

**SEMESTER – II**

<b>Course Code: BD2CA</b>	<b>Credits: 5</b>
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**PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II****COURSE OBJECTIVES**

- CO1. Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.
- CO2. Know the different teaching models.
- CO3. Discuss the activity - based and group Controlled Instruction.
- CO4. Comprehend various Resources in Resource - Based Learning.
- CO5. Understand the Assessment in Pedagogy of Commerce and Accountancy.

**UNIT -1: PEDAGOGICAL ANALYSIS**

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

**UNIT-II: TEACHING MODELS**

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

**UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION**

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

**UNIT-IV: LEARNING RESOURCES**

Need and significance of learning resources in Commerce and Accountancy - Identifying and analyzing the learning resources in the teaching-learning process of Commerce and Accountancy - Exhibitions/fairs - Commerce and Accountancy club - Commerce and Accountancy Resource Centre - Field visits/Industrial visits and excursion as learning resource in Commerce and Accountancy.

**UNIT – V: ASSESSMENT IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY**

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test of Commerce and Accountancy – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

**SUGGESTED ACTIVITIES**

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Write an essay on Commerce and Accountancy resource centre.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.

**TEXT BOOKS**

1. Agarwal, J, C. (1996). *Teaching of Commerce: A Practical Approach*. Vikash Publishing
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive domain*. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. VinodhMonga, Neeraj Kumar, (2014). *Teaching of Commerce*, BOOKMAN Publishers.

**SUPPLEMENTARY READINGS**

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.

**E-RESOURCES**

1. [http://www.ncert.nic.in/departments/nie/dess/publication/prin\\_material/Teaching\\_Economics\\_in\\_India.pdf](http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf)
2. <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMMERCE.pdf>
3. <https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.html>
4. <http://en.wikipedia.org/wiki/Education>.

## COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1:examine the importance of Critical Pedagogy.

CO2:appreciate the various models of teaching.

CO3:practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4:analyse and use the resources for teaching Commerce and Accountancy.

CO5:demonstrate various types of evaluation in teaching Commerce and Accountancy.

## OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
<b>CO1</b>								*													*			
<b>CO2</b>		*						*		*														
<b>CO3</b>		*			*												*			*				*
<b>CO4</b>					*	*		*				*				*		*			*		*	
<b>CO5</b>				*																				