

**A STUDY OF AN EFFECTIVENESS OF ACTIVITY BASED LEARNING  
IMPLEMENTED IN ORGANIZATION OF COMMERCE AND MANAGEMENT  
(COMMERCE) SUBJECT AT THE HIGHER SECONDARY LEVEL IN ENGLISH  
MEDIUM SCHOOL**

A Dissertation

Submitted in Partial Fulfillment of the Requirement for the Degree of the

Master of Education

(2018-2020)

**Guide**

**Dr. Bhumika Barot**

**Investigator**

**Trupti Solanki**

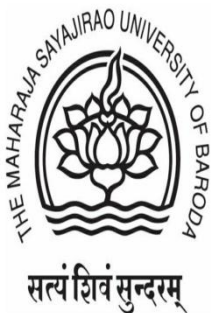


**Department of Education (CASE)**

**Faculty of Education and Psychology**

**The Maharaja Sayajirao University of Baroda**

**Vadodara-390002**



## DEPARTMENT OF EDUCATION [CASE & IASE]

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda, Vadodara-390002

Phone No.: 0265 2795516

E-mail: [head-edu@msubaroda.ac.in](mailto:head-edu@msubaroda.ac.in)

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### CERTIFICATE

This is to certify that dissertation entitled “A study of an effectiveness of Activity based learning implemented in Organization of Commerce and Management (Commerce) subject at higher secondary level in English Medium School” which is being submitted by Miss Trupti S. Solanki under my guidance and supervision in partial fulfillment for the award of the Degree of Master Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. To the best of my knowledge, this dissertation is her genuine and original work. I have found the work satisfactory and fit for submission and evaluation.

Place: Vadodara

Date: 31/5/2020

**Dr. Bhumika Barot**

**Guide**

## **DECLARATION**

I, **TRUPTI SOLANKI**, do hereby declare that the Dissertation entitled “**A Study of an Effectiveness of Activity Based Learning implemented in Organization of Commerce and Management (Commerce) Subject at The Higher Secondary Level in English Medium School**” conducted and submitted to The Maharaja Sayajirao University of Baroda, Vadodara is my original work, and I also declare that no chapter of this dissertation is taken from my earlier work done either by me or any other person.

**Place: Vadodara**  
**Date: 31/05/2020**

**Ms. Trupti Solanki**  
**Investigator**

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**Place: Vadodara**  
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**Miss Trupti S. Solanki**  
**Investigator**

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# **CHAPTER ONE**

## **CONCEPTUAL FRAMEWORK**

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### **CONCEPTUAL FRAMEWORK**

#### **1.0 INTRODUCTION**

Education is one of the most important factors in achieving the developmental goals of a country. Various people have defined the term “Education” in various ways. According to Swami Vivekanand, “Education is the manifestation of the perfection already in man.” It means that education expresses the perfection which was already in man. According to Mahatma Gandhi, “By Education I mean all-around development, drawing out of the best in the child-man body, mind and spirit.” Gandhi encourages evaluating the all-round and holistic development of the child through education. In simple sense, education means the acquisition of knowledge and experience as well as the development of skills, habits, and attitudes. The ultimate aim of education is bringing out the best from an individual. The teacher is an agent who brings the changes in the students from the entire process of education. The future of the nation depends upon the quality of education. United Nations Educational Scientific and Cultural Organization (UNESCO 2004), reinforces that “the purpose of education is to ensure that all pupils acquire the knowledge, skills and values necessary for the cognitive development of learners, to nurture the creative and emotional growth of learners”. Through these definitions, we can say that “Education is a teaching and learning process taking place in formal setup which helps in developing individual’s physical, social, spiritual and moral aspects.”

In order to achieve the all-round development through education, various subjects are taught at higher secondary level. Each and every subject has their own objectives and importance. These subjects help in developing cognitive domain, affective domain, and psychomotor domain of an individual if it is taught by teacher with proper methods. There are so many method of teaching any subject effectively (for example; lecture method, demonstration, project method, discussion, learning by doing). James Welton has stressed the significance of effective method of teaching as, “The teacher is like a guide and the pupil is like a traveler in an unknown country. The traveler knows where he wanted to go, but neither knows the way nor the exact character of the place he wishes to go. So as a teacher, teaching should be provided to the students in such way that it brings the permanent learning.

In India, the education system is divided into 4 levels like Primary, Upper primary, Secondary and Higher secondary education. In higher secondary education, students have three streams for further education such as Science, Commerce and Arts. In commerce stream, students learn the subjects such as, Elements of Accounts, Language, Business studies, Economics, S.P. (Secretarial practice) / computer, and other activities. The commerce education provides the knowledge about business and management area. Commerce education has practical aspect. The commerce education is for the 11<sup>th</sup> and 12<sup>th</sup> commerce students, who are in the stage of adolescent. At that stage, students are very energetic, taking challenges, ready to learn new things etc. So, teaching should be provided in such a way that it leads to the student's participation and permanent learning. In the report of National Curriculum Framework for Teacher Education (NCFTE, 2009), it is highlighted that "A teacher to be a facilitator of children's learning in a manner that it helps to construct knowledge and meaning. The teacher in this process is a co-creator of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching-learning materials. Such kind of roles expects that the teachers must be equipped with an adequate understanding of curriculum, subject and its content, and pedagogy". In the present scenario, an education system adopted lots of innovative practices, method and strategies for creating an effective teaching learning process. So, it is clear that the method of teaching plays an important role in the development of an individual in the classroom settings. The report of the National Policy on Education (NPE, 1986) great emphasis on developing a child-centered and activity based process of learning. So, this education must be taught in an effective and innovative method. One of the effective methods taken by the teacher to teach interestingly is "Activity based learning method".

Activity based teaching-learning method is a technique adopted by a teacher to teach any subject through activity in which the students participate thoroughly and bring about efficient learning experiences. It is a method in which the child is actively involved both mentally and physically. Learning by doing is the main focus in this method and more a student learns and he/she retains that learning for a longer time. It is a student centered learning that is taught through many different activities. Activity based learning brings smartness among the students. This type of methodology is not only favorable to students but it is also helpful for teachers because teacher can make their teaching interesting through different type of activities. Educating the child through activities means all around development of child. So, the investigator will use the activity based teaching learning method for teaching commerce

at higher secondary level. For this purpose, investigator designs the activities like debates, discussion, field trip, role-play, case study, educational games etc.

## **1.1 CONCEPT AND CHARACTERISTICS OF COMMERCE**

Commerce is considered to be a part of business. It is that activity of business which is concerned with the exchange of goods and services. Commerce includes trade and auxiliary services to trade. Auxiliary services include banking, insurance, transportation, warehousing, communications etc. The following characteristics will help in understanding the nature of commerce subject.

