CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY
1.2 COMMERCE EDUCATION: A PERCEPT
1.3 NEED AND SIGNIFICANCE OF THE STUDY
1.4 STATEMENT OF THE PROBLEM
1.5 DEFINITION OF KEY TERMS
1.6 HYPOTHESES
1.7 OBJECTIVES OF THE STUDY
1.8 METHODOLOGY IN BRIEF
1.9 SCOPE OF THE STUDY
1.10 DELIMITATION OF THE STUDY
1.11 ORGANISATION OF THE REPORT
1.1 BACKGROUND OF THE STUDY

Education is one of the most commanding instruments in retrieving information by moulding the social fiber of a person and structuring the prospect of a nation. It is the progression of budding enviable persona in the child rather than imposing a few amount of knowledge. Education was intuitive with the dawn of human race and shall prolong to function as long as the human race arrives in the earth. In the present competitive social order, the task of education is not purely to assimilate some quantity of information to educands; but to develop desirable habits, interest, attitudes and intellectual skills which lend a hand to escort a valuable life. In this technological era, teachers will have to learn and practice new pedagogies capable of maintaining high standards in the face of India’s socio-cultural diversity and economic disparity (Krishnakumar, 2012). If we expect students to learn appropriate competencies and skills, we must structure the learning environment so that these can be addressed and practiced (Dollman et al. 2007). For this, appropriate pedagogic practices and episodes of teaching and learning need to be evolved besides keeping track of child’s interests and needs (Rao, 2004).

The economic turmoil sweeping the globally challenged today’s world causes several threats and opportunities especially in the educational sector. In order to cater the hassle in tainted scenario, practitioners in education take scheme to reinvent and revamp the existing methodologies and strategies for
effectual transaction of curriculum at all phases of educational process. In this context the stakeholders take initiative to rebuild a learning environment where constructive ideas and strategies are to be experimented, to bring in more flexibility and dynamism are articulated there by stimulating the young world for leading a successful life. This revamping becomes imperative to the coming citizens for achieving professional expertise at the global standards through improvements in efficiency and productivity with the available resources.

The fast growing changes in the arena of information and communication technology create a new educational framework for learning that go beyond the standard teaching paradigm (Joshi and Chabra 2011). In this paradigm, teachers have to face the greatest confront of adapting education for harmonizing the rapid shift of the modern society. This leads the modern society become a challenged one and information becoming available in fingertips that prompts the users to constantly rethink for switching in a new directions to create innovative instructional strategies and approaches for coping the challenges. (Koszalka and Deok Song 2001).

By considering this objective of education in the new millennium, the path setting modes of curriculum framework should be redrafted in to interdisciplinary, project based and a research driven one to attain higher order thinking skills that create innovative mindset to strengthen the components of multiple intelligences thereby enhancing skills in the meta-cognitive strands.
This equips them to compete with global world because coming generations become self-directed, and work both independently and interdependently. The curriculum and instruction are designed in such a way to enable students confront and provide for differentiation. This great transformation poses tremendous challenges to educators to rethink their basic tenets, to deploy the new technologies in creative and productive ways, and to restructure schooling to respond constructively and progressively to the technological and social changes that we are now experiencing (Kellner, 2000).

Today education in school is in a state of continuous flux and the goals of education have been steadily varying with changing times. Emerging trends in education have opened in new avenues through the influence of globalization that leads success and career development among young generation. In this era where the focus of education is preparing global citizens, it is ill-fated that our classroom practices have remained as customary especially in vocational aspects. In order to equip our students to compete with global norms, educational practices are altering in accordance with the changing world. Education no longer purely functions as dispensing of information because there is far too much information to impart, and it is changing as quickly as created. Educators are becoming mentors and scaffolders of learning who show children how and where to access information quickly and efficiently. There has to be a fundamental shift from teacher directed instruction to student centered
instruction where pupil learn by exploring, predicting, reflecting, problem solving and investigating concepts (Dwivedi, 2010).

