

METHODOLOGY OF TEACHING COMMERCE

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ABSTRACT

The study is related to Educational system in India. Teaching attitudes and ideals is done indirectly because the students are in the habit of imitating things rather than understanding them. The teachers should be aware of the student activities in the class. This type of lecture is most suitable for college/university level. A good commerce teacher should not only teach their pupils but also analyze and find out the disabilities felt by the pupils in the process of learning. To educate students to make better use of the service of business, a major segment in community life. Teacher in role is a method of teaching that utilizes techniques of drama to facilitate education. It is a holistic teaching method designed to integrate critical thought, examination of emotion and moral values and factual data to broaden the learning experience and make it more relevant to everyday life situations.

If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. This is where drama becomes an invaluable tool. Through the use of drama and dramatic conventions a teacher does not only teach and learn the what but also the why and how.

Keywords: Educational System, Globalization, Conventions, Privatization, Liberalization, Methodology

INTRODUCTION

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Takshashila was the earliest recorded center of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

India has made progress in terms of increasing the Primary Education attendance rate and expanding literacy to approximately three quarters of the population. India's improved education system is often cited as one of the main contributors to the Economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India was 5% and in

terms of value was estimated to be worth US\$40 billion in 2008 but had increased to US\$68–70 billion by 2012.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. 83% of all rural 15-16 year children were enrolled in school. However, going forward, India will need to focus more on quality.

Gross enrollment at the tertiary level has crossed 20% (as per an Ernst & Young Report issued in Jan 2013 in Education News/minglebox.com)

As per the latest (2013) report issued by the All India Council of Technical Education (AICTE), there are more than 3524 diploma and post-diploma offering institutions in the country with an annual intake capacity of over 1.2 million.

In Indian Education System, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In Universities/Colleges/Institutions affiliated to the federal Government there is a minimum 50% of reservations applicable to these Disadvantaged Groups. At State level it can vary. Andhra Pradesh had 83.33% reservation in 2012, which is the highest percentage of reservations in India.

OBJECTIVES OF STUDY

- Find out the level or status of education system in India.
- Finding the reasons of failing the education system in India.
- What should we need to change about the Indian Education System?
- Finding the Methodology of Teaching Commerce.
- Suggestions to improve the commerce and education to compete globally.

Globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. Put in simple terms, globalization refers to processes that increase world-wide exchanges of national and cultural resources. Advances in transportation and telecommunications infrastructure, including the rise of the telegraph and its posterity the Internet, are major factors in globalization, generating further interdependence of economic and cultural activities. The term globalization is often associated with international business. In India, globalization refers to the opening of the gates of the economy for mutual global co-operation by way of reducing control and bureaucratic delays and steering the economy towards better market orientation.



What do we need to change about the Indian Education System?

Education has been a problem in our country and lack of it has been blamed for all sorts of evil for hundreds of years. Even Rabindranath Tagore wrote lengthy articles about how Indian education system needs to change. Funny thing is that from the colonial times, few things have changed. We have established IITs, IIMs, law schools and other institutions of excellence; students now routinely score 90% marks so that even students with 90+ percentages find it difficult to get into the colleges of their choice; but we do more of the same old stuff.

Rote learning still plagues our system, students study only to score marks in exams, and sometimes to crack exams like IIT JEE, AIIMS or CLAT. The colonial masters introduced education systems in India to create clerks and civil servants, and we have not deviated much from that pattern till today. If once the youngsters prepared en masse for civil services and bank officers exams, they now prepare to become engineers. If there are a few centers of educational excellence, for each of those there are thousands of mediocre and terrible schools, colleges and now even universities that do not meet even minimum standards. If things have changed a little bit somewhere, elsewhere things have sunk into further inertia, corruption and lack of ambition.

Creating a few more schools or allowing hundreds of colleges and private universities to mushroom is not going to solve the crisis of education in India. And a crisis it is – we are in a country where people are spending their parent's life savings and borrowed money on education – and even then not getting standard education, and struggling to find employment of their choice. In this country, millions of students are victim of an unrealistic, pointless, mindless rat race. The mind numbing competition and rote learning do not only crush the creativity and originality of millions of Indian students every year; it also drives brilliant students to commit suicide.