- a) **Economic activities:** - These activities are taken up with a motive to earn profits. Commerce deals with those activities which are undertaken for profits. So, only economic activities are included in commerce. It is the motive and not the activity. Some activity may include both economic and non-economic. For example, a trader buys goods to sell them again and earn profit while a consumer buys goods for consumption.
- b) **Exchange of goods and services:** - Commerce involves an exchange of goods and services for profit. The goods may be produced or procured from other sources. The purchase of goods should be re- sale them. It means that goods should be purchased for trading purposes.
- c) **Earning motive:** - The motive for undertaking any trading activities is to earn profit. Profit is an incentive or reward for undertaking commercial activities. Any activity which does not have the incentive of profit, it will not be a part of commerce. For example, if a trader gives some goods as a charity then it will not be a part of commerce because, here the profit motive is missing. But if the same trader sells goods to consumers, it will form a part of commerce because profit motive is present. So, earning motive must be present in commerce activities.
- d) **Creation of utility:** - Commerce creates place and time utility in goods. The goods may not be consumed at the place of production. The goods are taken to those places where they are in need. Transportation facilities help in creating place utility in goods. The goods are also needed at different periods of time. It may not be possible to produce goods whenever they are demanded. The producers go on producing goods as per their capacity.

- e) **Regularity of transactions:** - The transactions should be regular. No isolated transactions will be a part of commerce. For example, the sale of old furniture for replacing it by new is not a part of commerce. At the same time, the sale of furniture by a furniture trader is commerce since the transactions are regular.

## **1.2 NATURE AND SCOPE OF COMMERCE SUBJECT**

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. Commerce subject is an art as well as science in its nature. Commerce as an art means the practical application of knowledge for achieving the solutions of some practical problems. For J.N.Keynes, “An art is a system of rules for attainment of a given end.”

Commerce as a science refers the systematic study of knowledge which traces the relationship between cause and effect. It is a systematic collection, classification and analysis of data / facts. Its phenomena must be capable of being measured accurately in terms of money. Like science, theories and principles of commerce are universal and can trace the relationship between cause and effect. Commerce has a unique power of forecasting thus, we can say that commerce is also like science.

Commerce has a wide scope. It deals with not only the activities related to transfer of goods and services but also with the development and promotion of trade and its allied activities. The activities relating to various branches of commerce will have to be properly understood. The study of trade will include internal and external trade, wholesale and retail trade, etc. the foreign (external) trade will be concerned with import and export trade and the procedures to be followed in such trade.

There are number of hindrances in undertaking trade. These may relate to transportation of goods, raising of finance, storing of goods for future consumption etc. These hindrances necessitate the study of various modes of transport, banking activities, warehousing and insurance facilities. All these facilities will help in the development of commerce. Both internal and external trade needs the use of cheques, bills of exchange, promissory notes, hundies etc. The knowledge of drawing negotiable instruments is essential in financing of trade. Commerce involves a study of various forms of organization (i.e. sole proprietorship, partnership, company, co-operative society, Hindu undivided family) and their suitability in

different situations. The scope of commerce includes the foundation course for business, knowledge of finance and trade (corporate organization), knowledge about different management and its principles etc. So, the commerce education has a very wide scope for the higher secondary students.

Gupta R. (2009) Commerce is the exchange of something of value between two entities. That 'something' may be goods, services, information, money or anything else the two entities consider and have value. Commerce today covers a vast field and comprises many branches of scholarship in its fold. Like the bee it sucks honey from every flavor, the subject matter of commerce is very wide because it include all the commercial activities performed by the man in the economy. Commerce is a science of arts, trade and aid to trade (insurance, transport, communication, advertisement etc). The scope of commerce has to be broad enough to acquaint the students with a wide range of trade activities that are meaningful to them.

Commerce has its own subject matter. Commerce area is both a knowledge subject and a skill subject. The objectives of the study of commerce are both preparatory to further studies in college and terminal to enter into the careers of middle level lives of employment. The subject matter of commerce include the study of general commerce, economics, geography, commercial laws, book-keeping, business management, accountancy, advertising, and salesmanship, office practices etc. most of the subject matter serve to introduce the students the activities of business enterprises. Nature of trade and activities related to commerce (Primary and Axillaries activities) are also an important part of scope of commerce. Today there are two types of trade (i.e. Wholesale Trade and Retail Trade).

### **1.3 OBJECTIVES OF TEACHING COMMERCE AT THE HIGHER SECONDARY LEVEL**

**The National Council of Educational Research and Training (NCERT, 2005)** has listed the following objectives of teaching commerce at the higher secondary level:

- a) To make students understand the importance of nature of trade and activities in trade, commerce and business.
- b) To enable students to undertake various banking activities.
- c) To develop various fundamental principle of economic implication of business investments so that they may understand as to how to do business and how to make investments in business and trade.

- d) To make students understand about transportation, communication, information and broadcasting and to develop to how they benefit individual, the society and the nation.
- e) To enable students to appreciate the organization and business organization.
- f) To develop students capacity to appreciate the services rendered national and international trade and commerce.
- g) To appreciate the activities of the various instruments of business credits adopted by business house.
- h) To develop in students an understanding of process of business, its practices and procedures.
- i) To provide the students some background information that may help them effort on studying vocational know-how and techniques of applying them in business.
- j) To provide the students with such experiences that enables them in understanding the economic relations of the world and become intelligent participants in community and national affairs.
- k) To help students to develop skill in preparing notes and drafts of official activities.
- l) To enable the students to be able to serve in various sector of trade, commerce and business.

#### **1.4 EMERGING TRENDS IN COMMERCE EDUCATION**

Over the last few years there has been a tremendous change in nature, scope and functioning of business enterprise. The urge of modernise business organizations, in the wake of increasing competition, knowledge explosion and continuous innovations in science and technology has made it obligatory for our business students to update their knowledge in the business world. The world of business has tremendous potential for offering career opportunities in different fields of business. It is the high time for the students to get fundamental knowledge of career avenues so as to pick up one for themselves in future.

There is a tendency towards breaking away from the age-old tradition that knowledge is something external, to be respected and feared by those at the receiving end. The current trend is towards considering knowledge as something internal to be discovered personally, examined and applied for decision-making. Thus, the process of transacting curriculum has also improved a lot. Students need to be given ample experience situations through case studies, role plays, debates, discussions etc., where they can think, express and act originally. Increasing standards of living, growing consumer awareness, continuous innovations in



product designs and technology and worldwide telecommunication links have put business under immense pressure to strive for its survival and growth. For this purpose and with this back ground, there is need to review the learning objectives of teaching of commerce. Thus there is a need to include practical and application based topics in the curriculum which will guide and motivate young boys and girls towards self-employment and entrepreneurship in future. Commerce education has been an inspiring field for all the students. This has given many career choices and options for the commerce education aspirants, since last two decades there are many emerging and new paradigm have been taken place in the field of commerce. In the 21<sup>st</sup> century, the workplace dynamics will under sea change and commerce education will be required to set need standards of literacy, knowledge, productivity and performance. Various alternatives are available for re-orientation of commerce education like academic oriented course, vocational / self employment oriented courses, job oriented courses, and management oriented courses. There is greater demand for sound development of commerce education.