Student centered instruction ensure flexibility among students to construct knowledge while engaged in the process of learning. This learning involves discover ideas and concepts rather than perfunctorily accumulate facts. Today, we spotlight our attention to uphold quality output, revise an archetype shift from teaching and learning that prompt students to think critically and interpret analytically thereby solve complex problems. In this constructive approach, knowledge is skewed, contextual and fractional and the learner constructs knowledge in the societal and edifying environment in which they are embedded.

In order to empower the learners to excel in effective processing and construction of knowledge, we can develop and implement insightful instructional practices and strategies which take risks and looks ahead to an uncertain future. If we make it so, such an approach and that form of curriculum liberating schools and those who study and teach in them from conventional habits of thought and action, will become a progressive engine as much for driving social change as for personal fulfillment (Champman, 2003).

Instructional strategies and approaches are to be experienced in the learning circle for creating interest, assimilating knowledge and challenging the thoughts of the students. Today’s young world is living in a cyber-tech environment where paper and pencil often have minimum effect in the learning
process, because new generation differs in many ways. So the practitioners have to take initiative in satisfy the demands of these diverse learners, while ensuring the integrity of quality targeted standards, knowing the when, why and how of the methods of teaching especially a vocational discipline like commerce.

Modern instructional practices are based on global patterns, which embedded students to process information in its operational terms generated from their classroom experiences. It is obligatory on the part of the educational system to equip the child with generalized intellectual and other generic skills, which will enable him to cope effectively with whatever state of the world he will practice later in life. But it is noted that the existing system of education especially the trend of vocational orientation in our country is largely unrelated to the real life situations of students and also it operates at the lowest fling of efficiency. Much of these drawbacks can be attributed to an incomplete understanding of students on the one hand, and the wrong instructional practices and strategies followed by the institutions on the other hand.

But the modern curriculum standards now place less emphasis on facts or procedures to be learned by heart and more emphasis on instructional strategies for learning and doing (Vanita, 2010). In this context, the present technologically driven educational scenario demands instructional strategies and approaches suited to develop learner centered instructive paradigm which involves inquiry, problem solving, discourses and collaboration in conceptualizing ideas,
performing understanding, intellectual initiatives and inculcating vocational spirit among future generation. For the triumph of learner oriented self-reflective accentuation, the instructional manager must provide real world problematic situation, complex learning environment and anchoring learning tasks in meaningful, authentic and highly visual situations that facilitates negotiation and construe a strong knowledge base.

1.2 COMMERCE EDUCATION: A PERCEPT

The goal of higher secondary education enables to support high quality learning as preparing individual students to prefer programs that suit their skills, aptitude and interests. The higher secondary curriculum is the combination with a broader assortment of learning options (science, commerce and humanities streams) outside traditional classroom instruction will permit students to better customize their high school education and improve their prospects for success in school and in daily life.

The commerce education program will build a strong foundation for those who wish to move on further study and training in specialized areas such as management, international business, marketing, accounting, information and communication technology, or entrepreneurship. It will also provide practical skills for those who wish to move directly to the workplace. Engaging in the world of business involves studying individuals, communities, and organizations; assessing their needs and problems, and generating solutions. Business studies and accounting draws upon facts, concepts, and processes derived from inter
connection of other disciplines like marketing and communication; accounting and mathematics; entrepreneurial studies and technology; international business and world studies; management and studies of society and human nature.

Furthermore, knowledge and skills related to information and communication technology are relevant across all disciplines. Students will be able to apply what they learn in other subject areas to their study of business, as well as to transfer the knowledge and skills they acquire in business studies to their work in other areas. Business activity shapes the daily lives of all individuals as it influence careers, earnings, and opportunities for personal enterprise. Business has a decisive upshot on the standard of living and quality of life of any personality and on the environment in which they live and future generations will inherit. Young people need to understand how business functions, the role it plays, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future.

Studies of commerce provide students with a new realistic perspective for varied disciplines including mathematics, science and technology, language, and social sciences. It helps students to recognize the relevance of these subjects as they are applied in the world of business. Commerce education is not merely considered as an academic discipline rather than a vocational discipline, ie; commerce education mainly focuses to attain two major goals as:
a) education about business which deals with theoretical dimensions of business aspects and
b) education for business which deals with practical dimensions of business including power of decision making, skill of problem solving, systematic analyzing, better communication skills, critical and creative thinking skills and the like.

