी राष्ट्र भाषा, राजभाषा और विश्व भाषा के रूप में हिंदी देवनागरी लिपि का विकास, देश की एकता और हिंदी।
4. हिंदी भाषा का क्षेत्र: उपभाषाएँ और बोलियाँ
5. भारतीय काव्यशास्त्र: अर्थ, परिभाषा, प्रयोजन और लक्षण, रस, छंद, अलंकार
6. भाषा तत्व और व्याकरण: वर्णमाला : (स्वर, व्यंजन भेद वर्णों का उच्चारण स्थान) शब्दभेद: (रूप परिवर्तन के आधार पर विकारी अविकारी शब्द व्युत्पत्ति के आधार पर शब्द भेद रूढी, यौगिक, योग रूढ) उपसर्ग, प्रत्यय, लिंग वचन, कारक - काल - संधि - समास। पर्यायावाची शब्द, विलोम शब्द, शब्द परिचय तत्सम, तद्भव, देशी, विदेशी, क्रिया - सकर्मक, अकर्मक प्रेरणार्थक क्रियाएँ - मुहावरे, लोकोक्ति, कहावत, विराम चिह्न। वाक्य भेद, वाक्य और प्रयोग, वाक्य संरचना, भेद वाच्य कर्तृ वाच्य, कर्म वाच्य और भाव वाच्य पद-परिचय
7. हिंदी पाठ्य पुस्तकें (द्वितीय भाषा) छठवीं कक्षा से दसवीं कक्षा सहित (उपवाचक और पठनहेतु साहित)

#### Teaching Methodology (Marks: 20)

1. भाषा-अर्थ, परिभाषा, महत्व, प्रकृति और स्वरूप, ध्वनि विज्ञान, शब्द विज्ञान, वाक्य विज्ञान, विविध स्तरों पर हिंदी शिक्षण के लक्ष्य और उद्देश्य, प्रथम भाषा के रूप में हिंदी द्वितीय भाषा के रूप में हिंदी, त्रिभाषा सूत्र, भारतीय संविधान में हिंदी का स्थान।
2. हिंदी भाषा शिक्षण प्राथमिक, माध्यमिक और उच्च माध्यमिक स्तर पर
  - (1) हिंदी भाषा - शिक्षण के उद्देश्य
  - (2) अच्छे शिक्षण और अच्छे शिक्षण की विशेषताएँ।
  - (3) हिंदी अध्यापक और शिक्षण की विशेषताएँ
  - (4) भाषा - शिक्षण के सामान्य सिद्धांत

- (5) भाषा शिक्षण प्रणालियाँ
- (6) भाषा शिक्षण की पद्धतियाँ (प्रत्यक्ष, परोक्ष, खेल माँन्तेसरी, निर्देशित, डाल्टन, आगमन, सूक्ष्म शिक्षण आदि)
- (7) शिक्षण सूत्र
3. शिक्षण में भाषा - कौशलों का महत्व
  - सुनना - ध्वनि की उत्पत्ति - ध्वनि और श्रवण का पारस्परिक संबंध
  - बोलना - शब्दोच्चारण, वाक्यंत्र, शुद्धोच्चारण का अभ्यास, मौखिक अभिव्यक्ति, पाठशाला में वार्तालाप का अभ्यास।
  - पठना: वाचन की विशेषताएँ, प्रकार दोष और उपचार
  - लिखना: महत्व, नियम विधियाँ, प्रकार, अक्षर-विन्यास
4. पाठ्यक्रम और सहागामी क्रियाएँ
  - पाठ्यक्रम-पाठ्य पुस्तक, पुस्तकालय - दृश्य - श्रव्य उपकरण (शिक्षण उपकरण)
  - पाठ सहागामी क्रियाएँ, भाषा प्रयोगशाला।
5. शिक्षण योजना:
  - (1) पाठ-योजना (गद्य, पद्य, व्याकरण, पत्र लेखन और रचना)
  - (2) इकाई पाठ योजना
  - (3) सूक्ष्म शिक्षण पाठ योजना
6. मूल्यांकन
  - मूल्यांकन की धारणा, निरंतर समग्र मूल्यांकन, उत्तम परीक्षा की विशेषताएँ, प्रश्न पत्र का निर्माण, उपलब्धि परीक्षा, निदानात्मक एवं उपचारात्मक शिक्षण, अभिलेख।
7. आंध्रप्रदेश में हिंदी शिक्षण में आनेवाली समस्याएँ व उनका निराकरण।
8. ध्वनि, वर्ण, शब्द, वाक्य रचना व शुद्धाशुद्ध वर्तनी व वाक्य ज्ञान।