### **1.5 NEED AND IMPORTANCE OF COMMERCE SUBJECT AT HIGHER SECONDARY LEVEL**

The importance of commerce is increases day by day. The Organization of Commerce and Management(commerce) subject is an important subject for the students because through this subject, they get the knowledge about different types of business, about companies, economic and non-economic activities, different types of industries, etc. Students also get the knowledge about management of different enterprises. The expansion of Trade, Commerce, Banking, Financial Institutions, and Introduction of various regulations in commercial activities, resulted in the emergence of various forms of business enterprises and with the use of information technology, the importance of commerce education has increased greatly. The main purpose of commerce is to provide knowledge about the commercial activities and to prepare the students for vocational competency including training and development of skill. Commerce is useful for the students to understand the various aspects of changing of the goods and to know about the various aids which facilitate the central process of exchange of goods. Commerce is aimed at giving adequate knowledge about the wholesale trade, retail, export trade, and import trade. Apart from these it provides some knowledge about the movement of auxiliary services such as banking, insurance, communication, warehousing, agencies, transportation at higher secondary level.

**Gupta R (2009)** has listed the importance of commerce subject at higher secondary level is as follows.

- a) **Provides knowledge about business factors:** - In modern business world, competition is very tough and risks are very high. Before starting any business, various problems and factors associated with the business must be analyzed properly. So, commerce subject helps to provide the knowledge about those business factors.
- b) **Develop understanding about different forms of business organizations:** - commerce helps in developing the understanding the understanding of different forms of business organizations like private sector enterprise, public sector enterprise, and joint sector enterprises.
- c) **Provides knowledge about insurance:** - With the help of this subject, the students get the knowledge about different types of insurance, principle of insurance and their uses for business enterprise.
- d) **Understanding of communication services:** - The students understand meaningfully the importance and drawbacks of different modes of communication as postal and telecom postal services fax, internet, e-mail, World Wide Web (WWW), voice mail, unified messaging etc.
- e) **Provides knowledge about emerging modes of business:** - Modern era is the era of globalization, change and technology. In response to this, business throughout the world is changing its organization, way of working and use of technology. The major change in mode of business is emergence of e-business, e-commerce and business processing outsourcing. The students get the knowledge about the scope of e-business and opportunities or benefits of e-business in the present scenario.
- f) **Development of business ethics:** - Business ethics refers to the set of moral values or standards or norms which govern the activities of a businessman. Ethics define what is right and what is wrong. The students understand that the objective of business is not only to earn profit but to adopt business ethics also.
- g) **Provides knowledge about the sources of business finance:** - Adequate funds (finance) are very essential to start any business or run an enterprise. In short one can say that finance is the lifeblood of a business. The student gets the knowledge that from which sources they can arrange the finance to start a business.

- h) **Prepare students to choose their occupation in the future:** - Commerce helps the students to choose the proper occupations (like businessman, manager, accountant, work with any insurance companies, work with any communication services etc) in the future.

## **1.6 CONCEPT OF ACTIVITY BASED TEACHING**

Learning is acquiring new knowledge, behavior, skills, values, preferences or understanding, and may involve synthesizing different types of information. Further, it is a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing or making changes to one's knowledge, skills and world view (Illeris, 2000). For learning to take place, it is necessary that the student understand and engages with the information to be learnt. It is also important that the student processes the information with higher order thinking such as comprehension, analysis, synthesis, application and metacognition. When this happens, the student is able to relate the information to real life situation, connect it with past learning, and build his or her own knowledge (Garner, 1987). One important method of facilitating such engagement with information is activity. When we engages students in different activities (drama, debate, chart making, etc), it will become more effective teaching rather than lecture method.

The dictionary definition of 'activity' is 'work that involves direct experience by the student rather than textbook study.' Thus activity based learning should allow students to engage with and process information in such a way that he/she understands and builds his/her knowledge about a particular subject. The idea of activity based learning follows the constructivist educational theory and is child- centered pedagogy. Activity based learning (ABL) may be defined as a method of instruction, where activities of different types, suitable and relevant to specific subjects are integrated seamlessly into the regular instructional processes and engage them fruitfully (Suydam & Higgins, 1977). The main purpose of this method is making the classroom more student-friendly and reduces the boredom of the students. One of the reasons is that we do not contextualize in teaching – learning process. ABL is helpful to contextualize the students learning. In an' active-learning classroom', students are active learners not the passive receivers.

Active learning is crucial element of the new trust toward what is now commonly called “learner-centered” or “learning-centered” teaching (Weimer, 2002). The most common cited definition of active learning comes from Bonwell and Eison (1991): “Involving students in doing things and thinking about what they are doing.” The overall quality of teaching and learning is improved when students have ample opportunities to clarify question, apply and consolidate new knowledge. In this case, teachers create opportunities for students to engage new material, serving as guides to help them understand and apply that information in practical. The definition of activity based learning is given by various peoples, which are as follows.

**According to Dhand (1995)** “a learning center or activity center is one way of organizing instruction so that students can direct their own learning. It is most conveniently a designated area of the classroom or part of the school where students work independently or in small groups. Students work on activities with purpose to achieve certain objectives.” It is conducive to individualized learning. Learning becomes more meaningful and challenging when each student competes only with himself or herself. Students explore, estimate, experiment, question and hypothesize through learning center activities.

**According to The United Nations International Children’s Emergency Fund (UNICEF),**” Activity based learning is a methodology where children of different age group are grouped together in one classroom and each of them learn at his/her own pace through a series of activities in form of learning ladder, with teacher acting as a facilitator of child learning.” It means that activity based learning method gives an opportunity to the students to expose their hidden qualities and it brings a leadership quality among the students.

**According to Archibong (1997),** “Any teaching strategy in which pupil are involved in activities, be it in exercise, laboratory work or let’s find out exercises/activities, is activity based approach”. Activity based learning approach includes many activities like field-trip, Demonstration, Assignment, Project, Educational Movie, and many more.

**Prince (2004)** defined activity based learning as, “is a learning method in which students are engaged in the learning processes.” Learning activities if based on real life experience “help learners to transform knowledge or information into their personal knowledge which they can apply in different situations.” (Edward, 2001). It means that when the activities are based on

the real life situations then the implemented activity help the learners to use and transform their knowledge in different kind of situations.