This equips them to develop their academic excellence and vocational competence. The unique dimensionality of the praxis of commerce education is depicted in the following diagram 1.1.

![Figure 1.1 Praxis of Commerce Education](image-url)
Commerce discipline enable students with meeting needs, taking challenges, solving problems and creating products and services that help to enrich the quality of life. Business studies and accountancy clearly demonstrate how a diversity of areas of study can be pooled in prolific activity that affects the lives of millions of people. Courses in this discipline provide knowledge and skills that can help students make a successful transition to higher education, training programs, and the professional field. The present higher secondary commerce curriculum provides openings to prepare students to apply their knowledge and skills to real-world challenges, experiences and opportunities to lead better prospects in their lives. These experiences reinforce theoretical learning and at the same time provide authentic contexts in which students can apply what they have learned. This unique discipline provides pathways to specific apprenticeship and workplace destinations that grant students with valuable information and connections to explore potential work and business opportunities.

The fundamental purpose of a good commerce curriculum provides students with the knowledge, skills, and attitudes necessary to achieve success in daily life. These goals can be achieved in a concrete and practical context through real-world learning activities that combine the acquisition and application of knowledge and skills.
1.3 NEED AND SIGNIFICANCE OF THE STUDY

The epoch of globalization and the advancement in information technology demands students with high occupational skills, career management tactics and work oriented competencies for proving one’s efficiency and productivity in world wide. The mould of such competent task force characterized by creative, flexible, vibrant, innovative and divergent thinkers for facilitating international acceleration in the spectrum of human resource development. In this context every nation prompting connoisseur entrepreneurs and business peoples those are able to work creatively, to hold responsibility, make apt predictions, take quick and prompt decisions, perform systematically and thereby hasten their professional competence and work culture. The globally challenged arena of the present society enjoys extra-ordinary with virtually ergonomic business young world for building an advanced new nation.

In this fast growing era, every person in the social order is touched by the world of business and economics. The world is influenced by governmental monetary policies and international trade agreements that must be used in buying goods and services to meet their daily needs. To be economically literate and informed citizens, wise consumers and competent workers, each person must have some understanding of the world of business and how it functions (Nanassy and Tonne 1977). Quite a lot of decades, commerce education has provided people with this indulgent because it is amalgamated with many disciplines. It evolved from simple apprenticeship training in record keeping during the early
history to “education for and about business” in the twentieth century, but today commerce is purely treated as a vocational discipline. In this situation commerce education assumes significance, which plays a pivotal role for imbibing such vocational spirit among young generation to a greater extent. As a professional discipline like commerce will equip them to build an environment that nourishes innovation, capacity building, skill formation and promote generic competencies, those are considered as the unique facade enforced by young citizens of today. Our country has been experiencing substantial rise in commerce and business activities since the process of liberalization and globalization initiated a decade ago; resulting proportionate rise in job opportunities in the areas of business and commerce which consequently has enhanced the demand of competent personnel equipped with adequate training and skill in the field (Mehar, Ram et al. 2006).

The present corporate world is dynamic and the changes are so severe that a series of new concepts and techniques are fast coming in business arena. This varying business situation has given rise to the need for frequent restructuring the curricula of Commerce Education and emerge its transaction modes at all levels so as to make it meaningful and compatible. By introducing and procuring more and more professional expertise and competencies, we can definitely mould needful with highly calibrated graduates and researchers and to be affixed them in the right position of the corporate world. As regards the transact issues related with commerce, it is desired that the instructive practices should be appropriate for developing practical competencies and be oriented towards the need of
business and industries. Emphasis should be placed on explain logical reasons so that the students can be made to independently tackle the problems and systematic deals social issues.

