ABSTRACT

The present global world is dynamic and the changes are so severe that a series of new ideas and techniques are fast coming in business arena. In this changing scenario, every person in the social order is touched by the corporate world of business and economics. This varying business and economic world has given rise to the need for frequent restructuring the curricula of Commerce Education and its transaction modes at all levels so as to make it meaningful and compatible. But the present education system in India has not been in a fruitful way to produce competent task forces with autonomous skills in problem solving, decision making, independent thinking, creativity, motivation and goal setting; those are the true outcome of commerce discipline. In this context the business environment and educational practices have been reified in terms of creating diverse opportunities for sustainable development and guaranteeing skilled professional to ensure their expertise towards the upliftment in the economic scenario. By considering these aspects, the investigator judiciously develops two strategies namely Problem Based Learning and Graphic Organizer based on the existing pedagogical strands to ensure effective transaction of commerce curriculum at higher secondary level.

Problem Based Learning act as a powerful curriculum transaction instrument in constructivist framework to tackle most of the issues associated with the acquisition of essential skills and competencies, which pay attention to individual differences in student’s cognitive structures to integrate new knowledge in a fruitful manner. The structural pattern of commerce curriculum involves abstract concepts and ideas and the modes of curriculum transaction strategies demands the learners to discover patterns and relationship of these concepts that prompts to strengthen their cognitive processing and thereby deal pertinent issues and solve problems accordingly. This cognitive processing also can be accelerated through the interaction effect of graphic organizer which acts as an effective pedagogical tool for organizing content and facilitating learner’s thought processing through visual and spatial modalities.

Multi stage process of experimentation with the adornment of mixed methodology was employed in the study. The Pre test Post test non-equivalent group design served as blue print for the study and the sample comprised of a cross section of select educational experts, teacher educators, higher secondary school teachers and students. The findings of the study proved that both Problem based Learning and Graphic Organizer are superior to prevailing modes in enhancing academic achievement and thereby strengthen their vocational competency. The qualitative dimension of the investigation also proved the positive effect of both strategies in same line of result towards the outcome of commerce education. The study recommended that prevailing modalities if blended with the developed instructional strategies prompt students to systematic and active involvement in solving authentic or real world problems. Commerce is a discipline structured with the bridging and inter-locking of concepts, ideas and principles that demanding instructional strategies aimed to concentrate on conceptual learning. In order to create a learning environment under this perspective, practitioners and policy makers must identify and develop content structure and instructional strategies which is sufficient to attain the core outcome of commerce education.