DETAILED SYLLABUS FOR THE POST OF LECTURER IN COMMERCE (KERALA GENERAL EDUCATION (DIET)) - DIRECT RECRUITMENT AND BY TRANSFER RECRUITMENT

(CAT.NOS: 384/2022, 385/2022)

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: Conceptual bases of Commerce Education

- Commerce education: Meaning, Definitions and Nature – Academic and Vocational.

- Scope and Development of Commerce Education – academic, economic, social, international.

- Historical development and Modernization of commerce through technological advancement and LPG.

- Aims, objectives Values and Outcomes of Teaching Commerce.

- Interdisciplinary and multi-disciplinary approach in Commerce Education.

- Outcome based education in commerce

(4 Marks)

MODULE 2: Nature and Scope of Pedagogical content knowledge analysis in Commerce

- Pedagogical content knowledge analysis (PCK) - Meaning, Scope, Features of PCK analysis

- Significance of PCK analysis in commerce discipline.

- Relationship between pedagogic with content analysis Content Analysis – Procedure, facts, concepts, principles, process, rules, equations.

- Inter relationship between Technology - Pedagogy – Content

- Scope and purpose of Techno-Pedagogic Content Knowledge Analysis in commerce.

- Commerce Education and Bloom's revised taxonomy

(6 Marks)

MODULE 3: **Curriculum Design and Development in Commerce**

- Meaning, definition and functions of Curriculum.

- Modern trends in the construction of curriculum; Curriculum mapping; Approaches and Principles of Curriculum Construction

- Types of Curricula; Curriculum implementation and renewal; critical evaluation of the present Higher Secondary Commerce Curriculum

- Curriculum Designs and Models – ADDIE, ASSURE, 5 E.

- Theroretical bases of Curriculum development – Constructivism, Multiple Intelligence; Emotional Intelligence; implications in Commerce Education

- Brief sketch about NCF 2005/KCF 2007/NEP 2020 with special reference to vocational and entrepreneurship education.

- Curriculum transaction: meaning and modes – Face to face mode, ICT enabled mode, blended mode and distance mode.

- Experience with e - curriculum designs - Design e-content, digital texts and e – transactional platforms

- Curriculum Evaluation and Assessment – Methods and approaches

(10 Marks)

MODULE 4: Instructional Resources and Pedagogical Practices

- Instructional Resources in Teaching and Learning of Commerce - IT enabled instructional resources - School and Community Based Instructional Resources in Teaching Commerce – E –Twinning practices for resource sharing - Learning management system (LMS) in teaching learning of commerce education.

- Instructional Models, Strategies, Methods and Techniques – Suitability and criteria for selecting appropriate instructional model/strategy/method/technique in Commerce.

- Models of teaching – Introduction, Operational Heart, Different families, Concept Attainment Model, Inquiry Training Model, Group Investigation Model, Cognitive Apprenticeship Model

- Instructional strategies – Co-operative learning strategies, Collaborative learning strategies, Scaffolding strategies. - Experiential learning, blended learning, problem-based learning, teaching thinking skills, graphic organizer - Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, advance learner, IED learner and ADH.

- Instructional methods - Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case studies, Source method, Inductive and Deductive, Analytical and Synthetic method.

- Techniques of Teaching –Brain storming, Role play, Buzz session, simulation, Quiz session.

(10 Marks

Module 5 : Global trends in commerce education

- Global trends in commerce education – opportunities and challenges

- Technological developments in Commerce – e commerce, e banking, online trade and market, e governance, green business practices, Marketing Automation, Artificial Intelligence (AI), Mobile Commerce, Augmented Reality, virtual reality.

- Entrepreneurship development and education – Start up initiatives, skilling, Entrepreneurship skills and competencies, ASAP programmes.

- Financial management skills and competencies, Consumer education – exploitation, protection, consumer rights, laws and policies

- Accounting skills – Core Generic Skills in Accounting – Strategies for developing problem solving skills in accounting and book keeping.

(5 Marks)

Module 6: Assessment in Commerce Education

- Strategies of Assessment in Commerce Education - Formative and Summative Evaluation, Criterion Referenced and Norm Referenced Test, Continuous and Comprehensive Evaluation Diagnostic test, Achievement test (OBE model), Performance test, prognostic test.

- Qualitative assessment - Self-reflection, Peer evaluation, reflective journal, Portfolio and e portfolios, Rubrics.

- Tools and techniques for assessment – e assessment tools.

- Recent trends in Evaluation: Grading-Portfolio assessment; Rubrics, Standardization of Achievement test in Commerce; Evaluation of projects and seminar; E-assessment; computer assisted assessment; Online assessment tools; online quiz; online test.

(7 Marks)

Module 7: Technology for instruction in Commerce

- Need and importance of technology in Commerce learning; IT enabled instructional resources; significance of online and web resources: videos, YouTube resources, animations, film clippings, e-journal, educational blogs, C.D's, SAMAGRA, Educational broadcasting -VICTERS Channel, Video conferencing and Tele conferencing in teaching of commerce,.

- Computer Assisted Instruction- Simulation, Tutorial, Gaming, Computer Managed Instruction, Computer Managed Learning

- Concept of e-learning- m-learning, blended learning, Multimedia learning

(5 Marks)

Module 8: Research in Commerce Education

- Need and importance, Recent researches in Commerce learning with special emphasis to instructional strategies, curriculum designs, assessment.

- Ways and means for generating research culture, Researches on teaching students with diverse learning needs: different modalities and novel modes

- Researches on capacitating Technology in Commerce learning.

(3 Marks)

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