The basic meaning of activity as per **Kochhar (2006)** is that,” Activity is anything which is carried out with a purpose in social environment involving physical and mental action. Such activities help in the establishment of stimulating environment for creative expression”. The decided activities must encourage holistic development of the students.

The teaching learning process is the heart of education. According to **Khanzode (1995)**, “previously teaching meant nothing more than giving information and imparting knowledge. It was regarded as a bi-polar process. Teacher and the subject being its two poles. Child was all together ignored. But now teaching has become tri-polar process of teaching-learning. Teacher, student and subjects are the three poles.” Thus, in teaching learning process teacher, learner as well as subject all these three components are very important.

### **1.7 CHARACTERISTICS OF ACTIVITY BASED TEACHING**

According to Dhand (1995), “child-centered educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, or understand a concept.” Characteristics of Activity based teaching are as follows:

- a) Encourages independence and team learning.
- b) Provides a wide variety of manipulative open-ended and creative activities.
- c) Provides students experience and active participation in the exploration of their environment.
- d) Make students advance at their rate that is attuned with their ability, interest and motivations
- e) Encourages self reliance and development of initiative in an atmosphere of trust
- f) Encourages children to follow many of their own interests and desires to learn
- g) Teacher plays the role of facilitator, guide and coach.
- h) Problem-solving, critical and creative thinking and deep understanding are emphasized.
- i) Learners are encouraged to explore the new knowledge independently.

## **1.8 MERITS OF ACTIVITY BASED TEACHING**

According to Dhand (1995),

- a) Promotes child-centered activities with fun
- b) Helps individualize
- c) Encourages independence in learning
- d) Involves flexibility
- e) Provide a wide variety of manipulative open-ended and creative activities
- f) Motivate the students for learning
- g) Provides students experience and active participation in the exploration of their environment
- h) Makes available enrichment activities
- i) Make students advance at their rate that is attuned with their ability, interest and motivations
- j) Encourages self reliance and development of initiative in an atmosphere of trust
- k) Encourages children to follow many of their own interests and desires to learn

Thus, activity based teaching learning process can make the participative and interactive classroom environment. It helps to motivate and encourages the students for interesting learning which can provide an opportunity for the students to enhance clear understanding as well as creativity.

## **1.9 CHALLENGES OF ACTIVITY BASED TEACHING-LEARNING METHOD**

**Awasthi (2014)** gave the following challenges of activity based learning methods which also be take into consideration while adopting activity based learning method of teaching.

- a) Very specified teacher training is required for applying activity based learning method. Activity based teaching requires more time for proper implementation.
- b) It is expensive as require large number of material aids are prepared for implementing this method.
- c) It is time consuming and completing the syllabus within stipulated time period may arise a challenge for the teachers.

- d) Complete waste of time and money if it is not implemented appropriately. The decided activities must be implemented in proper way with maximum utilization of resources.

## 1.10 ROLE OF TEACHER IN ACTIVITY BASED TEACHING-LEARNING METHOD

**Awasthi (2014)** at the time when activity based learning was gaining importance all over the world, some of the critics suspected that with the introduction of this methodology, role of teachers will be reduced but later on it does not proved true. In reality, role of teacher changed a little bit. While following activity based teaching learning methodology, teacher has to play the roles which are different to traditional roles and they are-

- a) **Planner and Organizer:** - The teacher should plan different activities related to the content, & interest of the students. After planning activities, teacher should organize appropriately the selected activities.
- b) **Facilitator & Motivator:** - Teacher should provide the facilities to perform the activities and motivating the students to perform with their maximum efforts. Teacher also motivates the students for participation by organizing interesting activities. Teacher should provide the required material to the students for activity.
- c) **Decision maker:** - The teacher should decide the appropriate tasks for doing the activities. What kinds of activities are done? Whether it is relevant or not? All these things are decided by the teacher.
- d) **Knowledge imparter:** - Teacher should give basic and fundamental knowledge about the activities to the students irrespective of different topic. Teacher should orient the students about different kinds of activities and they also give instructions about how to do it. What kinds of things they learn through these activities that knowledge also is given by the teacher.
- e) **Evaluator:** - After completing activities, teacher should evaluate the student's performance in particular activities. Teacher also evaluates that whether the decided activity leads to learning outcomes or not? Whether the activities are properly implemented or not? Whether students learn interestingly through this activity?

The roles of teacher mainly to guide, facilitate, motivate, and evaluate the learning process in order to encourage the students and help them where students have a difficulty or problem.

The teacher encourages learners to ask a question, explain, discuss, evaluate and formulate their own ideas, thoughts, opinions, solutions and conclusions. Thus, investigator observed that in the activity based teaching-learning process, teacher also play a role of an initiator of activities to encouraging students interest and lead them for new knowledge.

Thus at the end of this chapter investigator feel that students learn well through participating in different activities and they get practical exposure. Activity based teaching learning process can make the participative and interactive classroom environment. It helps to motive and encourages the students for interesting learning which can provide an opportunity for the students to enhance clear understanding as well as creativity.

### **1.11 RATIONALE OF THE STUDY**

In education, there are many teaching methods and approaches for making teaching-learning process effective. Activity approach plays important role in teaching-learning process. Through this approach teacher can create conducive and participatory environment in the classroom which makes learning interesting and it will be helpful for the students to remember content for a longtime. In Activity approach every student is involved in teaching-learning process. It gives chance for self-learning to student and it also gives a scope for using creativity. Through this approach, teacher can make interactive classroom environment and students can learn organization of commerce and management subject easily and effectively.

NCF (2005), “our current concern in curriculum to make it an inclusive and meaningful experience of children along with efforts to move away from a textbook culture require a fundamental change in how we think of learners and the process of learning.” As per the present education system, it seems activity based teaching is suitable and appropriate method for teaching any subject. Investigator found very few studies for teaching Organization of commerce and management through activity based approach.

Activity based learning provide an opportunity for acquiring the knowledge. “Well-planned activities which are directly related to the objectives are central to the entire process. For every one objective, there should be as many alternative activity choices as possible relating to each objective in order to cater to different abilities and interest of students.” (Dhand, 1995)



In higher secondary school, standard XI is very crucial stage. It is stage of adolescents. According to NCF (2000), “this is the stage after which majority of the learners will enter the world of work. Practical activities to be chosen should have relevance for future life through acquisition of skills and values. Critical, creative, problem solving and generative thinking has to be developed in adolescent stage.” Thus, it is a best time to provide an opportunity to the students to enhance their abilities in organization of commerce and management subject through activity based teaching programme and check its effectiveness as compared to the traditional method of teaching. Gujarat Government also initiate activity based learning at primary stage for the burden free education and overall development of child. This strategy included material on activity-oriented teaching and classrooms for teachers, material on participatory training methods, a flexible training design, and ‘Activity Bank’ that contained activities which could be used by teachers.