We also live in a country where the people see education as the means of climbing the social and economic ladder. If the education system is failing – then it is certainly not due to lack of demand for good education, or because a market for education does not exist.

Education system in India is failing because of more intrinsic reasons. There are systemic faults that do not let our demand for good education translate into a great marketplace with excellent education services. I discussed the reasons previously in this article: Will Education make a comeback in India?

For better result we should follow the following steps.

- Get smarter people to teach.
- Implement massive technology infrastructure for education.
- Re-define the purpose of the education system.
- Effective deregulation.
- Take mediocrity out of the system.
- Personalize education – one size does not fit all.

- Allow private capital in education.
- Make reservation irrelevant.

CONCEPT OF METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It, typically, encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques.

There are various concepts of methodology. Some people are of the opinion that it involves a great deal of “why” and leaves much of the “how” to the individual researcher.

A Methodology does not set out to provide solutions but offers the theoretical underpinning for understanding which method, set of methods or so called “best practices” can be applied to a specific case.



Methodology of Teaching Commerce

Teaching is a systematic presentation of facts, ideas, skills, and techniques to students. Although human beings have survived and evolved as a species partly because of a capacity to share knowledge, teaching as a profession did not emerge until relatively recently. The societies of the ancient world that made substantial advances in knowledge however, were those in which specially designated people assumed responsibility for educating the young. The teaching profession has developed several methods for use to attain the desired goal of impacting knowledge to the students. We shall concern ourselves with the discussion of one of such methods used in teaching skill subjects in Commerce.

Demonstration Method of teaching involves showing the student the response pattern that is desired. It is a method whereby the teacher will be demonstrating what he is teaching and the students will be imitating his actions. This method of teaching can be employed in teaching skilled subjects like Book-keeping, Typewriting, shorthand etc. For example, in teaching typewriting with the demonstration method, the teacher shows the student how to place their fingers on the keyboard i.e. which finger to place on which key, which one is the home key fingers etc.

The teacher will also need to give verbal directions to the students to help them know how to pronounce words when teaching some skill subjects such as shorthand. For example, the

consonant 'Gay' is not just pronounced as letter 'G' rather it is pronounced according to the sound. Verbal directions thus will help the students learn when the teacher using this method calls on them to join him as he pronounced the words.

Assessment provides educators with a better understanding of what students are learning and engages students more deeply in the process of learning content.

E-learning Today Internet has entered all walks of life and some professional courses like the I.T. and Management have made maximum use of this, in the form of e-learning.

Question – answer Method The teacher is able to develop participation of students by question and answer activity between the teacher and the students. When the students ask question, the teacher should honestly answer them. If the teacher does not know the answer, he should admit it and ask the student to find it and he should also find out the answer to explain it to the students

Calibrated Peer Review (CPR) is a web-based management tool that enables discipline-based writing with peer review in classes of any size.

Campus-Based Learning uses the campus environment itself as a teaching tool.

Classroom Experiments are activities where any number of students work in groups on carefully designed guided inquiry questions.

Classroom Response Systems use technology that promotes and implements active and cooperative learning.

Coached Problem Solving is a class format in which professors provide a structured, guided context for students working collaboratively to solve problems. The class is divided into 4 or 5 discussion groups. Each group elects a leader and a reporter. The oral solution must be given after a discussion and the report is submitted

ConceptTests are conceptual multiple-choice questions that focus on one key concept of an instructor's learning goals for a lesson. When coupled with student interaction through peer instruction, ConceptTests represent a rapid method of formative assessment of student understanding.

Context-Rich Problems are short realistic scenarios giving the students a plausible motivation for solving the problem.

Cooperative Learning involves students working in groups to accomplish learning goals.

Documented Problem Solving is an active learning assessment technique in which students become more aware about their learning and their problem-solving, resulting in a transition from the "steps used to solve a problem" to the application of analytical and critical thinking skills.

Using an Earth History Approach helps students understand how human impact on the Earth's systems has increased exponentially over time.

