

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

**(Cat.Nos:359/2022, 360/2022)**

**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**

<b>MOD ULE-1</b>	<b>General introduction to Sanskrit language</b>	-History of Sanskrit Literature.-Vedic Literature.- Classical Literature.-Kerala Sanskrit Literature- Scientific Literature.	8
<b>MOD ULE-II</b>	<b>Vrttas and Alenkaras</b>	<b>Vrttas-</b> Arya,Giti,Indravajra,Upendravajra,Salini,Vamsastha, Bujangaprayata,Malini,Vasanthathilaka,Sikharini,M andakranda, Sardulavikriditha,Sragdara,Anushtip,Viyogini. <b>Alenkaras-</b> Upama,Rupaka,Ullekha,Utpreksha,Atisayokti, Dipaka,Vyatireka,Samasokti,Aprastutaprasamsa,Sl esha , Kavyalinga,Arthantaranyasa,Svabhavokti,Prateepa m,Dreshtantam.	6
<b>MOD ULE-III</b>	<b>Linguistics</b>	-Classification of languages.	6
<b>MOD ULE-IV</b>	<b>Sahitya and General</b>	-Mahakavyas-Dvanyaloka-Kavyaprakasa- Acharyachudamani-Abhijnanasakuntala- Swapnavasavadatta-Kadambareesamgraha.	6
<b>MOD ULE-V</b>	<b>Nyaya and vyakarana</b>	-Tarkkasamgraha-Nyayasidhantamuktavali. -Mahabhashya Paspasanhika- Laghusidhantakaumudi-Daturupa.	6
<b>MOD ULE-VI</b>	<b>Jyotisha and vedanta</b>	Brehadjadaka of Varahamihira-Muhurthapadavi of Mattornampoodiri-Ganakatarangini of Sudhakaradigvedhi. -Vedantasara-Bhagavadgeetha-Brehmasutra	6
<b>MOD ULE-VII</b>	<b>Sanskrit and computer</b>	ICT-Skills and application-Sources and uses of Digital resources-ICT for Sanskrit.	6
<b>MOD</b>	<b>Research and</b>	Research-Characteristics- aims and objectives of	6

<b>ULE-VIII</b>	<b>Sanskrit</b>	research- Types of Research-Research and Ethics-Sanskrit Researches in India.	
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**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**