

Detailed Syllabus for the post of LECTURER IN MALAYALAM (Kerala General Education (DIET)) - Direct Recruitment and LECTURER IN MALAYALAM (BY-TRANSFER (Kerala General Education (DIET)) - By Transfer Recruitment

(Cat,Nos: 349/2022, 350/2022)

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

Unit -1

Nature and Development of Malayalam

(Marks-7)

- Functions of Language
- Impact of language on social, intellectual, cultural, educational development
- Importance of Mother tongue -
- Mother tongue and medium of instruction
- Malayalam as an official language
- Inter dependence of teaching and learning- class room, teacher, learner, teaching learning process,
- Learning Environment, learning activities, Learning Styles,
- Definition of learning from different point of view
- Maxims of teaching
- Principles of teaching language, Language skills
- Teacher competencies and roles - mentor, facilitator, reflective practitioner, scaffolder, Social Engineer.
- Curricular objectives in KCF.
- Revised Taxonomy of Educational objectives

UNIT-2

Methods and Strategies in Malayalam Teaching

Marks-10

- Lecture method
- Project method
- Play way method
- Dramatization
- Dalton Plan
- Inductive and deductive methods
- Role play
 - Microteaching, core skills, Team teaching
- Workshop, Seminar, Symposia, Debates
- e-learning, m-learning, e-tutoring, web-based learning
- Online Courses – Coursera and Udemy
- LMS – Learning Management System-
 - Moodle, Google Classroom etc.
- MOOC courses.
 - Personalized Instruction
- Programmed instruction – Linear and Branched
- Instructional Modules
- Computer Assisted Instruction- CAI
- Computer Managed Instruction- C

Unit-3

New Educational Theories and Concepts

Marks-10

- Cognitive Constructivism – Piaget and Bruner
- Social Constructivism – Vygotsky
- Multiple Intelligence Theory- Howard Gardner

- Emotional Intelligence Theory – Daniel Goleman
- Critical Pedagogy - Paulo Freire
- Language acquisition and Language learning.
- Language acquisition and cognitive development
- Chomsky on Language and thought
- The parameters of LAD and Universal Grammar
- The whole Language Approach
 - Models of Teaching
- Basic concepts
- Concept Attainment Model.
- Role Play Model
- Advance Organizer Model
- Synectics Model

Unit 4

Resources in Teaching and Learning of Malayalam

Marks-5

- Text Book:
- Characteristics of a good text book
- Teacher's Handbook
- Resource Units
- Dictionaries, Thesaurus, Encyclopedias
- Importance of discourse in language learning and teaching
- The salient features of Discourse Oriented Pedagogy
- Functions of: Debate, Drama Seminars, Discussions, Conversations, Diary, Posters,
Narratives, Screen Play, Editorials, and Travelogues etc.

UNIT-5

E-Resources in Teaching & Learning of - Malayalam Marks-8

- Design and development of Malayalam blogs.
- Major useful sites for teaching and learning Malayalam.
- Use of Social Networking sites in teaching and learning Malayalam language and literature
- Wikipedia - English and Malayalam
- E- resources for teaching and learning Malayalam language and literature.
- E- Books
- E-content design and development -

Preparation of PPTs, documentaries, short films etc.

- Tools, techniques and applications for video making and editing.

Unit 6

Community Based Teaching and Learning of- Malayalam Marks-5

- Library - as a community resource Centre
 - o Different types of School libraries: General/Class/Subject libraries
 - o Reading corner
- Online Libraries /Publications/ book stores
- Importance of agencies like
 - Kerala Sahitya Academy, Kerala Bhasha Institute, Bala Sahithya Institute, Kerala Kalamandalam etc.
- Major Malayalam book stores and publishers - Kerala Bhasha Institute, DC Books, NBS,
 - Mathrubhoomi Books etc.

Unit 7

Strategies of Assessment in Malayalam Education Marks- 5

- Different Types of evaluation.

- Objective based evaluation
- Continuous and comprehensive Evaluation-CCE
- Importance of Rubrics
- Evidence based performance assessment through 'Portfolios'
- Construction and administration of achievement test and diagnostic test
- Significance of grading system in schools
- Feedback – Importance, different types.
- Reflective practice
- Reflective Journal

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