

**DETAILED SYLLABUS FOR THE POST OF LECTURER IN DISTRICT
RESOURCE CENTER (Kerala General Education (DIET)) - Direct
Recruitment - DIRECT RECRUITMENT AND BY TRANSFER
RECRUITMENT**

(CAT.NOS: 372/2022, 373/2022)

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 (50 Marks)

Module – 1

(8 Marks)

Teacher and professional development

Changing roles and responsibilities of teacher - concept of professionalism - teaching as a profession - professional ethics - teacher appraisal and accountability - concept and importance of professional development - action research - dissemination of indigenous knowledge - Journals for professional growth – institutions of professional development – NCERT, SCERT, NCTE, CIET, NIEPA, PSSCIVE, RIE, IASE, CTE, DIET, DRU, TEI, PPTTI, SRC – role and functions

Modern Pedagogy – pedagogical transactions – integrating ICT - cultural integration – constructivist approach – critical pedagogy - reflective teaching - process oriented approach - mind mapping - critical appraisal of CCE – portfolio management

Professionalizing secondary and senior secondary education – pre-service and in-service secondary teacher education programmes - critical appraisal of the secondary and senior secondary teacher education programme in Kerala – faculty empowerment programmes

Methods and approaches of teaching: Lecture method - lecture-cum-discussion - seminar - symposium - panel discussions - group discussions - reviews and analysis of book - projects - field visits reports - research journals - school visits and sharing of experiences - case studies - individual group assignments - film shows followed by discussion - research review and criticism – Vision suggested in NCF 2005 and KCF 2007 with regard to Education - constructivist approaches – cooperative and collaborative learning - guided discovery approach - problem based learning - project based learning - experiential learning

Theories of intelligence: Spearman, Thurston, Gilford and Sternberg and their educational implications - Theory of multiple intelligence - Theory of emotional intelligence - Concept of IQ, EQ, SQ - measurement of intelligence - Classification of intelligence tests - Controversies regarding measurement of intelligence.

Module – 11

(8 Marks)

Researches in education

Meaning, purpose and scope of educational research - Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data

Concept of population and sample - stages of sampling - selection of sample in qualitative, quantitative and mixed research - techniques of sampling - probability and non-probability sampling - different types of sampling: random, stratified, proportionate stratified, cluster, incidental, multistage, purposive, snow ball

Descriptive Research- surveys, case study, developmental and correlation studies – nature, use and steps - ex- post facto research.

Experimental Research – need and significance - nature and steps - validity; internal and external, use and limitations of different types of experimental designs: Pre- experimental, quasi experimental, True-experimental.

Qualitative research: meaning, steps and characteristics - qualitative research approaches

Mixed Research - meaning, fundamentals principles, types, strengths and weaknesses

Framework of the research proposal - preparation of a model research proposal - preparation of a research report - criteria for a good research report -evaluation of a report

Module – 111

(8 Marks)

Educational Evaluation

Assessment and Evaluation - Role of Assessment in learning - Assessment in learning, for learning, as learning and of learning. Types of Evaluation (Formative, Summative; Diagnostic, Prognostic; Criterion referenced, Norm referenced; Ipsative). Importance of Educational Evaluation, Stufflebeam's CIPP Model (Context evaluation, Input evaluation, Process evaluation, Product evaluation)

Continuous and comprehensive assessment (CCE) - making objective test items and improving them - the concept of negative marking - evaluation of non-cognitive outcomes - planning and assessment of portfolios in learning - seminar, project and co-curricular activities.

Measuring Instruments (i)Various measuring instruments- Meaning, Questionnaire, Inventory, Attitude scales, Tests (Intelligence tests, Special aptitude tests, Personality tests) Achievement

test- Different types of test items- Principles of construction of each. Qualities of a good measuring instrument- Validity, reliability, discriminating power, practicality, Fairness New trends in educational evaluation - Recent trends in evaluation (National & international)

Assessment techniques – new trends in assessment – open book - online examination – on demand - institution based - technology assisted assessment - Competency based teaching and learning (CBTL) - outcome focussed learning - integrated learning

Module – IV

(10 Marks)

Non-Formal Education, Adult Education

Nature and scope - meaning, definition, scope and Importance - objectives of non-formal education - difference between formal education, informal education and non-formal education -role of non-formal education - universalisation of education - philosophical, sociological and spiritual basis of non-formal education - non-formal education and disadvantaged groups of the society –

Contributions of great educators and agencies: Rousseau, John Dewey, Paulo Freire, Welthy Fisher, Grund Wig, Ivan Illich, Mahatma Gandhi, Jiddu Krishnamoorthy, Sri Aurobindo - German Adult Education Association, Indian Adult Education Association, Lucknow Literacy House, *Kerala Gradhasala Sangham*, Kerala Association for Non-Formal Education and Development, K.S.S.P.

Relationship between non-formal and adult education – major literacy programmes - literacy programmes in India - liquidation of Illiteracy in Kerala - post literacy and continuing education - role of State Resource Centre in promoting non-formal education – university centres

Continuing education, distance education, correspondence courses, open schooling, open university, lifelong learning – alternatives in education

Instructional materials: Nature and type of instructional material needed for the non-formal education programme - technological impact on non-formal education – multimedia and IT programmes and products in educating non-formal education learners

Adult Continuing and Lifelong Learning Strategies - skills enhancement - participatory and qualitative ageing, employment opportunities - women empowerment and non-formal education - women empowerment in Independent India - government Policies and programmes on women empowerment - legal literacy for women - women’s education - socio-economic determinates of empowerment - culture and empowerment of women

Module – V

(8 Marks)

Special Education, Inclusive Education

Definition – concept - need and importance of inclusive education - perspectives on education of children with diverse needs - difference between special education, integrated education and inclusive education - advantages of inclusive education

Importance of early detection - Functional assessment for development of compensatory skills - role of teachers working in inclusive settings – role of resource teacher in developing and enriching academic skills for higher learning - adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Building inclusive learning friendly classrooms - overcoming barriers for inclusion - Creating and sustaining inclusive practices

Role of technology for meeting diverse needs of learners - role of parents and other community members for supporting inclusion of children with diverse needs

Skills and competencies required of teachers and teacher educators for inclusive settings - roles, responsibilities and professional ethics of teachers in inclusive settings

Module – VI

(8 Marks)

Educational Technology, ICT in Education

Educational Technology: Definition, meaning, scope and relevance to modern education – Technology of Education & Technology in Education

Introduction to Information and Communication Technology in Education - Meaning and Significance - Relationship among Data, Information and Knowledge

Communication: Concept, Meaning, Definition, Need and Significance, Modes and Types of Communication – Process of Communication – Elements and Barriers – Classroom communication – ICT: Definition, Meaning, Scope and significance in the context of Education – ICT for Effective Teaching and Learning – ICT in classroom – ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management - ICT integrated pedagogy – online learning and blended learning – forms of online learning presently available - scope and limitations of Learning Management System - MOODLE - its major features

Educational multimedia: concept, meaning and advantages –educational multimedia – educational potentials of multimedia - working with text, images, audio, video, graphics and animation - e-content Development – meaning, need and significance – types and forms of e-content – short learning objectives - components - stages of e-content development and steps involved – standards and benchmarking for quality in e-content.

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