Detailed Syllabus for the post of LECTURER IN SOCIAL SCIENCE (Kerala General Education (DIET)) - Direct Recruitment, LECTURER IN SOCIAL SCIENCE (BY-TRANSFER) (Kerala General Education (DIET)) - By Transfer Recruitment and LECTURER IN SOCIAL SCIENCE (Kerala General Education (DIET)) - Direct Recruitment - SR for :SCHEDULED TRIBE ONLY

(Cat.Nos: 374/2022, 375/2022, 395/2022)

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 I

Psychological considerations of Social Science instruction- Comparison between behaviorist, cognitivist and constructivist theories. Humanistic theories (Carl Rogers and Abraham Maslow) - Learning Social Science in Inclusive Classrooms-Modular Approach; procedure and possibilities in the development of a Module- Social Learning Theory- (Chomsky, Bandura, Rotter)

Models of Teaching - Mastery Learning Model, Creative Learning Model (Treffinger), Group Investigation Model, Social Inquiry Model, Concept Attainment Model, Jurisprudential Inquiry Model ,Advance Organizer Model.

(Marks-6)

Module II

CURRICULUM DESIGN AND DEVELOPMENT IN SOCIAL SCIENCE EDUCATION

Pedagogical considerations of Social Science - fusion, integration and correlation approach in Social Science

Nature of curriculum- changing curriculum patterns – Different approaches-unified, interdisciplinary, integrated, correlated, co-originate, discipline-wise - Patterns of curriculum designs- Curriculum planning: stages and strategies- Curriculum organization – organization of the social science course - sequence in the social science curriculum – Assisting students in Skill Development.- Curriculum Integration through values. Curriculum evaluation- Need, nature and aspects of curriculum evaluation. Global trends in designing social science curriculum-Community Education, service learning, social justice. NCF-2005, NEP-2020 .

(Marks-8)

Module III

INSTRUCTIONAL METHODS AND TECHENIQUES IN SOCIAL SCIENCE

Lecture method, Discussion Method, Problem solving Method, Project method, Discovery method, Inductive and Deductive method, Source method, Socialized Recitation, supervised study, Co-operative Learning- Brain based learning-Constructivist learning—Multiple intelligence-graphic organizers-Experiential learning-concept mapping-guided discovery. .

(Marks-8)

MODULE IV:

SOCIAL SCIENCE TEACHER EDUCATOR

Reflective Teaching: Concepts and strategies for making Social Science Teachers as reflective practitioners. Teacher Educator: Skills and Competencies – Roles and Responsibilities – Understanding the Learner -. Professional Development of Social Science Teacher Educators: – Professional Ethics. Teacher Educator as Curriculum Designer, and Researcher. **.** **(Marks-6)**

MODULE V:

DIGITAL MEDIA AND TECHNOLOGY INTEGRATION IN SOCIAL SCIENCE

Inter relationship between technology, pedagogy and content – Techno Pedagogic Content Knowledge (TPCK) – Individualized Instruction – Multimedia integration – Virtual Learning AudioVideo Laboratory; Concept of Social Science Laboratory – Radio – Television and satellite communication system – Integration of ICT in learning and teaching Social Science – Designing E -lessons for Social Science education – On-line Learning, E-Learning, M- Learning – Open and Distance Learning (ODL). Instructional resources – text book, work book, hand book, source book. Resource Mapping- Media,

Library, Laboratory, Museum, Archieves. Internet- Global Discussion Platform – Webogogy of Social Science. Social Science Teacher Educator as a Techno-Pedagogue.   .   **(Marks-8)**

MODULE VI

ASSESSMENT IN SOCIAL SCIENCE EDUCATION

Concept of Educational Assessment – Quantitative and Qualitative Assessment – Assessment of learning outcome in Social Science –Continuous and Comprehensive Evaluation (CCE) – Class room Assessment Techniques (CATs), Port folios, Rubrics, Self reflection, Peer evaluation.-Achievement test And Diagnostic Test –Construction and Standardization, Grading – principles of grading, – Assessing student performance:-. Examination as a feedback mechanism- open book examination, on-line tests. Typology of questions as related to different subject areas viz History, Geography, Political Science, Economics ,sociology etc--

(Marks-6)

MODULE VII

RESEARCH PERSPECTIVE IN SOCIAL SCIENCE EDUCATION

   Research in Social Science Education – Need and significance – Teacher as a Researcher, knowledge worker and a social activist – Areas of research in social science education – Application of research findings in solving social issues

Social science Research-methods-techniques- Tools &-statistics.   **(Marks-8)**

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.

…....................