

M.Ed. DEGREE PROGRAMME

SEMESTER I

CORE COURSE

Course Code: 904.9 ADVANCED METHODOLOGY OF COMMERCE EDUCATION

COURSE OUTLINE

Contact Hours : 108

Maximum Weight : 32

Duration of Exam : 3 hrs

No. of Credits : 4

COURSE OBJECTIVES

- To enable the learner to analyse the nature and scope of commerce education in the modern era.
- To enable the students to understand the aims and objectives of teaching commerce.
- To acquaint the students with the modern trends in teaching commerce
- To conscientize the students with current trends in developing commerce curriculum at higher secondary level.
- To equip the students 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 enable them to analyze the role of IT in commerce education.
- To create a research perspectives among prospective teachers in the field of commerce.

Mode of Transaction

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

Course content

Unit 1: Nature and Scope of Commerce and Commerce Education (15 hrs)

Meaning, definition and scope of Commerce and Commerce Education-Nature and characteristics of Commerce Education- History of Commerce Education- Development of Commerce Education in India-Correlation of Commerce with Economics, Geography, Management, Statistics, Mathematics, IT and International relations-Significance of Commerce Education in modern world- Major areas of Commerce and Recent developments- E-commerce, M Commerce, Computerized accounting etc. Goals of commerce Education- Values: cultural, practical, social, vocational and disciplinary- Strategies adopted for inculcating values.

Unit 2: Curriculum (18 hrs)

Concept of curriculum- Principles and Approaches of curriculum construction- Types of curriculum-Curriculum models- Curriculum evaluation- Critically evaluate present higher secondary commerce curriculum- Issue based curriculum- NCF

Unit 3: Teacher Improvement and Teacher Accountability (15 hrs)

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.

Unit 4: Theoretical Bases of Commerce Education (30 hrs)

- 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 foundations: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- Multiple intelligence, Emotional quotient, Constructivism,

Critical Pedagogy- Multi media approach and Multi methodology approach.

Unit 5 : ICT and Commerce Education (12 hrs)

Role of IT in Commerce education, CAI, CMI, CML, IT Enabled instruction, e-learning, web based learning, Virtual learning, on-line learning, video conferencing, Tele conferencing.

Unit 6: Evaluation of Learning outcomes (10 hrs)

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.

Unit 7: Research Perspectives in Commerce Education (8 hrs)

Need for research in commerce education- Areas identified in commerce for research- Types of educational research- Action Research- Need and steps.

Practicums (any 2) 10 marks

1. Critical analysis of Commerce text books at Higher Secondary level
2. Use of animation films / video clippings in teaching of Commerce
3. Select an area in commerce and prepare a project for conducting action research.

REFERENCES

1. Aggarwal, J.C (1996). *Teaching of Commerce: A Practical approach*. New Delhi: Vikas Publishing House Pvt Ltd.

2. Borich, Gary D. (1996) *Effective Teaching Method*. New Jersey: Prentice Hall Inc
3. Brown, James W and Lewins (1985) *A.V Instruction Technology, Media and Methods*: New York: Mc Graw- Hill Book Co.
4. Joyce, Bruce and Weil Marsh (1997) *Models of teaching*. New Delhi: Prentice Hall of India Pvt Ltd.
5. Moor, Kenneth D (1994) *Secondary Instructional Methods*. Madison: WCB Brown & Bench Mark Publishers
6. Rao, Seema.(1995). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
7. Khan, M. S. (I 982). *Commerce Education*. Sterling publishers, New Delhi.

Mahatma Gandhi University**M.Ed. Degree (CBCSS) First Semester Examination****Course Code 904.9 : Advanced Methodology of Commerce Education**

Time : Three hours

Max. Weight : 32

PART - A**Answer any two questions. Each question carries a weight of four.**

1. Explain the steps involved in conducting action research in commerce education.
2. Critically evaluate the present commerce curriculum at higher secondary classes in the Kerala.
3. Explain the role of I.T. in commerce education.
4. Discuss the theoretical foundations of constructivism.

(2×4 = 8 weight)**PART - B****Answer any six questions. Each question carries a weight of two .**

5. Explore the scope of commerce education at higher secondary level.
6. Highlight the features of critical pedagogy in commerce classroom.
7. Distinguish between criterion referenced and norm referenced tests.
8. Explain approaches of curriculum construction.
9. How will you cater individual differences in commerce classroom?
10. Comment on the significance of multimedia approach in teaching of commerce.
11. Suggest activities that can be employed for enhancing teacher competencies and skills.
12. Describe different approaches in commerce education.

(6×2 = 12 weight)

PART - C

Answer any six questions. Each question carries a weight of one.

13. Mention the tools of evaluation.
14. Enumerate a few characteristics of action research.
15. Suggest any two modes of CAI in commerce education.
16. Explain maxims of teaching commerce.
17. What is the role of virtual learning in teaching commerce?
18. Differentiate between CMI and CML.
19. Mention recent trends in evaluation and assessment.
20. Suggest ways to nurture EQ in commerce classrooms.

(6×1 = 6 weight)

PART - D

Answer all questions. Each question carries ½ weight

21. Who is the proponent of social constructivism?
22. Which describes the role of commerce teacher in the context of changing educational philosophy.
23. Which is the basis for instructional activities in objective based instruction.
24. Name the learning whose focus is anywhere any time learning.
25. Name the approach of teaching commerce which connects it with other disciplines.
26. Mention competency required for commerce teacher.
27. Who is the proponent of Emotional Quotient.
28. Name the concept formulated by Howard Gardner.
29. Differentiate between E-commerce and M-commerce.
30. List out the entrepreneurial skills in commerce.
31. Mention the major components of tele conference.
32. List out any two classroom management tactics in commerce.

(12x ½ = 6 weight)