

EDU0 5.8 THEORETICAL BASES OF TEACHING COMMERCE

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Explain the relevance of commerce education in past and present era
2. Implement various areas of commerce in to the modern commercial endeavour
3. Relate the aims, objectives and values of commerce education with teaching of commerce subjects at higher secondary level
4. Explore the implications of Bloom's taxonomy in commerce education
5. Determine appropriate approaches, methods, and techniques for teaching commerce subjects
6. Organize the principles and approaches of curriculum construction in selecting subjectmatter of commerce subjects
7. Judge the current trends in commerce curriculum at higher secondary level
8. Design micro lessons to develop skills in teaching commerce subjects

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

COURSE CONTENT

Unit 1

Commerce as a unique discipline

- Commerce - Meaning, Definition, Importance and Scope of Commerce as a subject
- Areas of Commerce and its recent development
- Accounting - Meaning, definition, Importance and Scope (Cost Accounting, Computerized Accounting, Financial Accounting, DBMS)
- Vocational Education, Entrepreneurship Education, Consumer Education - Meaning, features and importance
- Concept of Marketing Management, Financial Management, Human Resource Management, and its recent development.

Unit II

Commerce education

- Concept of Commerce Education , Meaning , definition , nature and Importance
- Historical development of Commerce - Recommendations of various committees on Commerce Education
- Curricular reforms by KCF 2007 and NCF 2005-A brief outline of aims of education.

Unit III

Aims and objectives of teaching commerce

- Aims of Teaching Commerce
- Objectives of Teaching Commerce at Secondary and Higher Secondary Level.
- Values of Teaching Commerce
- Instructional Objectives of teaching Commerce- Revised Bloom's Taxonomy-Criteria for writing Instructional Objectives- Specifications
- Process skills in Commerce

Unit IV

Micro teaching

- Meaning, features, Steps and Phases of micro teaching

- Teaching Skills- Core Skills and its components –Lesson plans
- Integration of Skills and link Practice

Unit V

Commerce curriculum

- Concept of Curriculum –Meaning and Definition
- Principles of Curriculum Construction
- Types of Curriculum
- Approaches of Curriculum organization
- Recent Trends in Construction of Commerce Curriculum
- Curriculum Evaluation – Meaning, purpose, levels and techniques of curriculum evaluation

Unit VI

Approaches, methods & techniques of teaching commerce

- Maxims and Principles of Teaching Commerce.
- Meaning, Characteristics and Advantages of Learner centred approach, Competency based approach and Multi Media approach, Activity based approach- large group activity and small group activity
- Approaches of Teaching Accountancy: Balance sheet approach, Equation approach and Spiral Development approach
- Methods of Teaching Commerce: Lecture method, Discussion- Group discussion and panel discussion, Debate, Seminar, Project method, Problem Solving method, Inductive and deductive method, Analytic and synthetic method , Case Study method, Market studies and surveys
- Techniques of Teaching Commerce – Review, Role play, Simulation, Brainstorming.
- Teaching Strategies in Commerce – Co-operative learning, Experiential Learning, Concept Mapping

MODE OF TRANSACTION

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

TASKS AND ASSIGNMENT (20 Marks)

1. Undertake a Project on selected area from commerce
2. Compare the commerce curriculum of Higher Secondary Stage of Kerala state with that of the Central Board of Secondary Education based on curricular reforms.

REFERENCES

- Aggarwal, J.C. (2003). Teaching of Commerce; A Practical Approach. New Delhi : Vikas Publication.
- Anderson,W,L and Krathwohl,D,R (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston : Allyn & Bacon:.
- Bloom, B. S. (1956). Taxonomy of Educational Objectives. Cognitive Domain. New York: David Mckay Co.
- Borich,Gary.D. (2004). Effective Teaching Method. New Jersey : Prentice Hall Inc.
- Boynton,L.D .(1963). Methods of Teaching Bookkeeping and Accounting. Ohio: South Western Publication.