



Far Western University

Faculty of Education

Professional Bachelor of Education Program

Course Title: Curriculum, Assessment and Planning of Business Studies Education

Course No.: BS.Ed.424

Nature of Course: Theoretical

Level: P.B.Ed.

Credit Hours: 3

Semester: Second

Total periods: 48

1. Course Introduction

This course is designed for students who intend to be teachers of subjects related to business studies and management. The main objective of the course is to familiarise students with the concepts related to the business curriculum, planning and various techniques for evaluating students' performance in business studies. The course has three related areas: curriculum, planning and assessment. The concept of curriculum is discussed from a developmental perspective. It aims to develop theoretical knowledge of curriculum concepts, designs, models, curriculum development planning processes of schools in Nepal, the evaluation system and practical skills to implement them.

2. Course Objectives

- To enable students to describe the basic concepts, objectives and scope of business studies, especially in the context of Nepal.
- To enable students to understand and demonstrate in-depth understanding of the curriculum and its theoretical models and features.
- To provide basic skills to design learning outcomes based on the ability to promote higher-order thinking, ethical decision-making, and an entrepreneurial mindset.
- to equip students with the skills to analytically evaluate school-level curricula based on appropriate criteria.
- To enable students to design assessment instruments, conduct assessments, ensure validity and reliability of assessment items, record student performance, and analyze and interpret student learning.

3. Specific Objectives and Contents

| Specific Objectives | Contents |
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| <ul style="list-style-type: none"> • To define business studies education and explain its objectives, nature and components of business studies education. • To compare the curriculum, syllabus and content list. | <p>Unit 1: Concept and Scope of Business Studies (9 Hrs)</p> <p>1.1 Meaning, objectives, nature, importance and components of business studies education</p> <p>1.2 Scope of business studies: Accounting, management, marketing, economics, entrepreneurship</p> <p>1.3 Changing concept of textbook, syllabus and curriculum</p> |

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| <ul style="list-style-type: none"> • To describe the scope of business studies education. • To analyse the role of these subjects in the secondary school curriculum. • To justify the need and relevance of business studies in the school curriculum. • To identify the historical development of • business education in Nepal. | <p>1.4 Alignment with the secondary education curriculum of business studies</p> <p>1.5 Historical development of business studies education in Nepal</p> <p>Assignment/Project Work: Write a short report analysing the historical development, objectives, and significance of business education in the secondary school curriculum of Nepal.</p> |
| <ul style="list-style-type: none"> • To explain the key concepts, nature and types of curricula to understand how different curriculum models influence educational practices. • To analyse the components of the curriculum and their role in effective curriculum design. • To compare Tyler’s objectives-driven rationale and Taba’s grassroots design to evaluate their applicability in the curriculum of modern business studies. • To discuss how the NCF (2076) influences the Business Studies (Management) curriculum. • To highlight key national standards, competencies, and learning outcomes for the subject. • To propose two ways to integrate Business Studies (Management) with other subjects. | <p>Unit 2: Curriculum Design of Business Studies (10 Hrs)</p> <p>2.1 Concepts of Curriculum and its Components</p> <p>2.1.1 Concept, nature and types of curricula</p> <p>2.1.2 Components of the curriculum</p> <ul style="list-style-type: none"> • Objectives • Content • Learning experiences • Evaluation <p>2.2 Curriculum Development Models</p> <ul style="list-style-type: none"> • Tyler’s model • Taba’s model <p>2.3 National Curriculum Framework (2076)</p> <ul style="list-style-type: none"> • National standards • Competencies • Learning outcomes (for secondary-level business studies) <p>2.4 Interdisciplinary Integration</p> <p>Assignment Task: Prepare a detailed report (with presentation) analysing the foundations of curriculum design with a focus on Business Management at the secondary level.</p> |
| <ul style="list-style-type: none"> • To explain the principles of effective content structuring in Business Studies. • To describe scope, sequence and continuity in curriculum design. • To design a vertically sequenced learning process by structuring business studies topics across grade levels (9-12). • To increase horizontal coherence by integrating interrelated themes within | <p>Unit 3: Content Structuring and Alignment in Business Studies (8 Hrs)</p> <p>3.1 Principles of Content Structuring</p> <ul style="list-style-type: none"> • Importance of content structuring • Scope of content • Sequence of learning • Continuity and coherence across grades • Vertical and horizontal organisation of content <p>3.2 Content Alignment to Local and National Standards</p> <p>3.3 Connecting Business Studies education with Entrepreneurship and the Labour Market</p> |