In Gujarat, the Joyful Learning Programme was called “Tarang Ulhasmay Abhyas”. The focus was to “adopt the methods which are appropriate for the developmental phases of children in early years”, and the “main goal is to go away from chalk and talk method to the play methods”. But the main difficulty is that the teachers are not trained. The NCF (2005) has suggested that commerce should be taught through constructivist approach. Teaching through activities will help students’ in construction of knowledge on their own. Commerce is practical subject and is vocational in nature. The knowledge of commerce is required in the day to day activities. If theoretical input is only given then students will not be able to use the knowledge in their day to day affairs. Commerce is taught at higher secondary level and we know that commerce is trade and aids to trade. Commerce subject includes topics such as Banking, Insurance, Business, e-commerce, internal trade, international trade, Social responsibility of business etc. If such topics are taught through different activities, then it will help to develop certain skills in students which will help them to use that knowledge and that will also make them understand the area of their interest which they can take up as their career option in future.

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; which are the outcome of commerce education. 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 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 (Nanssay and tone 1977).

The traditional way of teaching may leads to the boredom among the students of 11<sup>th</sup> standard. Today's young world is living in a cyber-tech environment where paper and pencil often have some 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 any subject especially a vocational discipline like commerce.

Commerce teaching is related with the real life situations. So, in commerce teaching; use of traditional way of teaching may create the monotonous classroom setting and the content may become boring. If we use activity based learning method for teaching commerce or any subject, it may encourages the students to learn interestingly. Activity based learning method reduces the boredom among the students and through activity based learning; teacher will teach the content effectively. For achieving the objectives of teaching commerce, given by the "Central Board of Secondary Education (CBSE)", investigator wants to make a study on it. Most of the studies are taken place for innovative way of teaching any subject (i.e. use of ICT, organizing different activities). So, for making the content effective and to the point, many of the teachers adopt an activity based learning method as well as many studies were taken irrespective of these aspects. No study was done for showing the effectiveness of activity based learning implemented in teaching commerce subject. So, the investigator is planning to conduct a survey which will focus on effectiveness of activity based learning in teaching commerce at higher secondary level.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction: -

A review of related studies is an important for any research work. It is also beneficial for the researcher to provide the rationale for the present studies. In this chapter, researcher mentions the studies which some of the relevant researches done in the past similar to the present study. The main objectives and focuses of the total eighteen studies have been reviewed in this chapter to develop different perspectives of the nature and findings of these studies and arrived at implications for the present study.

**Shah (1981)** conducted a study an experimental investigation of the effects of selected teaching strategies on the development of creative thinking and achievement in science. Objectives of the study were (i) To find out the effectiveness of the strategies on the development of creative thinking ability of standard VII students. (ii) To find out the effectiveness of the strategies on the achievement in science of standard VII students. Design of the study was experimental in nature. In this proposed study I.Q. test, creative thinking test and pre-achievement test were used. Findings of the study were that the selected strategies for their effectiveness in developing creative thinking and achievement in science of VII students were significant at 0.01 level of significance. It was found that the four strategies of teaching had significantly differential effects on the development of originality and flexibility of VII standard students. Strategy was effective in developing creative thinking and its components as compared to all other strategies. It observed that the effect of strategies was dependent upon the level of intelligence, sex and creativeness of the students.

**Rajendran (1992)** compared the effectiveness of the activity centered approach over the structural method. An objective of the study was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity centered approach to teaching English. The investigator found that there was no significant difference in the achievement level of students taught under the activity centered approach and the conventional method.

**Siva (2005)** did an investigation on the topic- a study of status of commerce education in the English Medium higher secondary schools of vadodara city. The objectives of the study were (a) To study the status of Commerce education at the higher secondary level mainly in terms of number of teachers available in school for teaching Commerce subject, teacher's academic qualifications and professional qualifications, number of periods allotted for different Commerce subject per week, methods of teaching followed in class room, practical activities related to Commerce, and achievements in the last five years in terms of pass percentage. (b) To study the opinions of teachers and students regarding the present status of Commerce education at the higher secondary level. (c) To suggest some measures to bring effectiveness in Commerce education at the higher secondary level.

**Rathawa (2007)** conducted a study on development and implementation of multimedia package for teaching Gujarati. The objectives of the study were a) To develop multimedia package in Gujarati subject for standard VIII students. b) To study the effectiveness of multimedia package in terms of achievement of students. c) To study the effectiveness of multimedia package in terms of achievement of students collected through opinionnaire. d) To compare the achievement of experimental and control groups. Major findings were (i) students enjoy the learning. (ii) If we want to improve the educational scenario then activities are essential. (iii) It easy for them to understand the content. (iv) Students develop new imagination by watching content related pictures.

**Mathrani (2008)** conducted study of effectiveness of project based learning in teaching 'organization of commerce' at standard XI. Objective was to determine the effectiveness of project based learning (PBL) in term of the reaction of the students. Major findings were a) The designed PBL was found to be effective for teaching the Chapter 'Internal Trade' in O.C. b) there is a significant difference in the mean scores of experimental group and control group. The mean score of experimental group is significantly higher than the mean score of control group. c) There is a significant difference between observed frequencies and expected frequencies and students were found having positive reactions towards each statement framed by the investigator for designed PBL. d) In total, the designed PBL helped the students of experimental group to learn more effective and interestingly. e) Students liked the presentation and discussion session for the projects prepared by them. Students participated very enthusiastically and shared their experiences in the classroom which made the classroom lively and they could learn about some realities in real life.

**Kuldipsinh (2009)** conducted a research to develop and implement an activity package to enhance the fluency in English language at higher secondary level. He focused on arts students. Major findings were that an activity package was effective in enhanced fluency. It enhances vocabulary, pronunciations, grammar in the students. It also helped to develop creativity among the students.

**Kugamoorthy (2010)** conducted a study of activity based learning: an effective approach for self regulated learning practices. Survey method was used for this study. Questionnaire was used as a tool for collecting data of the proposed study. The major finding of the study were indicated that 96% of the student teachers liked to search more information themselves for their own learning and they stated that the activities given have motivated students to do self-learning and search more relevant information for their learning. That finding clearly shows that activity based learning sessions have developed higher level cognitive skills such as critical thinking, evaluation skills and analytical skills among the student teacher.

