GLOBALIZATION – EDUCATION IN INDIA AND METHODOLOGY OF TEACHING COMMERCE & MANAGEMENT

Dr. Vashishthadhar J. Dwivedi
MURLIDHAR MBA INSTITUTIONS,
MURLIDHAR GROUP OF INSTITUTIONS (INTEGRATED CAMPUS MBA MCA),
Bhavnagar Highway Opp. R.K. University Rajkot, Gujarat – India
Contact No.: (M) 09712980066
dr.vjdwivedi@hotmail.com

Abstract— The study is related to Educational system in India. Teaching attitudes and ideals is done indirectly because the children 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.

Keywords-component: Globalization, Human Development, Privatization, Liberalization, Methodology.

Introduction

The term globalization is often associated with international business. It is a process of development of the world into a single integrated economic unit. 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. The world Human Development Report 1999, states that the most significant feature of the current phase is market economic policies spreading around the world with greater privatization and liberalization than in early decades.

Concept of Methodology

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.

Types of Methodology of Teaching Commerce & Management

1. Teaching of Basic Skills

The attainment level of skills is very high in vocational commerce courses, likewise in typewriting, shorthand, book-keeping, 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.
   a) The first improvement stage.
   b) The application stage.
   c) The integrating stage.

2. Teaching Facts

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

3. 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.

4. 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 descramble attitudes and ideals is important.
Teaching Attitudes and Ideals

Concept of Attitudes

Attitudes are important objective in every school subject; commerce subjects stress neatness and core 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 hand writing. 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 every one engages.

Objective of Teaching Elements of commerce

⇒ To develop knowledge of business activity which affects everyone regardless of his or her status?
⇒ To develop an ability to improve his competency as consumer of business activity.
⇒ To educate students to make better use of the service of business, a major segment in community life.
⇒ To help students to develop the ability to use skill subjects on the job more effectively.
⇒ To enable students to perform the job of a general office clerk more efficiently.

Techniques of Teaching for Non-skill Subjects

Lecture Method

The traditional and the most useful procedure are conducting classes at the college level in the straight lecture. The notes prepared by the lecturers must be effective. The new teachers should rehearse their proportion before talking class. The teachers should be aware of the student activities in the class. This type of lecture is most suitable for college/university level.

The Lecture Assignment with Blackboard Information

The teacher supplements his lecture method with blackboard illustration. Though it is an improved one, it is also not of much help for secondary school students.

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.
Problem – solving Method

The students should be enabled to solving problems of life. In this method, the teacher provides ample opportunity to his students to practice applying their learning to problem solving. It is important that the solving of any particular problem be delayed until the learner is ready for that problem.

Demonstration Method

This method is generally used in skill building subjects but it can be use effectively in non-skill building subjects also. Line demonstrations are necessary and asking questions based on the topic is also important.

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.

Panel Discussion

The panel discussion is a way of ensuring class participation. It helps the teacher to see the level of competence of his students in order, to train them further. In order to avoid the disintegration of the panel, the teachers must play an active part in its organization and procedure.

Case Problem Method

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.

Role play Method

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

Scrapbook

A scrapbook is a collection of pertinent articles, advertisements, labels, reports, samples and other items concerning a product, a job, a business organization, or other factors related to a reading and selection of relevant material.

Picture Film

The teacher may use the films for introducing the lesson, project, demonstration to unit activity. Many pictures films are available from U.S.I.S., British council office and department of teaching aids of N.C.E.R.T. The Regional Colleges of Education have purchased some foreign films and films trips on elements of commerce.

Field Trips

The students can see the live examples. 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.

E-learning

Today Internet has entered al 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.

Suggestions:

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

Identify Qualification of a Master Teacher

- Sound and careful/lesson planning form meeting individual differences.
- Use of a various teaching methods and techniques
- Enthusiastic in teaching work
- Regard for teaching profession.
- Best utilization of available class time.
- Well versed in various techniques of measurement and evaluation.
- Insight into commerce education programme of secondary schools.

Qualities of a good Commerce and Management Teacher

There are certain qualities, which every good commerce teacher should possess. They are

⇒ A positive consistent and well-defined philosophy of education.
⇒ Sound, well-defined and refined objectives of education.
⇒ Sound, well-defined and refined objectives of Commerce education.
⇒ A good knowledge of ability in each special field of commerce.
⇒ A good proficiency in relation to knowledge of other fields.
⇒ A good understanding of the needs of students in relation to knowledge.
A good comprehension of principles and processes of growth and development.

A good knowledge and understanding of educational and cultural environment.

A good knowledge and understanding interdependence of heredity, growth and environment.

CONCLUSION

If the system of higher education in commerce and management 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.

REFERENCES


6. www.google.com


AUTHORS PROFILE

Dr. Vashishthadhar J. Dwivedi
MURLIDHAR MBA INSTITUTIONS,
MURLIDHAR GROUP OF INSTITUTIONS (INTEGRATED CAMPUS MBA / MCA),
Bhavnagar Highway Opp. RK College Rajkot, Gujarat – India
Contact No.: (M) 09712980066