

**Bachelor of Education (B.Ed.)**

**Title of the Course: Pedagogy IA: P.I.5A: Commerce  
(Semester: I)**

**Credits: 2  
MM: 50 (External: 35 Internal: 15)  
Contact Week 15**

**Introduction of the Course**

This course will enable the learners to understand the historical and evolutionary basis of commerce education. It will also introduce the nature of commerce education as conceptualized in the larger framework of disciplinary pool of knowledge. Alongside, it will help the learners to understand and appreciate the inter-relation of commerce with other areas of study. It will also provide an opportunity to the learners to conceptualize the aims and place of commerce in school curriculum.

**Learning Outcomes**

After completion of the course students will be able to:

1. Understand the nature of commerce as a discipline in the larger pool of disciplinary knowledge.
2. Correlate the need for academic engagement with other disciplinary fields with commerce.
3. Appreciate the historical and socio-political contexts that have contributed to the evolution of commerce as a distinguished area of study.
4. Appreciate the need for professional growth and association as commerce teachers.

**Number of Units (4)**

**Weeks 15 = 30 hours**

**Unit 1: Disciplinary Evolution of Commerce**

**(5 weeks = 10 hours)**

- Tracing the history of commerce education.
- Nature of knowledge in Accountancy and Business Studies.
- Historical and socio-political context and changes in business environments.
- Evolving conceptions of Business forms, Labour, and Society.
- Relationship of commerce education with business, trade and industry.

**Unit 2: Aims of Commerce Education**

**(4 weeks = 8 hours)**

- Aims of commerce education in school.
- Commerce education with reference to recent trends: Market demands, emphasis on professional and vocation education
- Integration of ethics and values in commerce education.

**Unit 3: Teaching across Disciplinary Boundaries**

**(3 weeks = 6 hours)**

  
Head/Dean

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16

- Interrelationships within Commerce - Accountancy, Business studies and Management
- Interrelationship of commerce with disciplines of Sociology, Psychology, Mathematics, Law and Social Sciences.
- Interdisciplinary, multidisciplinary, and transdisciplinary teaching: Constructs and practice

**Unit 4: Professional Development for Commerce Educators (3 weeks = 6 hours)**

- Continued professional Learning for Commerce Educators
- Participating in Conferences and Workshops
- Professional associations and networking
- Professional Responsibilities and Relationships

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Prepare a digital project (interactive PPT or a short audio-video presentation) on historical development of commerce education in India.
2. Identify three topics from the curriculum of commerce and their interrelationship with other disciplinary areas. Identify adequate resources to teach the same through an interdisciplinary approach.
3. Identify key business trends from the last decade and discuss teaching content in school curricula that is impacted by the same.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

**Essential/ Recommended Readings**

1. Amdam, R. P. 'Business Education', in Geoffrey Jones, and Jonathan Zeitlin (eds), *The Oxford Handbook of Business History* (2008; Online Edn, Oxford Academic, 24 Sept. 2009).
2. Bhatia, Harjeet. (2012). *Objectives of Commerce Education*. University News. 50. 9-14.
3. Creemers, B. Kyriakides, L. & Antoniou, P. (2012). *Teacher Professional Development for Improving Quality of Teaching*. NY: Springer
4. Devi, L., & Cheluvvaraju. (2020). A Study on Awareness about the Impact of National Education Policy-2020 Among the Stakeholder of Commerce and Management Disciplinary. *European Journal of Business and Management Research*, 5(6).
5. Guskey, T.R. (2010). Professional Development in Teacher Change. *Teachers and Teaching*, 8(3). 381-391.
6. Hargreaves, D.H. (1994). The new professionalism: the synthesis of professionalism and institutional development. *Teaching and teacher education*. 10(4). 423-438
7. Hendrickson H.S., and Williams, P F. (2004) *Accounting Theory: Essays by Carl Thomas*

- Devine*. London: Routledge. (Chapter 3: Addendum: Different views of natural man)
8. Kaufman, D. Osborn, A. and Moss, D.M. (2003). Where do we go when we step beyond the boundaries? In Douglas Kaufman, Terry A. Osborn, and David M. Moss. *Beyond the Boundaries: A Transdisciplinary Approach to Teaching and Learning*. (pp. 155-166). Westport: Praeger.
  9. Mulligan, T. M. (1987). The Two Cultures in Business Education. *Academy of Management Review*, 12(4), 593-599.
  10. Schweigert, F.J., (2018). *Business Ethics Education and the Pragmatic Pursuit of the Good*. Switzerland: Springer. (Introduction and Chapter 1)
  11. Singh, A.R. (2010). *Commerce Education in North-East India*. New Delhi: Mittal Publications (Chapters 1,2,6)

#### **Teaching Learning Resources (Digital and others):**

Nil

#### **Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion and debates, text analysis, through active engagement and collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged through constructive pedagogical approaches.

#### **Assessment Method**

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

**Key words:** Commerce education, curriculum, business environment

  
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