

Detailed Syllabus for the post of LECTURER IN URDU
(Kerala General Education (DIET)) - Direct Recruitment

(Cat.Nos: 361/2022)

PART I - General Subject (50 Marks)

Module 1 : Community Engagement – Resources & Practices

Total: 10 Marks

Unit 1: Community Resources

Resources that enhance or facilitate the lives of people in a community - examples of community resources are factories, educational institutions, cinema halls, libraries, religious places, hospitals, community centers, parks, etc - make use of these resources in education as it develops a sense of value and belonging among students.

Unit 2: Community Engagement

Community Engagement in Education - and symbiotic relationship that exists between communities and Education Institutions - sustainable networks, partnerships, communication media, and activities - Linking formal learning and the local community

Unit 3: Forms of community engagement

Community-student engagement -Researching with the community, sharing knowledge with the community, Designing new curriculum and courses, Involving local practitioners as trainers, Social Innovation by students and the like

Unit 4: Practices for Community engagement

Engagement practices and activities - formal or informal - include building relationships through collaboration initiatives, community campaigns, [Community Survey](#), [Community services](#), [Excursions](#), cooperatives, small businesses, consultation meetings & conferences, sports events, cultural events, community development and community research projects.

Unit 5: Rural Community Development

Social, economic, political and cultural framework of the rural society - Rural Resilience - Rural Institutions Close to Community, Participatory Learning - Approaches and Methods, Community Project Proposals and Project Management, Community living camps, Engagement with - School, Street Committee, Health Centre, Panchayat, SHGs - Programmes

Module II : Syllabus for General Subject - ICT in Education

Total: 10 Marks

Unit 1: Potentials of ICT in Education

ICT as a means to connect with the world – Pedagogy and ICT – Potentials and Advantages of Approaches to ICT

Unit 2: ICT integration in Curriculum transaction

Computer based Curricular planning- ICT Based Model of Curriculum Transaction - Considerations for integrating ICT – Innovations in Curriculum Transaction

Unit 3: ICT and Internet Resources for Teaching and Learning

Resources – Access and Creation, resource mobilization – Web-based learning, Social Networking – Virtual learning Environment - Designing e-initiatives

Unit 4: ICT in Classrooms

Creating Personal learning environments - ICT integrated Inclusive education - Assistive and Adaptive technologies

Unit 5: ICT for Assessment and Evaluation

Purposes and Techniques of Evaluation, Scope of ICT for evaluation- Innovative Practices in Assessment & Evaluation

Module 3 : PERSPECTIVES OF EDUCATION (10 Marks)

PHILOSOPHICAL PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Philosophical perspectives of Education

Role of education in philosophizing the issues of life –Metaphysics, Epistemology, Logic, Phenomenology, Aesthetics and Axiology. Critical appraisal of schools of philosophy in the context of Twenty First Century – aims, content, methods and ongoing changes.

Focus of education in the 21st century. Building perspectives on educational philosophies, Modern schools of Philosophy-Empiricism, Positivism, Relativism.- Post -structuralist views and eclectic views. Comparative study of philosophies and educational contributions of Indian and western thinkers

Psychological perspectives of education

Learning and development- Learner Characteristics and Learning styles with special reference to pre-primary, primary, secondary, higher secondary and adult learners Learning in twenty first century classrooms., Characteristics And types, Development – language development, emotional, moral, motor and identity development. Cognitive Functions-Thinking, Reasoning, Problem Solving and Meta-cognition, Personality- types characteristics and development

Intelligence-different types~ Multiple, Cultural, social and emotional, impact on learners. Mental Health-, Factors affecting Mental Health (parents, family environment, society, school practices) - Strategies for enhancing Mental health

Sociological perspectives of education

Education for social security, wellness and progress, sustenance and transformation in society. Determinants of social change in the context of globalization.-Constraints on social change in India with respect to caste, ethnicity, class, language, religion, gender, regionalism, political interest

Education and Secularism - Role of teacher in inculcating democracy and international values.- Pluralism – Role of education in creating unity in diversity- Nationalism and education.-Role of Education in addressing cultural lag, privatization, globalization and partnership in social progress – Current trends in social development and transformation of values in society.

Module 4 : Teaching aptitude (10 Marks)

Teaching aptitude.

- Teaching -characteristics, levels, phases and maxims
- teaching methods, techniques and strategies
- modern trends in professional development and ethics
- technology integration in education
- Research, evaluation and innovations in classroom teaching, -

Module 5 : Research Aptitude (10 Marks)

- Research Meaning, Characteristics and Types
- Steps to Research
- Methods of Research
- Aims of Educational Research
- Research Ethics
- Research paper, Article, Workshop, Seminar, Conference and Symposium
- Thesis writings – its characteristics and Format

PART II

Module 1—URDU ZABAN KA AAGHAZ-O-IRTEQA AUR URDU ZABAN KI SAKHT (8
Marks)

URDU ZABAN KA AAGHAZ -O-IRTEQA

- Hind Aryai zabanon ka aagaz o irtiqā.
- Urdu Zaban Ka Aghaz - Mukhtalif Nazriyat
- Daccan mein Urdu Zaban o Adab- Deccani Zaban ki Khusoosiyat

URDU ZABAN KI SAKHT

- Tashbeeh, Isteara, Talmih, Ism, Fiel, Harf, Sifath, Zameer, Jins(Tazkir o tanees) Muhavira aur Zarbul amsal, Anfiyat aur Hakariyat.