The present education system in India is not in a fruitful way produces competent task force with autonomous problem solving, independent thinking, creativity, motivation and goal setting; those are the true outcome of commerce discipline. In this context the business environment and educational practices has been reified in terms of creating diverse opportunities for sustainable development and guaranteeing skilled professional to ensure their expertise towards the upliftment of the economy. There is thus a need to inculcate the spirit of enterprise into the psyche of the present generation. Our present activity based curriculum has given ample opportunity for our coming generation to the development of various vocational skills and competencies through the study of science, commerce, social science etc, that have highly influential in forming the dominant methodologies to some extent. Among such discipline, commerce is considered as a occupational discipline that mainly spotlight on the development of such skills and competencies that imparts entrepreneurial culture, vocational traits, professional propensity etc. which are indispensable to the young generation to enter the world of work and assuming the responsibility of adulthood. But we can think over how far the present mode of curriculum transaction equips the concerned target group for the realization of such
competencies and skills to become a successful business oriented young humankind. The result of these changes in the workplace demand employees with systematic planning and execution of policies and frame appropriate future vision. Strengthened facets of commerce education with its dynamic curriculum transaction modes, creative instructional strategies and conducive learning environment will appropriately fit students up to the mark of global standards. In this situation teachers and practitioners need to compete with the mass communication media and innovative instructional strategies to justify his competence and also to mould the young generation to satisfy the demands of the society.

Our present system of curriculum transaction focuses on activity oriented approach aims for shift students from mere recipient of information and knowledge to become good constructor of knowledge through discussion, experimentation and observation by the interaction of self directed instructional strategies. But most of the instructional strategies are failed to develop the core outcome of the concerned disciplines and the acquisition of 21st centuries skills viz; critical thinking, problem solving, decision making, creative thinking, interpersonal skills, communication, meta- cognitive processes and the like. But the prevailing curriculum transaction modes becoming less effective in engaging students for constructing knowledge and motivating them to achieve objectives of learning in this technologically advanced era (Paul, 2012)
The instructional strategy namely Problem Based Learning acts as a powerful curriculum transaction instrument in constructivist framework to answer most of the issues associated with the acquisition of essential skills and competencies, also pay attention to individual differences in student’s cognitive structures in order to integrate new knowledge with the knowledge already have (Kaya, 2011). This strategy create an authentic learning environment through which learners actively engaged in scientific discourses and problem solving that initiate self regulation which is an important goal of instruction. Problem Based Learning could make out confidence and reasonable decision making in selecting solution strategies of problematic situations in life with a reflective outlook among students (Asha, 2011). So Problem Based Learning is really an effective curriculum transaction strategy which process information at higher level, such as with problem solving, critical thinking and reflection on practice leads to deeper understanding, self direction, enhanced retention and transferability of information and concepts (John, 2007).

The structure of commerce involves abstract concepts, ideas and theories related to business, management, accounting and like and the mode of curriculum transaction strategies demands the learners to discover patterns and relationship in highly structured schemes that prompts to strengthen their cognitive processing and thereby solve pertinent issues and problems. This cognitive processing can be accelerated through the interaction effect of Graphic
Organizer which acts as effective pedagogical tool for organizing content and facilitating learner’s comprehension of information and ideas through visual and spatial modalities to internalize what they are learning (Mc Knight, 2010). Graphic Organizers are effective way to congregate the demands for learners with a visual learning style and can be used as a way to alert students to show subject matter in various visual patterns through which the subject matter is inter related (Jacqueline, 2007). This allow them to build these visual representations of their mental schemata to co-construct knowledge that motivate them to explain and support their mental webbing of ideas, which leads to a deeper understanding of concepts to develop meaningful knowledge sets that can be efficiently applied to the solution of relevant problems.

Towards the learning sphere of commerce expected to develop various concepts in the nature, structure and functions of business, trading activities and their procedures, management-its functions and structures, accounting principles, rules, treatment, computerized accounting and the like should be attained among commerce students at the level of higher secondary education with an intention of excelling Academic Achievement and promoting Vocational Competency. The investigator being a commerce teacher educator, who is familiar with the present instructional practices of commerce curriculum prevalent in different spheres, felt the need for developing suitable instructional strategies towards its unique dimensionalities with due focus on Academic Achievement and Vocational Competency. It is noted that there are still scanty and negligible
studies reported in the discipline of commerce education especially associated with instructional strategies for effectual pedagogical transaction. In this situation, the theoretical supports and research findings proved that Problem Based Learning and Graphic Organizer act as effective instructional mechanisms to realize the core outcome of commerce education.

