

**Details Syllabus for the post of LECTURER IN VOCATIONAL
EDUCATION (Kerala General Education (DIET)) - Direct Recruitment
and By Transfer Recruitment
(Cat.Nos:370/2022, 371/2022)**

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 Vocational Education ±Conceptual Frame work (Marks- 10)

Meaning ±Nature and scope- Aims and objectives ±Modern trends in Vocational education-career guidance-Work experience - Emergence of Vocational Education System- Features of vocational education programme in India,-Principles of Vocational education, dynamics of Vocational Education Universalisation of vocational education .Traditional Vocational Education and Reforms in the current context.

Unit-2 Vocational education Philosophical and Sociological Background (Marks- 8)

Historical background-Development ± Gandhian concept- vocational aims of Education. Philosophical and sociological aims and aspects of Vocational Education.- Principles of Vocational Education Psychological and Economic perspective of vocational Education.- Vocational Education and National Development. Programmes in India

Unit-3 Curriculum

(Marks ±12)

Curriculum ± meaning Nature and scope ± Modern Trends and approaches in curriculum construction- types of curriculum- Need Based curriculum- Competency based curriculum, Implementation strategies. Work experience- Pre vocational Education, Life skill Education- Vocational guidance ± Career guidance, curriculum for special needs- National curricular design

Learner centred curriculum transaction-- on the job training- Apprenticeship training.

Curriculum and Instructional materials, school industry linkage

Vocational Education at Different levels in school Education- Vocational courses- Generic vocational courses

Features of Vocational Education in NCF-2005, NEP- 2020.

Major constrains in implementation of the Vocational Education Programme in India

Unit- 4. Vocational Teacher, Teaching Strategies, Methods and Techniques (Marks-12)

Various systems and approaches of vocational education, Vocational educational institutions- Accredited institutions, and Vocational courses- vocational school models- General school Model,

Non formal vocational education- Lifelong Learning-

Teaching methods, strategies and techniques, Skills in Teaching

Teacher related factors, quality concerns and issues. Teacher training Programmes in vocational Education. -Innovative methods in preparation of Vocational Teachers in Teacher Training Programmes -

Learner with special Education Need- Group work, Cooperative learning- Facilitation of Learning-Vocational Education through open and Distance Learning. Skill based courses-Practical training.

ICT - integration and adoptability in Vocational Education- Web based Learning-

The changing demands of Vocational Education in 21st century.

Challenges to vocation education.- Equality and relevance- Girls , women, SC/ST , Religion and Ethnic minorities

Multi skilling and competency based Training-Digital Library-Lifelong learning- E learning.

Innovative methods in preparation of vocational Teachers.

Unit - 5. Measurement and Evaluation

(Marks- 8)

Evaluation strategies and techniques,- Test construction and standardisation,-Different types of tests- Assessment- Grading- Meaning Nature and Types -Rubrics, portfolio, Individual Assessment, Skill based evaluation ±Beyond Grading.

Annual, Semester and Modular Approach

Innovations of Need assessment of Vocational courses and skills

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