Experience-Based Environmental Projects get students involved in their own learning.

Field Labs introduce students to complex natural systems, breaks down barriers among academic fields, encourages multiple observations, and introduces students to the area near

their campus. The students can increase the understanding, can use the object and learn more from direct contact. The purposes of a field trip should be educational and must be evaluated after it is over.

Gallery Walk activities get students out of their chairs to actively work together.

Game-Based Learning was written to assist geosciences faculty who want to start using games to help them teach.

Guided Discovery Problems offer intriguing puzzles to solve, structured hands-on activities, carefully worded leading questions, crucial hints, and just-in-time presentations of information in order to escort students step-by-step through the process of scientific discovery.

Indoor Labs provide students with opportunities for structured investigations and experiments of materials, models, and other equipment.

Interactive Lectures provide short activities that can break up a lecture.

Interdisciplinary Approaches to Teaching entails the use and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue, question or topic.

Inventing and Testing Models approach uses Model-Eliciting Activities, which are posed as open-ended problems that are designed to challenge students to build models in order to solve complex, real-world problems.

Investigative Case-Based Learning involves students in addressing real world problems.

Just-in-Time Teaching gets students to read assigned material outside of class, respond to short questions online, and then participate in discussion and collaborative exercises in the following class period.

Lecture Tutorials are short worksheets that students complete in class to make lecture more interactive. They are designed specifically to address misconceptions and other topics with which students have difficulties.

Measurement and Uncertainty provides science educators with clearly written, effective material to teach introductory level students the fundamentals of effective measurement, and describes how to integrate these ideas into science teaching. This increases scientific literacy, helps students use data to understand science concepts during inquiry-based labs and activities, and prepares students for future science education.

Models help students understand the relationships between data and Earth processes. Conceptual Models are qualitative models that help highlight important connections in real world systems and processes. Mathematical and Statistical Models involve solving relevant equation(s) of a system or characterizing a system based upon its statistical parameters.

Peer Review uses interaction around writing to refine students understanding.

Process-Oriented Guided Inquiry Learning (POGIL) is a research-based learning environment where students are actively engaged in mastering course content and in developing essential skills by working in self-managed teams on guided inquiry activities.

Professional Communication Projects ask students to effectively communicate scientific information in a genre that professional scientists are expected to master, such as with scientific posters, conference proposals or oral presentations.

Quantitative Writing engages students with numbers by asking them to analyze and use quantitative data in written reports and arguments.

Role Playing immerses students in debate around Earth science issues. It is the form of dramatic skills. IT emphasizes on individual performance. The following are the objectives of such a programme:

- to create tools to aid the teachers
- to obtain individual actual ability
- to create an atmosphere

Guest Speakers The teacher may invite an outside speaker for speaking on a specific topic. They can provide on-the-job information, give demonstrations, use illustrations to stimulate and provide motivation to students. The students should be actively involved in the programme.

Using Media to Enhance Teaching and Learning can engage students and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos from sources such as YouTube.

Using Socioscientific Issues to Teach Science combines the use of controversial socially-relevant real world issues with course content to engage students in their learning. A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. What makes a teacher effective? Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness. Recently, some critics have questioned the role of teacher preparation as a key to teacher effectiveness. It's time to separate fact from fiction, truth from myth about teacher preparation. Most of the research findings on pre-service teacher preparation are consistent with common sense and the experience of those in the classroom. Here are five key findings from the existing research on teacher preparation:

1. Teacher preparation helps candidates develop the knowledge and skill they need in the classroom
2. Well prepared teachers are more likely to remain in teaching
3. Well prepared teachers produce higher student achievement
4. Leading industrialized nations invest heavily in pre-service teacher preparation
5. NCATE makes a difference in teacher preparation.



