ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

MANGALORE UNIVERSITY

(Accredited by NAAC)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR 1/2023-24/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ – 574 199
Office of the Registrar
Mangalagangothri – 574 199
ದಿನಾಂಕ/Date:06.10.2023

NOTIFICATION

Sub: Revised syllabus of subject specific pedagogy of B.Ed. Programme
Ref: Academic Council approval vide agenda
No.: ಎಸಿಸಿ:ಶೈ.ಸಾ.ಸ.2:29(2023–24) dtd 04.10.2023.

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The revised syllabus of 2.4.12 specific pedagogy in Commerce course in B.Ed. Programme which is approved by the Academic Council at its meeting held on 04.10.2023 is hereby notified for implementation with effect from the academic year 2022-23 and onwards.

Copy of the Syllabus shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)

REGISTRAR

To

1. The Registrar (Evaluation), Mangalore University.
2. The Chairman Combined BOS in Education Dept. of Physical Education, Mangalore University.
3. The Principals of the College Concerned.
4. The Superintendent (ACC), O/o the Registrar, Mangalore University.
5. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
6. The Director, DUIMS, Mangalore University – with a request to publish in the website.
7. Guard File.

BED CBCS 2.4.12 SPECIFICI PEDAGOGY SUBJECT: COMMERCE

UNIT 1: Introduction to Commerce Education 8 hours

1.1 Meaning, Nature and Scope of Commerce Education: Meaning, definition, nature, need, importance and scope of Commerce Education

1.2 Aims and objectives of Teaching Commerce: General aims of teaching Commerce Education; objectives of teaching Commerce by NCERT; Objectives of teaching of Commerce at Higher Secondary level (as per NCF- 2005)

1.3 The Commerce Teacher and the Text Book: Qualities of a Commerce Teacher; professional growth of a Commerce Teacher; Criterion of Good Commerce Text –book.

UNIT II: Planning and Organizations of Lessons in Commerce 12 hours

2.1: Principles of teaching of commerce: Principles of flexibility, principle of activity, principle of individual differences, principle of learner centeredness, principle of community centeredness, principle of correlation.

2.2: Lesson Plan: Meaning, need, importance, steps and format

2.3 Unit Plan: Meaning, Importance, steps and format

2.4 Unit Test: Concept, Construction and Administration

UNIT III: Approaches, Methods and Resources of teaching commerce 10 hours

3.1: Methods and Approaches: Surveys and market studies, project method, problem solving method, Simulation, co-operative learning – Characteristics, steps, merits and demerits

3.2: Aids and resources for teaching of Commerce: Types, significance and importance of Audio- visual aids and e-resources, e-book and e-journals- meaning and uses.

3.3: Commerce Room and Commerce Laboratory: Commerce Room- setting and its uses: Commerce Laboratory- structure, need and importance.

References:

Kaur, S. (2015) Teaching of Commerce New Delhi: Saurabh Publishing House

S.S.Chandra N.L (2015) Teaching of Commerce Meerut: R Lall Book Depot

Singh R P (2015) Teaching of Commerce. Meerut R Lall Book Depot

Sivarajan K (2017) Commerce Education: Methodolgy of Teaching and Pedagogic Content Knowledge Analysis. Calicut University, Central Cooperative Stores