The following research questions were formed on the basis of the study:

1. Can select strategies be efficacious enough to transact the curriculum of commerce at higher secondary level?

2. How can higher secondary commerce students be made to explore actively and confront learning scenario with confidence through the interaction effect of Problem Based Learning strategy?

3. How does Graphic Organizer instructional strategy act as a powerful tool to interlock concepts and ideas in commerce to generate meaningful learning set?

4. How can the select strategies be effective in enhancing Academic Achievement and promoting Vocational Competency among commerce students at higher secondary level?

1.4 STATEMENT OF THE PROBLEM

The existing global drift in the restructuring of education focuses on a myriad of issues including standards, quality and teacher transactions. Teachers as instructive transformers and their constructive efforts are the most important surfaces of learner excellence for accelerating professional expertise among the
minds of our young world. As curriculum managers, teacher’s efforts can be sensitized through pedagogic perception, classroom discourses, interactive learning space, resource processing, monitoring mechanism, support system and assessment practices that prompt effectual curriculum transaction. An effective instructional strategy can uphold teacher’s tasks by way of integrating learning experiences aiming at creating competence and attainment of knowledge to satisfy the need of world citizens thereby meeting the demands of the modern society. Commerce is deemed as an occupational discipline which is mainly focused for developing entrepreneurial skills like decision making, problem solving, critical thinking, creative thinking, predicting, risk bearing, communication etc. by bridging and interlinking concepts and ideas. By considering these aspects on experimental space, the investigator tries to judiciously develop two strategies based on constructive and cognitive paradigm namely Problem Based Learning and Graphic Organizer based on the existing pedagogical strands to ensure effective transaction of curriculum in commerce at higher secondary level. Keeping in mind and on the basis of theoretical scaffolds the present study is entitled as “DEVELOPING CERTAIN STRATEGIES FOR THE TRANSACTION OF CURRICULUM IN COMMERCE AT THE LEVEL OF HIGHER SECONDARY EDUCATION”.

1.5 DEFINITION OF KEY TERMS

**Developing**

In the present study, developing implies preparation and testing of Problem Based Learning and Graphic Organizer strategies.

**Strategies**

Strategies are an inter-connected set of teaching behaviors designed to accomplish specific goals (Donald and Paul 1993).

Strategy is the pattern of activities followed by an organization in pursuit of its long term purposes (Nessel and Joyce 2007).

In the present study strategy denotes a set of methodological and procedural course of actions underpinning to unlock cognitive potentialities and construct pathways for sharpening intellectual excellence among commerce students.

**Curriculum transaction in Commerce**

Curriculum transaction occurs between and among students and teachers; among students and students and students and responsible persons. Curriculum transactions are interactions the students have with certain curriculum materials and classroom environment dealing with time allocation, space arrangements, and communication flow. Transactions comprise what is commonly called the ‘processes” of teaching and institution (The International Encyclopedia of Education, Second Edition (Vol.8))
Curriculum transaction must include opportunities for students to utilize higher order thinking skills, such as the ability to use both convergent and divergent processes, to think critically and to investigate real world solutions to complex problems.

In this context, Curriculum transaction in commerce means ways and means for exploring, predicting, problem solving, researching and investigating conceptualized version of instructional practices in the interactive learning space to enhance Academic Achievement thereby accelerate Vocational Competency among higher secondary commerce students.

Higher Secondary Education

This is the territory phase of formal system of education coming after the level of secondary education which belongs to standards XI and XII in the educational system which is recognized by Kerala state for providing instruction and following the state curriculum now in force. In this study, the level of higher secondary education refers to standard XI commerce students following Kerala state syllabus.

1.6 HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the study:

1. There is significant difference in the mean scores of groups exposed to Problem Based Learning strategy and prevailing activity oriented modes with respect to Academic Achievement.
2. There is significant difference in the mean scores of groups exposed to Problem Based Learning strategy and prevailing activity oriented modes with respect to Vocational Competency.

3. There is significant difference in the mean scores of groups exposed to Graphic Organizer strategy and prevailing activity oriented modes with respect to Academic Achievement.