NCATE is the profession's mechanism for supporting high quality teacher preparation. It is the teaching profession's largest collective organization, sustained by more than 30 member organizations that represent millions of Americans. Professional accreditation standards embody the consensus of the field on what is important in teacher preparation today. NCATE sets professional standards for P-12 educator preparation and determines which schools of education meet them. The immediate outcome is the accreditation of those schools of education which meet the standards; the ultimate outcome is qualified educators who are able to help students learn. NCATE's structure is designed to reach out to all segments of the professional education and policymaker community, and to the public as it accomplishes its mission

Available research supports the idea that high quality teacher preparation is important. Well prepared teachers outperform those who are not prepared. No credible research reveals any advantage to students of having teachers without preparation. Following are the Types of Methodology of Teaching Commerce:-

Teaching of Basic Skills

The attainment level of skills is very high in vocational commerce courses, likewise in typewriting, shorthand, bookkeeping office practice etc. The level of attainment of skills is not so high vocational commerce subjects. There are three phases in teaching any skill-building subject.

- The first improvement stage.
- The application stage.
- The integrating stage.

Teaching Facts

In commerce there is a considerable body of facts, which provides understanding of high order, principles and characteristics of a good filing system, book-keeping and accountancy and parts of typing machine.

Teaching for Understanding, Application and Competency Problem Solving

On the first day in the type writing and short hand classes they discuss the uses of the course and they like to write their names in shorthand. These examples are illustrations of the theory that all learning is problem solving. The examples are explained easily by which all teachers can understand. When an individual finds his goals blocked it will cause him to think. Teachers are prone to set up a situation for students. Thus the students will take it as a challenge and solve it.

Teaching Attitudes and Ideals It has to be admitted that the development of proper attitudes and ideals is important in commerce course. Teaching attitudes and ideals require

proper planning. They cannot be taught by lecture but by setting examples. Use of role playing for developing principles underlying desirable attitudes and ideals is important.

Concept of Attitudes

Attitudes are important objective in every school subject; commerce subjects stress neatness and care of equipment. Teaching of attitudes and ideals is more important and difficult than teaching of understandings and application of the teacher to develop proper attitudes towards work in particular. There would be no need for any more teaching to the students. Direct teaching and that too in the form of a lecture does not prove much effective. Teaching attitudes and ideals is done indirectly because the children are in the habit of imitating things rather than understanding them.

Attitude Development

The teacher plays an important role in the attitude development of his students. The teachers should make the students to think on their own and present it neatly instead of imitating others. The characters like punctuality, concentration, honesty and objectiveness of a teacher must be a good example for the students to develop their attitudes. Attitude development should be provided through learning activities also. The guest speaker may be invited to the class and students are asked to prepare for it. If a student has poor attitudes, he can often be made to understand the situation, by problem solving procedures.

Teaching Attitudes and Ideals

Teaching of facts, skills, understanding application provide the basis for developing attitudes. If we demonstrate discourtesy towards poor handwriting we help to develop a proper attitude towards good handwriting. The teacher should teach modification of attitudes and ideals. The teacher should select a few attitudes and try intensively to develop them.

Measurement of Attitudes

The attitude one develops are inner manifestations of his personality experienced outside and inside the school. In commerce, the development of attitudes is related to job success, education instructional program in terminal vocational courses. The teaching of attitudes and ideals can be measured in the extent to which in post-school life of the student exemplifies the particular types of attitudes he studied. After measuring is done in the school, the manifestation of attitudes taken at source time increases preventability in dress, courtesy to speak softly and clearly and many other character traits are evidence of growth in character building. Attitude development can be absorbed by the way students answer the questions, and the demonstration about competencies in learning. At the beginning students are emotional and at the end the teachers are satisfied that competency has increased and attitudes have improved.

Teaching Elements of Commerce

The subject element of commerce is also known as commercial practice or business methods. It makes a good background of commerce for those who intend to go for higher education in banking, insurance and transport etc., or for jobs. Elements of commerce give students a

picture of the component parts of the economic structure of business enterprise in particular. It is a course dealing with the activities in which everyone engages.

OBJECTIVES OF TEACHING ELEMENTS OF COMMERCE

Knowledge Objective

- a) Ability to recall facts, concepts, items and principles in Elements of Commerce.
- b) Ability to recognise facts, concepts, preformed etc., in Elements of commerce.
- c) Ability to locate commercial information's in books, reports, periodicals, newspapers, charts, diagrams and advertisements etc.