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| <p>each grade for interdisciplinary understanding.</p> <ul style="list-style-type: none"> • To evaluate how Business Studies content aligns with local and national curriculum standards. • To recommend ways to integrate labour market skills into school Business Studies. • To identify and evaluate reliable sources of OER for Business Studies. | <p>3.4 Use of Open Educational Resources (OER) in Business Studies Education</p> <p>Assignment Task:</p> <p>Choose a topic from the secondary-level business studies curriculum (grades 9-12). Then, organise 5-7 subtopics for that topic vertically in a logical progression from basic concepts to more complex ideas and present your work to the classroom.</p> |
| <ul style="list-style-type: none"> • To explain the concept, objectives and needs of assessment/evaluation. • To design formative and summative assessments for Business Studies. • To identify and construct assessment tools for business studies/management. • To create a specification grid for the business studies curriculum at the secondary level. • To identify common assessment techniques of business studies-related subjects at the secondary school level. • To prepare non-testing tools for project-based assessment. • To critique NEB's examination system and suggest improvements. | <p>Unit 4: Assessment in Business Studies Education (11 Hrs)</p> <p>4.1 Concepts, objectives and needs of assessment.</p> <p>4.2 Formative and summative assessment in business studies</p> <p>4.3 Construction of assessment tools for business studies-related subjects</p> <ul style="list-style-type: none"> • written tests • project work • Internship • oral exams, • portfolios <p>4.4 Formation of specification grid</p> <p>4.5 Common assessment techniques of business studies at school in Nepal</p> <p>4.6 Rubrics, checklists, portfolios and self-assessment tools</p> <p>4.7 NEB's grading system and competency-based assessment</p> <p>Assignment/Project work:</p> <p>Prepare a detailed specification grid (specification table) for the 100-mark written examination in Accounting and Office Operations or Economics for grades 9/10. Include the content, objective based on cognitive level, unit weightage-wise marks and question types.</p> |
| <ul style="list-style-type: none"> • To explain the concept and importance of curriculum planning. • To describe the National Curriculum Framework (NCF, 2076) and its guiding principles. • To illustrate the curriculum development process/ cycle in Nepal, including needs assessment, formulation, implementation, evaluation, and revision. | <p>Unit 5: Curriculum Planning Process of Secondary School Level in Nepal (10 Hrs)</p> <p>5.1 Concept and importance of curriculum planning</p> <p>5.2 National Curriculum Framework (NCF, 2076) and its guiding principles</p> <p>5.3 The curriculum development process cycle in Nepal</p> <ul style="list-style-type: none"> • Needs assessment • Determination of goals and objectives • Determination and presentation of content • Teaching process |

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| <ul style="list-style-type: none"> To identify the responsible bodies for the curriculum development of business studies/management. <p>To identify and analyse the key challenges in the curriculum planning of business at the secondary level in Nepal.</p> | <ul style="list-style-type: none"> Assessment/Evaluation Dissemination Implementation curriculum revision process <p>5.4 Responsible bodies of the curriculum development</p> <p>5.5 Challenges in the curriculum development planning of business studies</p> <p>Assignment/Project Task:</p> <p>Analyse the key principles of the National Curriculum Framework (NCF 2076) and how they influence curriculum planning.</p> |
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4. Instructional Techniques

4.1 General Instructional Techniques

Interactive Lectures, use multimedia, Group Discussion and Brainstorming. think-pair-share, Case Study Analysis, Workshops and Hands-On Activities, Project-Based Learning, Microteaching and Peer Teaching, Flipped Classroom, Use of ICT and Open Educational Resources (OER), Guest Lectures and Field Interaction