**Amin (2011)** conducted study on development and implementation of an activity based science teaching programme for pre-service student teacher. The objectives were a) To develop the activity based science teaching programme (ABSTP) for the student's teachers. b) To implement the developed programme on student teachers. c) To study the effectiveness of the developed programme in terms of the differences in student teachers with respect to: (i) Content knowledge of science and technology. (ii) Experimental ability (iii) Understanding about science teaching d) To study the effectiveness of the developed programme in terms of (i) student teacher's opinion about each of the activities after their implementation. (ii) student-teacher's responses at the end of the implementation of ABSTP. The major finding of the study were the designed activities provide testimony to the fact that it is possible to provide learning experiences based on constructivist, experimental, collaborative and co-operative, and ICT based learning technique to the student teachers through activity based science teaching programme. The developed study was found to be effective in terms of achievement of student teacher's, experimental skills of student teacher's and their quality. There was an enhancement of their understanding, content clarity, awareness, knowledge gained, attitude development, innovative thinking, decision making and planning ability. It also improved their science process skills.

**Mehta (2012)** studied on development and implementation of an activity based programme on science teaching. The main objectives of the study were a) To develop the Activity Based Programme in Science. b) To study the effectiveness of Activity Based Programme in Science in terms of Achievement of the students. Pre-experimental design was employed for the study. Achievement test was used by the investigator for this study. The major findings of the study was that the difference existed between the selected strategies for their effectiveness in developing activity based programme in science subject of VIII English medium students at 0.05 level of significance.

**Tadvi (2012)** studied on development and implementation of an activity based programme in Gujarati Subject for the students of standard VIII. The main objectives of the study were a) To develop an activity based programme in Gujarati subject for the students of standard VIII b) To implement the prepared activity based programme in Gujarati subject for the students of standard VIII c) to find out the effectiveness of developed activity based programme in Gujarati subject for the students of standard VIII with respect to the difference in achievement mean score and opinion about the developed activity based programme. The tools used for the study were achievement test for pre-test and achievement test for post-test and the techniques used were photography and focused group discussion. Purposive sampling technique was used. The major findings of the study were that teaching innovative way of teaching Gujarati helps the students more, ABL's benefits, reactions of the students with respect to different activities and students learning experiences.

**Shah (2013)** did an investigation on the topic a study of status of commerce education in the Gujarati medium higher secondary schools of vadodara city. The main objectives of the study were a) To study the status of Commerce Education at higher secondary level mainly in terms of (i) Numbers of teachers available in school for teaching Commerce subjects (ii) Teacher's academic qualifications and professional qualifications. (iii) Number of periods allotted for different Commerce subjects per week. (iv) Methods of teaching followed in classroom. (v) Practical activities related to Commerce (vi) Achievement in the last five years (in terms of passing percentage) b) To study the opinion of teachers and students regarding the present status of Commerce Education at the higher secondary level. c) To suggest remedial measures to bring effectiveness in Commerce Education at the higher secondary level. The tools used for the study was questionnaire prepared for both student and teacher. The survey method was adopted for the study. The major findings of the study were number of teachers

available in the school, number of section in the school, methods of teaching commerce and number of period per week for teaching commerce subject, achievement in commerce subject etc.

**Sheikh (2014)** conducted a study on topic- development and implementation of an Entrepreneurship skill development programme among Commerce students of XI standard. The proposed study was quasi-experiment in nature. The study used Achievement test and Reaction scale as a tool for data collection. The main objectives of the study were (i) To identify the entrepreneurship skills needed for the commerce students of standard XI. (b) To develop an 'entrepreneurship skill development programme' for commerce students of XI standard. (c) To implement the 'entrepreneurship skill development programme' on the commerce students of standard XI. (d) To study the effectiveness of the 'entrepreneurship skill development programme' with respect to the achievement of commerce students of XI standard in entrepreneurship skill development programme and reaction of the students towards the developed entrepreneurship skill development programme. The major findings of the study were (i) The entrepreneurship skill development programme was found to be significantly effective in terms of enhancing students achievement in entrepreneurship skill. (ii) The entrepreneurship skill development programme was also found to be effective in terms of the reaction of students towards the programme.

**Gohil (2014)** conducted a study on topic developing and implementing activity based strategy in Mathematics of standard VII. The proposed study was experimental in nature and considering the feasibility of experimentation and data collection, the sample of the present study was selected purposively. The main objective of the study was developing activity based strategy (ABS) for teaching Mathematics. The major findings of the study were (i) The developed ABS for Mathematics teaching was found to be effective as compared to the traditional method of Mathematics teaching and the topics were (a) perimeter and area and (b) surface area and volume.

**Parmar (2014)** did an investigation on the topic-development and implementation of an activity based programme for teaching Hindi for standard VI. The main objectives of the study were a) To develop and implement an activity based programme for teaching Hindi to the students of standard VI. b) To implement an activity based programme for teaching Hindi to the students of standard VI. c) To find out the effectiveness of activity based programme for teaching Hindi in terms of (i) Achievement of the students of the standard VI and (ii)



Reaction of the students of the standard VI. The tools used for the study were achievement test and reaction test. The design of the study was experimental in nature. The major findings of the were a) The developed Activity based programme for teaching Hindi found effective as compared the traditional method for Hindi teaching. b) There is a significant difference between mean score of pre-test and post-test. c) The reaction towards the Activity based programme for teaching Hindi is positive. d) Students reading and speaking skills improve. e) The imagination power develops into the students etc.

**Makwana (2014)** studied on a topic of development and implementation of Activity based learning for English in standard IX. The major objectives for the proposed study were a) To develop and implement the prepared activity based programme in English subject to the students of standard IX. b) To find out the effectiveness of developed activity based programme in English subject to the students of standard IX with respect to the difference in achievement mean score. The tools used for the study was achievement test. The proposed study was mainly focused on use of different activities and its effectiveness for teaching English in standard IX. The design of the study was a single group experimental design.

**Rathee and Rajain (2016)** did an experimental investigation on the topic- effectiveness of Activity based learning in Management education. The main objectives for the study were a) To find the effectiveness of Activity based learning among students. b) To find whether there is any difference of opinion regarding effectiveness of Activity based learning based on gender of the student. c) To find whether a relationship exists between the education of students and statement that Activity based learning is more engaging than traditional learning. Descriptive research design was used by the researcher for the proposed study. The major findings of the study were that the majority of the students considered activity based learning as an effective method of teaching. it was also seen that both male and female students had similar views regarding the effectiveness of activity based learning. Lastly, it was found that there was a significant relationship between the education level of students and statement that Activity based learning is more engaging than traditional learning.