Understanding Objective

- a) Ability to distinguish between relevant and irrelevant, essential and incidental etc.
- b) Ability to discriminate between different facts and different concepts in commercial operations.
- c) Ability to locate, classifies, compare and contrast commercial information.
- d) Ability to cite illustrations.
- e) Ability to detect and rectify errors.
- f) Ability to interpret data presented in various forms.
- g) Ability to recognise underlying assumptions and to identify relationships
- h) Ability to give reasons for occurrence of phenomenon

Application Objective

- a) Ability to analyse new problems to identify the issues involved in it.
- b) Ability of selecting the facts relevant to new situations and to eliminate irrelevant matter.
- c) Ability to verify new hypotheses.
- d) Ability to draw inference.
- e) Ability to predict.
- f) Ability to suggest improvements in the process.

Skill Objective

- a) Ability to write effective business letters and documents.
- b) Ability to prepare models, sketches etc., of business appliances.
- c) Ability to handle instruments and office appliances properly.
- d) Ability of collecting, preserving and displaying relevant information's.

Interest Objective

Student gets interested

1. To read newspapers, magazines, books etc., related to Elements of Commerce.
2. To collect specimens, pictures, charts, data, cuttings; etc.
3. To discuss social, economic and commercial problems, with his fellows, teachers and parents.
4. To visit places of social, economic and commercial interest.
5. To exhibit his artistic talents of commercial subjects

Attitude Objectives: The student

1. Develops an ability to critically examines new developments in the field of business, trade and commerce
2. Develops an attitude of realistic thinking towards new developments
3. Develops a spirit of healthy competition and cooperation.
4. Exhibits sympathy and good behaviour in his dealings.
5. Develops habits of hard work.
6. Develops enterprising spirit.
7. Considers inter-dependence of nations as essential for economic growth.

Appreciation Objective The student

1. Appreciates the inter-relationship between the growth of civilisation and commerce.
2. Appreciates the fact that it is through commercial process that human wants are satisfied.
3. Appreciates minimization of disparity and inequality of physical resources.
4. Appreciates the contribution made by the business agencies and commercial houses to well being and prosperity of society.
5. Appreciates that personality factors are important for the success of business.

SUGGESTIONS

The following suggestions are to be considered to improve the commerce and management education to compete globally.

- Qualification of a Master Teacher
- Qualities of a good teacher

Identify Qualification of a Master Teacher

1. Sound and careful/lesson planning form meeting
2. Individual differences.

3. Use of a various teaching methods and techniques
4. Enthusiastic in teaching work
5. Regard for teaching profession.
6. Best utilization of available class time.
7. Well versed in various techniques of measurement and evaluation.
8. Insight into commerce education programme of secondary schools.

Qualities of a good Commerce Teacher Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals. There are many personal qualities and skills that make someone a good teacher. There are certain qualities, which every good commerce teacher should possess. These include:

- being good at explaining things
- A positive consistent and well-defined philosophy of education
- being a people person and enjoy working with a wide range of people
- enthusiasm
- Sound, well-defined and refined objectives of Commerce education
- having a strong knowledge in particular subject areas
- being a good time manager
- A good knowledge of ability in each special field of commerce.
- ability to work in a team as well as using your own initiative
- keeping your cool under pressure
- having patience and a good sense of humor
- being fair-minded
- A good knowledge and understanding interdependence of heredity, growth and environment
- coping well with change
- Enjoying a challenge.

Good teachers know that by listening to and working with colleagues, parents, other professionals and community members that they can inspire students and improve their learning.

CONCLUSION

If the system of higher education in commerce undergoes thorough revision, restructuring of policy matters and evaluation, then it can face the consequences of globalization successfully. A good commerce teacher should not only teach their pupils but also analyze

and find out the disabilities felt by the pupils in the process of learning. In classroom teaching, teachers come across any pupils who experience difficulty in keeping pace with the progress made by other pupils. A wise commerce teacher should locate the difficulty and administer remedial measures. Hence the above suggestions will improve the higher education in commerce and management to compete globally.

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