



MANGALORE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed.

MES551 SP: 11 - Theme A /Theme B

Theme Based Specialization Course - I

Theme A: Pedagogy, Technology and Assessment in Education

Pedagogy and Methodology of Teaching Commerce

(Elementary/Secondary and Senior Secondary Education)

Objectives / Course Outcome

- To enable the learners:
- To analyse the nature and scope of commerce education in the modern era
- To understand the aims and objectives of teaching commerce
- To acquaint with the modern trends in teaching commerce
- To conscientize with current trends in developing commerce curriculum at higher secondary level.
- To equip with various models, strategies, methods and techniques in the teaching of commerce.
- To evaluate essential skills and accountability of a competent commerce teacher.
- To understand the significance of following principles and approaches in giving instruction.
- To develop insight into modern practices of student evaluation and assessment.
- To analyse the role of IT in commerce education.
- To create a research perspectives among prospective teachers in the field of commerce.

Unit 1: Current Trends in Commerce Education

Meaning definition and scope of commerce and commerce education History of Commerce education current trends in commerce education- challenges and opportunities in commerce with other subjects- significance of commerce education in modern world- Major areas of commerce and recent developments- E-Commerce, M-commerce, Computerised accounting etc. Goals of commerce education – values: cultural, practical, social, vocational and disciplinary.

Unit 2: Curriculum and Teacher Accountability :

Concept of curriculum – principles and approaches of curriculum construction Types of curriculum- curriculum evaluation – critically evaluate present higher secondary commerce curriculum – NCF.

Essential qualities required for a good commerce teacher – Duties and responsibilities – Teacher competencies and skills – Accountability of a commerce teacher – Techniques

adopted for developing teacher competencies and skills Teacher as scaffolder and facilitator pre-service and inservice training.

Unit 3: Theoretical Bases of Commerce Education

A : General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques- principles and maxims of teaching commerce – Approaches : - Learner centred, Child centred, Activity centred, Process oriented, Life oriented, environmental oriented.

B: Theoretical foundation: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- multiple intelligence – EQ, Constructivism, critical pedagogy multimedia approach and multi methodology approach.

Unit 4: ICT and Evaluation in Commerce Education

Role of IT in commerce education CAI, CMI, CML, IT enabled instruction, e-learning, virtual learning, video conferencing, tele conferencing. Innovative approaches and strategies of instruction in commerce education problem based learning, contract learning, collaborative learning, co-operative learning.

Evaluation in Commerce Education: General approaches to evaluation formative and summative, criterion referenced and norm referenced, objective based and competency based, continuous and comprehensive – Tools and techniques of evaluation. Recent trends in evaluation and assessment. Grading, credits – internal and external assessment – Assessment criteria.

Practicum

- Critical analysis of commerce text books at higher secondary level.
- Use of animation films/ video clippings in teaching of commerce
- Select an area in commerce and prepare a project for conducting action research.
- Develop an observation schedule for assessing a commerce class at under graduate level and prepare a report on the observed class.

References

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- Joyce, Bruce and weil marsh (1997) models of teaching. New Delhi: Prentice Hall of India pvt Ltd.
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- Rao, Seema (1995). Teaching of Commerce New Delhi: Anmol publications pvt. Ltd.
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