**Makwana (2017)** evolved a strategy for development and implementation of an activity based programme in teaching of Sanskrit (ABPTS) for standard VIII students. The objectives of the study were a) To develop and implement an activity based programme for Teaching Sanskrit in the students of standard VIII b) To implement an activity based programme for Teaching Sanskrit to the students of standard VIII c) To find out the effectiveness of activity

based programme for Teaching Sanskrit in terms of (i) Achievement of the student of standard VIII (ii) Reaction of the students of the standard VIII. The tools used for the study was post (Achievement) test and techniques used were photography, observation of the activity and reaction scale. Purposive sampling technique was used with activity based Sanskrit teaching programme as an independent variable and achievement of the students on the programme and reaction towards ABPTS as dependent variable. The findings of the study were importance of activity based Sanskrit teaching, its effects on VIII students and innovative way of teaching Sanskrit than traditional way.

**Dalwadi and Shah (2018)** conducted study on student's preferences for activity based learning in accountancy subject- a study of Anand district. The main objective of the study was to understand the student's preferences about activity based learning methods in accountancy subject for the better understanding of the project. Experimental research design was used for the study with use of questionnaire as a tool. The major finding of the study was that activity based learning is better than chalk and talk method, retention ratio will increase, attendance in class and confidence level of the students will improve. Learning becomes fun and the subject can be learnt without burden.

## **2.1 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE**

In the review of related literature, there were total eighteen studies observed that were provide the main view to the researcher for her study. These studies helps the researcher to understand the past scenario of teaching learning process and also it gave a clear idea about what should be the right way to teach any subject at different level through different methods and approaches.

The investigator found that there were many studies such as Tadv (2012), Mehta (2012), Parmar (2014), Makwana (2014), Rathee and Rajain (2016), Makwana (2017) and Dalwadi and Shah (2018) conducted in the area of activity based teaching learning programme in the school set up with respect to the importance of different subjects (Gujarati, Science, Hindi, English, Management, Sanskrit and Accountancy respectively). Majority of the studies indicated that an innovative way of teaching any content may bring life-long learning among the students as well as it creates interest of the students at any level. Similarly, teaching any subject with the help of different activities is important for the teacher also for making his/her teaching learning process effective. Activity based learning enrich different aspects of the

students like development of student's social, physical and intellectual abilities, hidden qualities of the students, leadership quality, cooperativeness, groupism etc. Students can build their future career by knowing their interest and abilities through participating in different activities.

Further studies Shah (2013) studied on the status of commerce education and its importance on practical life. Commerce education deals with the business strategy and it will be helpful to the secondary level students at the time of career making. Students know their interest area through the activity based teaching- learning method. It will not be helpful to the students only but it will be important for teacher also. Amin (2011) and Kuldipsinh (2009) conducted a study on development and implementation of Activity based science teaching programme for pre-service student teacher. The proposed study focused on the fact that activity based Science teaching programme provides the learning experiences based on constructivist, experimental, collaborative and co-operative, and ICT based learning technique to the student teachers and its effectiveness in terms of achievement of student teacher's, experimental skills of student teacher's and their quality. Thus, from the review of related literature it is evident that activity based learning becomes beneficial for the students of different level (i.e. primary, secondary, higher secondary, and college level also) apart from these studies, no studies were conducted on activity based learning in commerce teaching. So, the investigator proposes to study the effectiveness of activity based teaching of commerce subject at higher secondary level.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

Methodology refers to the process and procedure that one adopts while carrying out a study in order to achieve the particular objectives specified for one's study. The scope of research methodology is wider than that of research methods. Methodology is a very important step in any research endeavor. Methodology discusses about the plan and procedure used for the present study. It further discusses the design, population, sample and sampling procedure, detail about tools and techniques of data collection, the procedure applied for data collection and data analysis.

#### **3.1 STATEMENT OF THE PROBLEM**

A study of the effectiveness of activity based learning method implemented in organization of commerce and management (Commerce) subject at the higher secondary level in English medium school.

#### **3.2 OBJECTIVES OF THE STUDY**

- a. To develop an activity based learning method for 11<sup>th</sup> standard students in organization of commerce and management subject
- b. To implement the developed activity based learning method for 11<sup>th</sup> standard students in organization of commerce and management subject
- c. To study the reaction of 11<sup>th</sup> standard students regarding the implemented activity based learning method in organization of commerce and management subject

#### **3.3 OPERATIONAL DEFINITION OF THE TERM**

- a) **Effectiveness of Activity Based Learning:** - The difference between the mean scores obtained by the students of control group with respect to the given treatment through activity based learning to experimental group and reaction of the students about the implemented activities in commerce teaching is constituted as an effectiveness of Activity Based Learning Method. The effectiveness of activity based learning will be

a score achieved by a student in the different activities developed by the investigator with the help of reaction scale.

b) **Activity based learning:** - Activity based learning means different activities adopted by the investigator to teach the Organization of Commerce and Management subject to the 11<sup>th</sup> standard students. It gives opportunities to the students for participating in different activities, giving their creative ideas and gaining the permanent knowledge of the respective topic. For this proposed study, investigator had taken the following activities to teach Organization of Commerce and Management subject with Activity based learning method.

- Identify me
- Case studies
- Drama
- Quiz Competition
- Bigg Boss

### **3.4 DELIMITATION OF THE STUDY**

The proposed study was delimited to the 11<sup>th</sup> standard students of Shree Jalaram Vidyalaya English medium school. It was delimited to the Gujarat State Education Board only and in this study, the activity based learning method was delimited to the two chapter of 11<sup>th</sup> standard organization of commerce and management subject book namely:

- Ch-9: - Internal Trade
- Ch-11: - Social Responsibility of Business

### **3.5 METHODOLOGY OF THE STUDY**

The proposed study aimed at teaching commerce subject to the 11<sup>th</sup> standard students through developed strategy for adopting activity based learning method along with the reactions of the students in Organization of Commerce and Management. For this purpose, the proposed study was survey in nature. The methodology of the proposed study was comprise of the following points i.e. Population, Sample, Research design, Tools, Procedure for Data collection and data Analysis.

### 3.6 DESIGN OF THE STUDY

For the proposed study, investigator used survey method for data collection.

### 3.7 POPULATION

All the students studying in 11<sup>th</sup> standard Commerce in Shree Jalaram Vidyalaya English Medium School affiliated to Gujarat State Education Board in the city of vadodara in academic year 2019-2020 was constituted as the population for the proposed study. Approximately there are total 50 English Medium schools in Vadodara city.

### 3.8 SAMPLE

The sample of the present study was selected with the help of convenient sampling considering the criteria i.e. availability of the school as per the convenience of investigator. Only one English medium school, which is affiliated to Gujarat State Education Board from the Vadodara city, was selected as a sample for the present study.

### 3.9 TOOL FOR DATA COLLECTION

Following tool was used for the collection of the data for the proposed study.

- **Reactions Scale:** On the basis of different activities implemented for teaching Organization of Commerce and Management to the students, a likert type five point scale was prepared to know the reaction of the students. It would help the investigator to know the reaction of 11<sup>th</sup> standard students for activity based learning.