4.2 Specific Instructional strategies

| Unit | Instructional Strategies |
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| 1 | <ul style="list-style-type: none"> Interactive lectures with discussions and multimedia presentations to explain the meaning, purpose and historical development of business studies in Nepal. Think-pair-share to compare syllabi, curriculum and content. Organise a group activity for students to create a visual timeline of the historical development of business education in Nepal. The analysis will use actual curriculum documents from secondary schools in Nepal based on specific cases. Students will submit a short report analysing the purpose and significance of business education in the curriculum. |
| 2 | <ul style="list-style-type: none"> Discuss Tyler's and Taba's models using real-world curriculum examples and presentations. Engage students in designing a sample business studies curriculum using the models provided. Interactive panel discussion on NCF 2076 and national standards. Integration mapping task- in pairs, students find connections between business studies and subjects such as economics or management. Presentation of assignment report with peer feedback using a rubric. |
| 3 | <ul style="list-style-type: none"> Students work in small groups to vertically align subtopics from grades 9–12. |

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| | <ul style="list-style-type: none"> Align business study topics with national standards using a mapping activity with digital tools with students. Flipped classroom for pre-class learning and use class time for exercises, discussions and clarifications. Use the jigsaw method among students to become 'experts' and teach their peers and divide the components. Group presentation of structured topics. |
| 4 | <ul style="list-style-type: none"> Lecture with discussion on curriculum cycle Discussion of municipal-level curriculum planning documents Debate on centralised vs localised planning of curriculum Project work on NCF 2076 principles and planning and propose localised business content examples. |
| 5 | <ul style="list-style-type: none"> Students prepare formative/summative assessments for business-related subjects and conduct a tools design workshop. Specification grid with hands-on session to design a 100-mark grid for accounting/business studies (assignment work) and presentation with feedback. Use sample student work to practice NEB's competency-based grading system. Critique session with students to suggest improvements to NEB's examination system based on unit learning. |

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by the course teacher based on the following activities.

- a) **Attendance and Participation in class activities:** **5+5=10 marks**
- b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**
(Reflective notes on 2 to 4 questions given by teacher at the end of every unit or assign task and presentation on any two questions among them)
- c) **Assignment II: Project work and Interview:** **5+5=10 marks**
(Practicum/project according to the given task)
- d) **Mid-term exam:** **10 marks**

5.2 External Evaluation (Final Examination) 60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

| Types of questions | Total questions to be asked | Number of questions to be answered and marks allocated | Total marks |
|----------------------------------------|-----------------------------|--------------------------------------------------------|-------------|
| Group A: Multiple choice items | 10 questions | 10×1 | 10 |
| Group B: Short answer questions | 6 with 2 'or' questions | 6×5 | 30 |
| Group C: Long answer questions | 2 with 1 'or' question | 2×10 | 20 |

Recommended Books and References

- Black, P., & Wiliam, D. (2009). Inside the black box: Raising standards through the classroom assessment. Phi Delta Kappan.(Unit 5)
- Chaudhary, B. (2023). *Management 360°: Making a new Nepal*. Rupa Publications India. (Unit 1)
- Curriculum Development Centre (2007). National Curriculum Framework for School Education in Nepal. CDC. (Unit 1)
- CDC (2022). *National Curriculum Framework (NCF 2076)*. Author. (Unit 1, 2)
- NEB Guidelines and Examination Specifications (Latest versions for grades 9–12). (unit 5)
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (8th ed.). Pearson. (Unit 2)
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. Heinemann.
- Taba, H. (1962). *Curriculum development: theory and practice*. Harcourt, Brace, & World.(Unit 2)
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press. (Unit 2)
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ASCD. (Unit 3)
- UNESCO (2019). Education for sustainable development goals: Learning objectives. UNESCO. पाठ्यक्रम विकास केन्द्र (२०७८), लेटर ग्रेडिङ निर्देशिका, २०७८, पाठ्यक्रम विकास केन्द्र । (Unit 5)
- पाठ्यक्रम विकास केन्द्र (२०८०), विद्यार्थी सिकाईका लागि आन्तरिक मुल्याकन मापदण्ड २०८० माध्यमिक तह कक्षा ९-१२, पाठ्यक्रम विकास केन्द्र । (unit 5)



Far Western University
Faculty of Education
Professional Bachelor of Education (P.B.Ed.) Program
(Pedagogy and Material Development in Schools: Teaching of Business Studies)

Course Title: Teaching of Business Studies

Course No: BS.Ed. 425

Level: B.Ed.

