

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

**Title of the Course: P.2.18 B: 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 learn and acquire pedagogic insights for commerce teaching in schools. It will facilitate the development of a reflective and transformational teacher equipped with effective pedagogies through active engagement with classroom processes. It will prepare the pre-service commerce teachers with skills and attributes to manage classroom challenges in the contemporary ecosystem of the schools. The course will equip the pre-service teachers with experiences in pedagogic planning, resource management, managing learner diversity, plan and design pedagogic innovations and help students in real learning achievements.

**Learning Outcomes**

After completion of the course student will be able to:

1. Plan classroom activities for a commerce classroom incorporating innovative teaching methodologies, incorporating relevant resources and integrating appropriate assessment methods.
2. Understand the interconnections between content, pedagogic methodologies, learners' diversity and learning achievement. It will enable them to develop systematic processes for inclusive and adaptive teaching.
3. Plan, design and implement assessment activities to support learners' achievement more authentically.
4. Demonstrate a well-developed ability to organise curricular activities to promote inquiry-based and experiential learning.
5. Apply principles of reflection and research mindedness to continually improvise the teaching-learning processes in commerce classroom.

**Number of Units (5)**

**Weeks 15 = 30 hours**

**Unit 1: Methods of Teaching and Planning for Teaching (5 weeks = 10 classes)**

- Teaching Methods: Lecture, Interaction, Demonstration, Group Discussion, Project, Problem Solving, Games and Quizzes, Market Studies and Survey, Case Study, Seminar, Symposium, Activity Based Methods- Review, Role Play, Simulation, Brainstorming; Blended learning and flipped classroom methodologies.

  
Head of Department

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- Conversational, Enquiring and scaffolding techniques in classroom- shaping shared and dialogic learning in classroom.
- Planning Before, During and After the Class: Curriculum mapping; Yearly planning and design; Unit planning and Lesson planning (taxonomy based, Sequential, and timeline based)
- E-learning and Online Pedagogy: Online teaching platforms and e-learning models; Relationship between content, technology, people and pedagogy; Connectivism and Rhizomatic learning approaches of online teaching-learning; Issues of accessibility and digital exclusion.

**Unit 2: Classroom management (2 weeks = 4 hours)**

- Effective classroom management- Time, Resource, and Behavior management
- Communication and interpersonal Skills of a Teacher
- Inclusive and adaptive teaching to meet the needs of learners

**Unit 3: Pedagogic Enrichments and Resources (3 Weeks = 6 hours)**


- Resource material: Source documents, Audio-visual material including websites, podcasts, documentaries, print media, handouts, and workbooks and worksheets
- Technological tools: Smart classes projectors, Presentation tools, Interactive games and activities, social media, Learning Management System, Video Conferencing Platforms
- Digital libraries, MOOCs, open-source reference materials, Open Education Resources (OER)- design and use of digital text and e-content

**Unit 4: Assessment Processes (4 weeks = 8 hours)**

- Formative and Summative Assessment: Exams, Tests and Quizzes, Written Assignments and Projects, Open-book Exams
- Developing Achievement Tests
- Learners' Profile and Learning Portfolios
- Self-Assessment and Peer Assessment
- Evaluation Rubrics
- Reporting students' achievement and Feedback to Students and Remedial Teaching

**Unit 5: Enrichment with Curricular Activities in commerce (1 week = 2 hours)**

- Organization of various curricular activities for strengthening the teaching and learning of commerce
- Commerce Club, Commerce library, Commerce Room, Exhibitions, Field visits, Resource center for teachers

  
Head/Dean

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

1. From the list of suggested project work by a state or central board of education, identify any one project work for Accountancy or Business Studies and develop an evaluation rubric for the same.
2. Based on the width of resources covered in unit 3, identify and/or develop a set of ten resources for Accountancy or Business Studies.
3. Compare and contrast various templates of planning for teaching and develop a comprehensive format for teaching commerce in schools. Share the same with your peers and revise and enrich it.

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

### Essential/ Recommended Readings

1. Berry, R. (2020). Assessment for Learning. Hong Kong: Hong Kong University Press. (Chapters 1,3,4 5)
2. Boss, S. and Krauss, J. (2007), Reinventing project-based learning: your field guide to real-world projects in the digital age (1st ed.). Washington, DC: International Society for Technology and Education (ISTE).
3. Burden, P.R., & Byrd, D.M. (2019). Methods for effective teaching: Meeting the needs of all students. NY: Pearson
4. Gagne, R. M., Wager, W.W., Golas, K. C. & Keller, J. M (2005). Principles of Instructional Design (5th edition). California: Wadsworth.
5. Gredler, M. E. (2004). Games and simulations and their relationships to learning. In D. H. Jonassen (Ed.), Handbook of research for educational communications and technology (2nd ed., pp. 571-82). Mahwah, NJ: Lawrence Erlbaum Associates.
6. Gupta, R. (2009). Teaching of Commerce. New Delhi: Shipra.
7. Marzano, R.J., & Marzano, J.S. (2003). The key to classroom management. *Educational Leadership*. 61(1), 6-13
8. McConnell, C., Conrad Christy, B. & Uhrmacher, P.B. (2020). Lesson Planning with Purpose: Five Approaches to Curriculum Design. New York: Teachers College Press
9. Moss, C.M., & Brookhart, S.M. (2019). Advancing Formative Assessment in Every Classroom: A guide for instructional learners. ASCD
10. National Council of Educational Research and Training (2005). Position Paper (2.5) National Focus Group on Examination Reforms. New Delhi: NCERT.
11. Ribeiro, L. C. (2011). The Pros and Cons of Problem-Based Learning from the Teacher's Standpoint. *Journal of University Teaching & Learning Practice*, 8(1). 34-51
12. Richardson, J.C., & Swan. K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks* 7(1), 68-88.

13. Schuell, T.J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.
14. Scrivener, J. (2012). Classroom management techniques. Cambridge University Press.
15. Siemens, S. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1).
16. Torrance, H., & Pryor, J. (1998). Investigating formative assessment: Teaching, Learning and assessment in the classroom. UK: McGraw-Hill Education.

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

1. Embracing uncertainty - Rhizomatic Learning in Formal Education. (2012)- You tube Video added by Dave Cormier.

#### **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:** Pedagogy, Classroom management, Online Learning, Assessment and Feedback.



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