4. There is significant difference in the mean scores of groups exposed to Graphic Organizer strategy and prevailing activity oriented modes with respect to Vocational Competency.

5. There is no significant difference in the mean scores of groups exposed to Problem Based Learning strategy and Graphic Organizer strategy with respect to Academic Achievement.

6. There is no significant difference in the mean scores of groups exposed to Problem Based Learning strategy and Graphic Organizer strategy with respect to Vocational Competency.

7. There is no significant difference in the mean scores of Boys and Girls with respect to Academic Achievement when exposed to the select strategies.

8. There is no significant difference in the mean scores of Boys and Girls with respect to Vocational Competency when exposed to the select strategies.

9. There is no significant difference in the mean scores of Rural and Urban students with respect to Academic Achievement when exposed to the select strategies.
10. There is no significant difference in the mean scores of Rural and Urban students with respect to Vocational Competency when exposed to the select strategies.

1.7 OBJECTIVES OF THE STUDY

1. To analyze the prevailing instructive status of learning commerce at higher secondary level

2. To develop the select strategies namely Problem Based Learning and Graphic Organizer for the effective transaction of curriculum in commerce at higher secondary level

3. To test the effectiveness of select strategies namely Problem Based Learning and Graphic Organizer in improving Academic Achievement of commerce students at higher secondary level

4. To test the effectiveness of select strategies namely Problem Based Learning and Graphic Organizer in enhancing Vocational Competency of commerce students at higher secondary level

5. To compare the effectiveness of Problem Based Learning and Graphic Organizer with regard to Academic Achievement of commerce students at higher secondary level

6. To compare the effectiveness of Problem Based Learning and Graphic Organizer with regard to Vocational Competency of commerce students at higher secondary level
7. To compare the effect of Gender on Academic Achievement of commerce students at higher secondary level when exposed to the select strategies
8. To compare the effect of Gender on Vocational Competency of commerce students at higher secondary level when exposed to the select strategies
9. To compare the effect of Locale on Academic Achievement of commerce students at higher secondary level when exposed to the select strategies
10. To compare the effect of Locale on Vocational Competency of commerce students at higher secondary level when exposed through the select strategies
11. To analyze qualitatively the efficacy of the select strategies namely Problem Based Learning and Graphic Organizer in the learning space among certain randomly identified students at higher secondary level.

1.8 METHODOLOGY IN BRIEF

Multi stage process of investigation going through the adornment of a mixed methodology coinciding both quantitative and qualitative approaches was employed in the study.

The experiment was preceded by a survey to analyze the prevailing instructive status of learning commerce at higher secondary level through a Semi-structured Interview Schedule and to estimate the ways and means transacting commerce curriculum in an effective manner. Based on these two strategies namely Problem Based Learning and Graphic Organizer were developed based on Dick and Carey Model for Strategy Development and this was validated by the investigator under the guidance of the supervising teacher,
by administering them to the select sample of commerce students at higher secondary level. In addition to this appropriateness of the developed strategies- Problem Based Learning and Graphic Organizer was ensured through strategy evaluation proforma and self assessment matrix respectively. Also the investigator identified 3 students randomly from two experimental groups each (below average, average and above average strata) and conducted an in-depth interview to analyze qualitatively to identify the efficacy of the select strategies namely Problem Based Learning and Graphic Organizer in the learning space.

Sample

The sample selected for the study comprised of 376 higher secondary plus one commerce students in the Kerala state syllabus from eight schools coming under three revenue districts of Kerala - Alappuzha, Kottayam and Thiruvananthapuram and 75 teachers and experts from various institutions like higher secondary schools, Government College of Teacher Educations and State Council of Educational Research and Training(SCERT).

Investigative supports and Techniques Employed

- Semi- structured Interview Schedule
- Judgment Schedule for Strategy Validation
- Lesson Designs Based on Problem Based Learning
- Lesson Designs Based on Graphic Organizer
- Achievement Test in Business Studies
- Vocational Competency Assessment Test
Introduction

- Strategy Evaluation Proforma for Problem Based Learning
- Self Assessment Matrix for Graphic Organizer
- Individual In-Depth Interview Guide

Statistical Techniques Used

The data thus collected were tabulated and subjected to analysis using suitable statistical techniques such as Test of Significant difference between Means, Analysis of Variance (ANOVA), Duncan’s Multiple Range Test for Post Hoc Analysis and Analysis of Co-Variance (ANCOVA).