Semester: second

Nature of course: Theoretical

Credit hours: 3 Credit

Teaching hours: 48 hours

1. Course Description

This course is designed for students who intend to be teachers of subjects related to business studies and management. Its main purpose is to prepare teachers with the knowledge and teaching skills necessary to teach business studies (management) in secondary schools in Nepal effectively. It emphasises pedagogical approaches, subject-specific teaching methods, materials development, instructional planning, managing learner behaviour, and Questioning techniques in teaching. The course seeks to encourage future teachers to develop innovative, student-centred, and subject-appropriate teaching strategies, with an emphasis on competency and creative work.

2. General Objectives

- To enable students to interpret learning objectives and design objectives for school-level business studies (management), including Bloom's revised taxonomy.
- To demonstrate academic competence in teaching core business subjects such as accounting, economics, marketing, and entrepreneurship.
- To be able to implement effective, learner-centred and context-relevant instructional strategies appropriate for business studies.
- To make appropriate use of a variety of instructional materials and local resources to promote student engagement and understanding in learning.
- To provide a basis for developing instructional plans and lesson plans, including microteaching lesson plans using action verbs related to Bloom's revised taxonomy.
- To effectively manage behaviour that enhances student engagement and assessment in classroom teaching and learning, and to implement suitable strategies using questioning techniques.

3. Specific Objectives and Contents

| Specific Objectives | Contents |
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| <ul style="list-style-type: none"> • To explain the meaning and concept of learning objectives. • To describe the cognitive domain, affective domain, and psychomotor domain. | Unit 1: Introduction to Learning objectives (8 Hrs) 1.1 Concept and importance of learning objectives 1.2 Three domains of educational objectives: Cognitive, affective and psychomotor 1.3 Revised Bloom's taxonomy of educational objectives |

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| <ul style="list-style-type: none"> • To describe Bloom's revised taxonomy of educational objectives. • To Design educational objectives for each cognitive level based on Bloom's taxonomy from school-level business studies. | <p>1.4 Designing educational objectives from school-level business studies (management)</p> <p>Assignment/Project Work:</p> <p>Write a short report analysing educational objectives and its significance of business studies (management) in the secondary school curriculum of Nepal.</p> |
| <ul style="list-style-type: none"> • To employ effective methods for teaching accountancy, economics and entrepreneurship. • To integrate content knowledge with pedagogy. • To apply constructivist and competency-based methods in teaching. • To distinguish among various teaching methods applicable to business subjects. • To discuss different types of teaching methods. • To discuss the characteristics of good teaching methods. • To analyse factors to consider when selecting teaching methods. • To demonstrate teacher-centred teaching methods. • To demonstrate learner-centred teaching methods. • To demonstrate with a discussion the different types of individualised teaching methods. • To explain where such methods are most useful. • To discuss the advantages and disadvantages of using such methods | <p>Unit 2: Pedagogical Approaches and Teaching Methods in Business Studies (11 Hrs)</p> <p>2.1 Teaching and learning of core business Subjects.</p> <ul style="list-style-type: none"> • Pedagogy of accountancy: concepts, journals, ledgers, trial balance • Pedagogy of Economics: demand-supply, inflation, national income • Pedagogy of Management: planning, organising, directing, controlling and evaluating the teaching and learning process • Pedagogy of Entrepreneurship: idea generation, business planning <p>2.2 Pedagogical approaches</p> <ul style="list-style-type: none"> • Inductive and deductive • Scaffolding • Problem-solving, • Collaborative learning <p>2.3 Teaching Methods</p> <ul style="list-style-type: none"> • Characteristics of good teaching methods • Selection of teaching methods <p>2.4 Teacher-Centred, Learner-Centred and Individualised Teaching Methods</p> <ul style="list-style-type: none"> • Types and uses of methods • Advantages and disadvantages • How can the methods be improved? <p>2.5 Subject-specific methods: demonstration, case study, role-play, project-based learning, flipped learning, discussion method</p> <p>2.6 Technology integration in teaching</p> <p>Assignment Task:</p> <p>Demonstrate and reflect on the application of two learner-centred teaching methods suitable for a business-related topic.</p> |

