

Bachelor of Education (B.Ed.)

**Title of the Course: P.1.5B: Commerce
(Semester: II)**

Credits: 2

MM: 50 (External: 30 Internal: 15)

Contact Week 15

Introduction of the course

This course will enable the learners to understand and assimilate the conceptual knowledge about commerce curriculum and pedagogic processes in schools. It will facilitate the development of a commerce teacher/practitioner grounded in traditions of reflection and enquiry. The course will allow a systematic introduction of pedagogic conceptions to understand learners, classroom and technological interfaces with a significant focus on conceptual underpinnings of the respective topics in commerce education.

Learning Outcomes

After completion of the course student will be able to:

1. Understand the conceptualisation of commerce curriculum in schools vis-à-vis principles and development of curriculum.
2. Know and understand the process of textbook development and analyse textbook content in subject areas of commerce.
3. Understand the conceptual underpinnings of commerce pedagogy and be able to relate curriculum design, task design and learning processes.
4. Internalise the need and relevance of being a reflective and enquiry-oriented practitioner in a commerce classroom.

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Curriculum and Textbooks in Commerce

(6 weeks = 12 hours)

- Principles of Curriculum Development
- Ideology and Hidden Curriculum
- Textbook Development in Commerce
- Curriculum Evaluation - Purposes and techniques
- Current Educational frameworks and senior secondary commerce curriculum in the country.
- Developments in commerce curriculum (introduction of vocational streams, employability and entrepreneurial curriculum, etc.)

Head/Dean

विभागाध्यक्ष एवं कॉलेज अध्यक्ष
शिक्षा विभाग, यूनिट 1, Education
दिवस - 110007
University of Jammu, Jammu-110007

Unit 2: Understanding Commerce Pedagogy (2 weeks = 8 hours)

- Commerce classroom: processes and challenges
- Needs of commerce learners: Andragogy/ pedagogy

Unit 3: Becoming a reflective practitioner (3 weeks = 6 hours)

- Reflective teaching processes
- Challenging stereotypes and social hierarchies through critical pedagogy
- Teaching as enquiry: becoming researcher teacher, Self-directed reading and research; Action Research in classroom

Unit 4: New pedagogic pathways in Commerce Education (4 weeks = 8 hours)

- E-learning and web-based options in Commerce Education
- Online learning and virtual classroom
- Use of digital technology in commerce education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analysis of commerce textbooks of different school education boards (National/state)
2. Develop an online interactive learning e-resource on any topic of senior secondary commerce using opensource online presentation platforms.
3. Present a comparative analysis of commerce curriculum across different School Education Boards in the country.

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

Essential/ Recommended Readings

1. Anderson, T. (ed). (2008). The Theory and Practice of Online learning. Athabasca University Press.
2. Apple, M.W. (2004). Ideology and Curriculum (3rd ed.). Routledge.
3. Bonk, C.J. and Smith, G.S. (1998). Alternative Instructional Strategies for Creative and Critical Thinking in the Accounting Curriculum. Journal of Accounting Education. 16(2), 261-293.
4. Borich, Gary. D. (2004). Effective Teaching Method. New Jersey: Prentice Hall Inc.
5. Davenport, J., & Davenport, J. A. (1985). A chronology and analysis of the andragogy debate. Adult Education Quarterly, 35(3), 152-159.
6. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. (Chapter- 1: Professional Development and the Reflective Practitioner)


Head/Dean
विभागाध्यक्ष: उच्च शिक्षण अध्येक्ष
शिक्षण विभाग, ...
University of ...

7. Giroux, H. (1985). Critical Pedagogy, Cultural Politics and the Discourse of Experience. *Journal of Education*, 167 (2)22-41.
8. Kennedy, G. (2020). Seven Ways to Improve Students Online Learning Experiences in Your Subject. Melbourne: Melbourne Center for the Study of Higher Education.
9. Khan, S.M. (1987). *Commerce Education*. New Delhi: Sterling Publishers.
10. Kincheloe, J.L. (2008). *Critical Pedagogy Primer*. Volume I, NY: Peter Lang
11. Kumar, M. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Ltd.
12. Marsh, C. (1997). *Key Concepts for Understanding Curriculum*. London, NY: Routledge Falmer
13. Mertler, C.A. (Ed). (2019). *The Wiley Handbook of Action Research in Education*. John Wiley & Sons.
14. Naidu, S. (2006). *E-learning: A guidebook of Principles, Procedures and Practices*. CEMCA
15. Pollard, A. (2002). *Reflective Teaching: Effective and research based Professional practice*. Continuum International Publishing Group Ltd.
16. Pophan, Scharg & Blockhus. (1975). *A Teaching Learning System for Business Education*. New York: Mc Graw-Hill.
17. Rachal, J. R. (2002). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly*, 52(3), 210-227.
18. Scott, D. (2007). *Critical Essays on Major Curriculum Theorist*. London: Routledge
19. Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann. (Chapters 1 and 9)

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, collaborative learning and problem-solving 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, reflective practitioner, Critical pedagogy, E-learning, Online learning


 Head/Dean
 विभागाध्यक्ष एवं संकाय अध्यक्ष
 शिक्षा विभाग/Deptt. of Education
 दिल्ली विश्वविद्यालय - 110007
 University of Delhi, Delhi-110007