

**FURTHER DETAILS REGARDING MAIN TOPICS OF  
PROGRAMME NO. 07/2015 (Item No. 25 & 26)**

**HIGH SCHOOL ASSISTANT (HINDI)**

**EDUCATION**

**(CATEGORY NO. 662/2012 & 231/2014)**

**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 Gupth, 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 bheda, Kavya sampradaya – Ras, Alankar, Reethi, Dhvani, Vakrokti 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

***NOTE: - It may be noted that apart from the topics detailed above, questions from other topics prescribed for the educational qualification of the post may also appear in the question paper. There is no undertaking that all the topics above may be covered in the question paper.***