1.9 SCOPE OF THE STUDY

The prime focal point of the present investigation was to evolve two strategies for the effectual transaction of curriculum in commerce at the level of higher secondary education. The effectiveness of the select strategies was tested with regard to the enhancement of Vocational Competency and the furtherance in the academic performance of commerce students at higher secondary stream. These two aspects were tested with an intention to estimate feasibility of the select strategies thereby ensuring the core outcome of commerce education as this subject is either considered as an academic discipline or as a vocational discipline. It is a fact that an instructional strategy especially for transacting commerce curriculum should definitely fulfill these two prime objectives. This is the major challenge experienced by majority of practitioners in the respective discipline. By carefully considering these aspects, the investigator developed two
strategies namely Problem Based Learning and Graphic Organizer for successfully realizing the objectives of higher secondary commerce curriculum.

Problem Based Learning is a learner centered instructional strategy that is powerful for learner to conduct research, amalgamate theory and practice; and pertain knowledge and skills to extend workable elucidation to a defined problem. This processing create self directed learning that prompts to take better decision, critical and creative thinking skills, problem solving ability and the like reflect on their meta cognitive learning sphere. Likewise Graphic Organizer act as powerful pedagogical tool to facilitate the learners to take challenges, make learning exciting and there by uphold their academic excellence. This strategy also aids a way to promote and builds student’s creative reasoning, communication and problem solving skills and makes learning process a success. The study done on these aspects enable the practitioners to be proficient in equipping the young world by systematic assimilation of these entrepreneurial traits towards their learning space. Subsequently both strategies endorse the output of learning process with its high flying level.

The statistical techniques employed for the analysis of data were sufficiently comprehensive to obtain the results. In the light of the conclusion arrived at, relevant suggestions are put forward. It is expected that the findings of the study will help the policy makers, curriculum planners and practitioners could frame instructional strategies from cognitive and constructive paradigm which is a means by which they may serve as guidelines for teachers and
students to make instructive process more easy and enjoyable. It will also scaffold to identify new perspectives of educational practices.

1.10 DELIMITATIONS OF THE STUDY

In spite of making every effort to compose the study accurate and objective as possible, certain minor delimitations have crept into the study. Among the various innovative strategies for transacting curriculum in commerce at the level of higher secondary education, only two strategies namely Problem Based Learning and Graphic Organizer have been taken into account as they are authorized to integrate the entire realm of Academic Achievement and Vocational Competency among learners.

The study is delimited to a sample of 376 higher secondary students from eight schools under three revenue districts of Kerala, namely Alappuzha, Kottayam and Tiruvananathapuram. The results of the study can be more generalized if more students are included in the sample. The study is delimited to the curriculum framework of the Government of Kerala. The content selected to the study is delimited to a single unit of plus one Business Studies. The study is also delimited to Commerce education.

In spite of these delimitations, the investigator feels that a sincere attempt has been made to study all the salient aspects of the problem as far as possible and believes that the findings of this investigation will be useful to study commerce education at higher secondary level in a systematic, meaningful and innovative manner.
1.11 ORGANISATION OF THE REPORT

The study is consolidated in the presentation of a report comprising six chapters.

- **Chapter I** includes background of the study, its need and significance, hypotheses formulated, objectives and finally scope and limitations of the study.

- **Chapter II** offers a detailed description of the theoretical background of select strategies.

- **Chapter III** consists of the related studies that led to the emergence of the present study. It provided the investigator an opportunity to justify his endeavor.

- **Chapter IV** deals with the methodology of the study and presents a description of the design of the study.

- **Chapter V** shows the detailed analysis of the data with interpretation of results.

- **Chapter VI** exhibits the concluding part with a brief summary of the study, and suggestions as to how good these findings may be utilized for effectual classroom practices are offered. It also offers suggestions for further research.