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| <ul style="list-style-type: none"> • To explain concepts and the importance of instructional materials for business management-related subjects. • To identify and use different types of teaching-learning materials in business management-related subjects. • To prepare, select and use context-specific and low-cost teaching materials. • To integrate ICT tools and local resources in teaching business topics. • To align materials with curriculum standards and learning objectives | <p>Unit 3: Development and Use of Instructional Materials (10 Hrs)</p> <p>3.1 Concepts and importance of instructional materials in business studies</p> <p>3.2 Types of materials</p> <ul style="list-style-type: none"> • Textual and worksheets • Selected case • Visual aids, audio-visual aids, graphical • Digital resources <p>3.3 Preparation of instructional materials</p> <p>3.4 Use of local resources</p> <p>3.5 Use of ICT tools in teaching business studies</p> <p>3.6 Aligning materials with curriculum standards and learning objectives</p> <p>Assignment Task: Prepare and submit three types of instructional materials-visual, textual and digital-for teaching a selected topic in business studies/management.</p> |
| <ul style="list-style-type: none"> • To describe the concept and types of instructional plans. • To explain the importance of an instructional plan. • To discuss how to effectively apply Bloom's taxonomy when setting instructional objectives. • To explain microteaching and prepare a microteaching plan. • To create effective instructional plans that align with learning outcomes and objectives. • To design lesson plans based on appropriate teaching strategies and materials for secondary level education. | <p>Unit 4: Instructional Planning and Development (11 Hrs)</p> <p>4.1 Concept, types and importance of instructional plans.</p> <p>4.2 Use of Bloom's revised taxonomy for instructional objectives</p> <p>4.3 Microteaching and plan</p> <ul style="list-style-type: none"> • Concept and needs • Process or steps micro pan • Preparation and demonstration of a microteaching plan <p>4.4 Formulation of work plan and lesson plans</p> <p>Assignment task: Prepare three complete lesson plans for secondary-level business subjects using Bloom's revised taxonomy and suitable teaching strategies.</p> |
| <ul style="list-style-type: none"> • To define norms, procedures and code of conduct for teachers and students. • To establish an interactive student-teacher relationship. • To maintain consistency in norms, procedures and code of conduct. • To apply appropriate questioning techniques for students' engagement and assessment. • To use feedback, reinforcement and motivation techniques for strengthening learners' outcomes. | <p>Unit 5: Managing Learner Behaviour (8 Hrs)</p> <p>5.1 Defining norms, procedures and code of conduct</p> <p>5.2 Establishing interactive student-teacher relations</p> <p>5.3 Maintaining consistency in norms, procedures and code of conduct</p> <p>5.4 Using appropriate questioning techniques for students' engagement and assessment</p> <p>5.5 Using feedback, reinforcement and motivation techniques for strengthening learners' outcomes</p> <p>Assignment Task: Reflect on how managing learners' behaviours and utilising questioning techniques contribute to effective teaching and learning. Consider the challenges of applying these strategies</p> |

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| | in Nepali schools and suggest ways to address these challenges for presentation. |
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4. Instructional Techniques