Module2— MASNAVI, QASEEDA AUR MARSIIYA (6
Marks)

Urdu mein Masnavi Nigari:

Masnavi ka funn o Irteqa, Masnavi ki Khusoosiyat, Ajza-e-tarkeebi

Hasbe zel Masnaviyan:

Gulzar-e-Naseem, Sehrul bayan, Quthub Mushtari

Urdu mein Qaseeda Nigari:

Qaseede ka funn o Irteqa, Qaseede ki Khusoosiyat, Ajza-e-tarkeebi, Aqsam.

Hasbe zel Qasaid:

Tazheek-e- Rozgar by Sauda, Zahe Nishat agar keejiye use tahreer by Zouq.

Urdu mein Marsiya Nigari:

Marsiye ka funn o Irteqa, Marsiye ki Khusoosiyat, Ajza-e-tarkeebi, Aqsam.

Hasbe Zel Marsiya go shuraa ki shairi ke hawale se:

Meer Anees, Mir Dabeer aur Althaf Hussain Hali

Module3— URDU GHAZAL-NAZM-RUBAYI

(6

Marks)

Urdu Ghazal: Ghazal ka funn, Khusoosiyat, Aham Ghazal Goo Shuraa

Hasbe Zel Ghazal go shuraa ki ghazalon ke hawale se:

Wali Deccani, Mirza Ghalib, Mir Taqi Mir, Momin Khan Momin, Allama Iqbal, Hasrat Mohani, Raghupati Sahay Firaq Gorakhpuri, Akhlaq khan Shahriyar.

Nazm: Nazm nigari ka funn

Hasbe Zel Nazm go shuraa ki shairi ke hawale se:

Nazeer Akbarabadi, Muhammed Hussain Azad, Ismail Meerathi, Iqbal, Josh, Faiz Ahammed Faiz, Makhdoom Mohiyuddin, Sahir Ludhiyanvi, Shakeel Badayuni, SM Sarvar

Rubayi: Rubayi ka Funn.

Hasbe zel Rubayi Goo Shuraa ke hawale se.

Amjad Hyderabad, Firaq Gorakhpuri, Althaf hussainHali, Josh Maleehabadi.

Module4-URDU ADAB: MUKHTALIF DABISTAN AUR THAHREEKAT

(6Marks)

Adab par Dabistanon aur thahreekat ke asrat, Aham Shuraa o udaba:

Hasbe zel ke hawale se

Dabistan: Dabistane Dehli, Dabistane Lukhnow aur numainda shuraa.

**Tahreekat: Aligarh tahreek, Tarqi pasand Tahreek aur numainda udaba
(Including Tanqeedi usool)**

Module5- Dastan aur Drame (6

Marks)

Dastan: Funn, Aham dastanein

Zel ke dastanon ke hawale se:

**Sabras by Mulla Wajhi, Bagh o Bahar by Mir Amman Dehlavi, Fasana e Ajaib by
Rajab ali beig suroor.**

Drama: Funn, Ajza e tarkeebi

Zel ke dramon ke hawale se:

**Indr sabha by Amanat, Yahoodi ki ladki by Aagha Hashar, Anarkali by Imteyaz
Ali Taj, Darvaze kholdo by Krishan chandr.**

Module6— NOVEL AUR AFSANEY (6

Marks)

Novel: Funn, Ajza e tarkeebi, Aham novel nigar.

Zel ke Novelon ke Hawale se.

**Fasana e Azad by Ratan nath Sharshar, Ibnul waqt by Depty Nazeer Ahmed,
Umrao jan by Mirza Hadi Ruswa, Godan by Premchand, Aag ka dariya by
Qurrathul Ain Hyder.**

Afsana : Funn, Ajza e tarkeebi:

Zel ke afsanon ke Hawale se:

**Kafan, Bade ghar ki Betti by Premchand, and- Toba tek sing by Manto- Nazara
darmiyān hain by Qurrathul ain hyder- Mahalakhshmi ka pul by Krishan chandr**

Module 7. GHAIK AFSANVI ADAB. (6

Marks)

Savānih, Inshaiya, Mazmoon, Maktoob nigari, Safar nama, Khakha nigari

**Savānih : Hayat e Javed by Hali, Yadon ki barat by Josh, Al Farooq by Shibli
Numani.**

**Inshaiya: Sajjad Haider yeldram, Kanayyalal Kapoor, Rasheed Ahmed Siddiqui,
Pithras Bukhari, Mushtaq Ahmed yousfi ke havale se.
Maktoob Nigari: Mirza Ghalib aur Maulana Azad ke Khuthooth ke havale se.
Khaka Nigari: Moulavi Abdul Haqq, Farhathulla Beig, Rasheed Ahmed Siddiqui**

Module 8. URDU ZABAN KI TALEEM O TADREES: (6Marks)

Urdu zaban ki taleem o tadrees ke Maqasid, Kerala mein Urdu zaban ki taleem o tadrees, Ongoing Kerala Urdu Readers with teacher Hand books (Primary, Secondary and Higher secondary), Asnaf-e- adab ki tadrees, Aghraz o Maqasid, Nisab, Process, Janch o Jayiza, Wasail -e- taleem, Teacher development programs and resource supports, Discourses in Urdu textbooks and role of a teacher and a teacher educator.

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

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