

HINDI

PART A

Module I : Renaissance and freedom movement

Module II: General Knowledge and current affairs

Module III: Methodology of teaching the subject

- ◆ History/conceptual development. Need and Significance, Meaning Nature and Scope of the Subject.
- ◆ Correlation with other subjects and life situations.
- ◆ Aims, Objectives, and Values of Teaching - Taxonomy of Educational Objectives - Old and revised
- ◆ Pedagogic analysis- Need, Significance and Principles.
- ◆ Planning of instruction at Secondary level- Need and importance. Psychological bases of Teaching the subject - Implications of Piaget, Bruner, Gagne, Vygotsky, Ausubel and Gardener - Individual difference, Motivation, Maxims of teaching.
- ◆ Methods and Strategies of teaching the subject- Models of Teaching, Techniques of individualising instruction.
- ◆ Curriculum - Definition, Principles, Modern trends and organizational approaches, Curriculum reforms - NCF/KCF.
- ◆ Instructional resources- Laboratory, Library, Club, Museum- Visual and Audio-Visual aids - Community based resources - e-resources - Text book, Work book and Hand book.
- ◆ Assessment; Evaluation- Concepts, Purpose, Types, Principles, Modern techniques - CCE and Grading- Tools and techniques - Qualities of a good test - Types of test items- Evaluation of projects, Seminars and Assignments - Achievement test, Diagnostic test – Construction, Characteristics, interpretation and remediation.
- ◆ Teacher - Qualities and Competencies - different roles - Personal Qualities - Essential teaching skills - Microteaching - Action research.

PART B

MODULE – I HISTORY OF HINDI LITERATURE

Ancient and Medieval period - Raso and Loukik Sahitya

Bhakthi Movement – Kabirdas, Surdas, Tulsidas and Jayasi

Reethi period – Kesavdas, Bihari, Ghananand and Bhooshan

**MODULE – II DEVELOPMENT OF HINDI LITERATURE IN
RENAISSANCE PERIOD**

Bharatendu and Dwivedi period – Bharatendu Harichandra, Mahavir Prasad Dwivedi, Mydhili Saran Gupt, Jayashankar Prasad and Premchand

**MODULE – III MODERN AND CONTEMPORARY LITERARY
TRENDS UPTO 2000**

- (i). Chaayavad, Pragathivad, Prayogvadi Nayi Kavitha, Samakaleen Kavitha, Swathanthryothar Hindi Upanyas, Kahani, Natak and Alochana.
- (ii). Hindi literature in Kerala (Pre and Post independent period)

MODULE – IV HISTORY OF HINDI LANGUAGE

Origin and development of Hindi language – Classification of languages – Bhasha Parivar, Bharatheey Arya bhashayem, Hindi ki Boliyam, Devanagiri Lipi

MODULE – V GRAMMAR AND LINGUISTICS

Sagya , Sarvanaam, Visheshan, Kriya, Karak, Vaachya and Kaal Sanrachana – Dhvani, Roop, Vaakya, Shabd and Ardh

**MODULE – VI LITERARY THOUGHTS – EASTERN AND
WESTERN**

Kaavya bhed, Kavya sampraday – Ras, Alankar, Reethi, Dhvani, Vakrokthi and Auchitya

Shabd shakthi – Alankar : Anupras, Upama, Uthpreksha, Roopak, Slesh and Yamak.

Chand : Doha, Choupayi, Sortta, Indravajra and Malini

MODULE – VII FUNCTIONAL HINDI AND JOURNALISM

Hindi as Rashtra Bhasha, Raj Bhasha, Sampark Bhasha and Sanchar Bhasha.

Paaribhaashik Shabdavali

Media lekhan – Print and electronic media

MODULE – VIII METHODOLOGY IN TEACHING HINDI

Multilingualism in India – Three language formula

Four fold language skills.

Principles, maxims, methods and strategies of teaching Hindi.

Bloom's Objective based teaching and its revised form (Anderson & Krathwohl, 2000)

Learning theories of Noam Chomsky, Piaget, Bruner and Vygotsky

Evaluation – Different types and qualities of tests

Scope of Information Technology in transacting Hindi