| Units | Instructional Strategies |
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| 1 | <ul style="list-style-type: none"> Interactive lectures and discussions to explain concepts. Group work to analyse scope and alignment with national education standards. Reading and analysis of policy documents from the Curriculum Development Centre Group discussion on the role and development of business-related subjects in the Nepali curriculum. Use of concept maps to visually connect the components and areas of business education. |
| 2 | <ul style="list-style-type: none"> Demonstration and practice of subject-specific pedagogies Group discussion on constructivist and competency-based methods. Role-play and project-based learning sessions. Comparative analysis of teacher-centred and learner-centred approaches. Case analysis of classroom practices using various methods. |
| 3 | <ul style="list-style-type: none"> Hands-on preparation of teaching materials and ICT-integrated materials. Use of real-life examples from local businesses and field visits. Group presentations of prepared and collected materials with curriculum alignment and feedback. Demonstration and integration of digital tools such as simulation apps and online platforms. |
| 4 | <ul style="list-style-type: none"> Discussion on preparing instructional and lesson plan structure using Bloom's taxonomy to enhance cognitive engagement. Conduct microteaching workshops with Peer-led sessions to practice and refine lesson delivery techniques. Guided exercises in designing lessons and work plans that meet curriculum objectives. Conduct micro-teaching Practice as classroom sessions with peer and instructor feedback. Structuring group discussions to assess teaching effectiveness and improve planning strategies. |
| 5 | <ul style="list-style-type: none"> Conduct short interactive lectures using real-life examples and illustrations to explain key concepts. Divide students into small groups and each group designs an ideal classroom layout on chart paper. Incorporate role-play to practice classroom rules and ask questions effectively. Students write different types of questions based on a subject/ topic of their choice and analyse. Guide students in constructing effective questions that they can use when teaching. Encourage students to write down their thoughts on how layout and questions affect learning and behaviour. Use a supportive environment to discuss real classroom challenges openly. |

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by the course teacher based on the following activities.

- Attendance and Participation in class activities:** 5+5= 10 marks
- Assignment I: Reflective Notes and Class presentation:** 5+5= 10 marks
(Reflective notes on 2 to 4 questions given by the teacher at the end of every unit or assign a task and a presentation on any two questions among them)
- Assignment II: Practicum /Project work and Interview:** 5+5=10 marks
(Practicum/project according to the given task)
- Mid-term exam:** 10 marks

5.2 External Evaluation (Final Examination) 60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

| Types of questions | Total questions to be asked | Number of questions to be answered and marks allocated | Total marks |
|----------------------------------------|-----------------------------|--------------------------------------------------------|-------------|
| Group A: Multiple choice items | 10 questions | 10 × 1 | 10 |
| Group B: Short answer questions | 6 with 2 'or' questions | 6 × 5 | 30 |
| Group C: Long answer questions | 2 with 1 'or' question | 2 × 10 | 20 |

References

- Aggarwal, J.C.(2009). *Teaching of commerce*. Vikas Publishing House Pvt. Ltd. (Unit 1-4)
- Aggarwal, J.C. (2009). *Essentials of educational technology: Innovations in teaching-learning* (2nd ed.). Vikas Publishing House PVT LTD. (Unit 2, 5)
- Anderson, L.W. & Krathwohl, D.R. (2001). *A Taxonomy for Learning, Teaching, and Assessing*. (Unit 1, 4)
- Aroloye, A. (1985). *Audiovisual aids theory and practice*. Index Publishing Company.(Unit 3)
- Barkley, E. F., Cross, K. P., & Major, C. H. (2014). *Collaborative learning techniques: A handbook for college faculty* (2nd ed.). Jossey-Bass. (Unit 2)
- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teacher and learning*. <http://opentextbc.ca/teachinginadigitalage/> (unit 2, 5)
- Boone, L. E., & Kurtz, D. L. (2015). *Contemporary business*. Wiley. (Unit 1)
- Borish, G.D. (2017). *Effective teaching methods* (9th Ed.). Pearson. (Unit 2)
- Brookfield, S. D.(2015). *The skilful teacher*. Jossey-Bass. (Unit 2, 5)
- CDC (2075). *Secondary level business studies curriculum*. (Unit 1)
- CDC. (2077). *Teacher's guide for business studies (Grade 11 & 12)*. Curriculum Development Centre, Nepal.(Unit 1-4)
- Crowford, A., Saul, E.W., Mathews, S, & Makinster, J. (2005). *Teaching learning strategies for the thinking classroom*. Open Society Institute. (Unit 2)
- Daugherty, A.S.(1974).*Methods of basic business and economic education*. Cincinnati, Ohio: South-Western Publishing Co. (Unit 1, 2, 4)
- Harms, H., Stehr, B. W. & Harris, E. E. (1972).*Methods of teaching business and distributive education*. South-Western Publishing Co. (Unit 2)
- Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. Pearson. (Unit 2-4)
- Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson Education. (Unit 1)