### 3.10 PROCEDURE FOR THE DATA COLLECTION

**Step 1: - Organizing Activities:** Investigator developed a method to organize different activities for 11<sup>th</sup> standard students. Organization of different activities like; Identify me, Case studies, Drama, Quiz Competition, Bigg Boss, and Paper Presentation was incorporated in this method as per the need of the different topics in selected chapters.

- a. **Identify Me:** - It is an activity designed for the “introduction of chapter”, through which students learnt the difference between internal and international trade. The concept of two different topics is explained through this activity.

- b. **Case Studies:** - Case studies are powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. This activity was designed for teaching the topic- “Types of Trade”. Through this activity, students learn about the different types of trading activities, which knowledge would be helpful to the students in their real life situations.
- c. **Drama:** - Drama is an activity through which students express their skills and views. This activity was designed for the topic- “Procedure of Retail and Wholesale Trade, Services providers for that and the problems faced while doing Retail and Wholesale Trade”. Students learnt this topic through drama.
- d. **Quiz Competition:** - It is an activity through which students developed their critical thinking skill. Investigator designed this activity for topic- “Types of Retail Trade”. Here, students participated in a group and learn the topic by answering the different questions.
- e. **Bigg Boss:** - It is an activity designed for the topic- “Difference between Departmental trade and Chain Store, and Difference between Retail Trade and Wholesale Trade”. In this activity, students did different task in a group and they learn the topic by doing different task based on different topics.

**Step 2: - Implementation of the developed activity based learning strategy:** The developed method was implemented on the experimental group. The investigator would teach Organization of Commerce and Management to the 11<sup>th</sup> standard students of experimental group using the developed activities through innovative way of teaching. At the same time, the students of control group would be taught commerce subject by their regular teachers through traditional way of teaching. The whole activity based programme was implemented in a following way.

#### **Activity Based Teaching-Learning Programme**

<b>Sr. No.</b>	<b>Name of the Activity</b>	<b>Procedure of the Activity</b>	<b>Time Duration</b>
1	Identify Me	➤ This activity was designed by the investigator for the “Introduction of the	30 Min.

		<p>Chapter.” It is an activity in which students identify that what are Internal Trade and International Trade. In this activity, Investigator wrote different examples related to the trade and students identify that example irrespective of Internal and International Trade. Students’ also gave the reason for why they gave that answer. After that they were stick their cheats into the chart.</p> <ul style="list-style-type: none"> <li>➤ Investigator gave the instruction about the whole activity related to what actually they had to do. It was an individual activity.</li> <li>➤ One by one student came forward and picked one cheat.</li> <li>➤ Student Read the example loudly which was written in the cheat and he/her gave the answer and then he/she stick that cheat into the chart.</li> <li>➤ Through this activity, students identify the type’s trade based on given examples and they learnt about the meaning of Internal and International trade.</li> <li>➤ At last, investigator concluded the whole activity with the help of chart.</li> </ul>	
2	Case Studies	<ul style="list-style-type: none"> <li>➤ This activity was designed by the investigator to develop the critical thinking ability, skill of cooperativeness and problem solving ability of the students’. This activity was designed for the topic- “Types of Trading Activities”. Here, investigator designed different case studies based on the types of trading activities.</li> </ul>	30 Min.



		<p>Students' critically evaluated the case studies in a group of 3-3 members and then gave their answer. Investigator gave 5 minute to the students for doing this activity.</p> <ul style="list-style-type: none"> <li>➤ Investigator gave the instructions about the activity and what they had to do in this activity. Here, the investigator made a group of 3-3 members. Then, she gave the case studies to the students.</li> <li>➤ During the time duration, investigator observed the students, and gave direction to the students.</li> <li>➤ Students were evaluated the given case studies irrespective of different types of trading activities. They worked in a group and by mutual discussion they came to their answer with proper reason.</li> <li>➤ Likewise, each group did the activity and at last investigator concluded the whole activity so that students correlated the activity with actual content.</li> </ul>	
3	Drama	<ul style="list-style-type: none"> <li>➤ Investigator prepared this activity for the topic- "Procedure of Retail trade and Wholesale Trade, Services provided by them and problems faced while doing Retail and Wholesale Trade". All these topics are explained with the help of drama which was done by students.</li> <li>➤ The whole drama was divided into different parts. The students participated in a group and they prepared the drama based on the script which was prepared by the</li> </ul>	50 Min

		<p>investigator. The time taken for preparing students for the drama was one week.</p> <ul style="list-style-type: none"> <li>➤ The drama was conducted in a classroom for remaining students. All students observed the drama carefully. The time for doing this drama was 45 min.</li> <li>➤ Students played the role of producer, wholesaler, different retailers and customers. Which kinds of services they provided and what problems they faced while doing these activity that were also be told by students with the help of drama.</li> <li>➤ Based on this Drama, students correlated the content with real life situations. They took the practical exposure about the how trading taken place in reality.</li> <li>➤ Investigator observed the whole drama and at the end she gave conclusion of the activity to the students', so that students learnt the topic easily by play-way method i.e. learning by doing any activity.</li> </ul>	
4	Quiz Competition	<ul style="list-style-type: none"> <li>➤ At the beginning, investigator gave the small overview about the different types of retail trade. Investigator gave the information's about the concepts then they took students the quiz competition.</li> <li>➤ It is an activity in which the no. of questions is given and then participants gave the appropriate answer. This activity was designed by the investigator for the topic- "Types of Retail trade". The investigator prepared the no. of multiple choice questions for the students. The</li> </ul>	20 Min.

		<p>marks also given on each question.</p> <ul style="list-style-type: none"> <li>➤ The whole quiz was divided into three sessions. 1<sup>st</sup> and 2<sup>nd</sup> session had theoretical questions, but in the 3<sup>rd</sup> session, the theory questions and visuals were also there.</li> <li>➤ The investigator divided the whole class into two groups. Each group had 9-9 members. One student wrote the mark on the black-board. One student was an introducer of the activity, who gave the instructions and criteria about the activity; he also gave the time limit for answering the question. Another three students were conducting three sessions one by one.</li> <li>➤ Students did the activity in a group. They gave answer by mutual discussion.</li> <li>➤ At the end of the activity, investigator concluded the whole activity which would be helpful to the students for correlating the activity with the content.</li> </ul>	
5	Bigg Boss	<ul style="list-style-type: none"> <li>➤ This activity was designed by the investigator for the topic: "Difference between Departmental and Chain store and Wholesale trade and Retail trade". The activity was done in a big boss house.</li> <li>➤ In this activity, the whole class was played a role of house member. One student played a role of Anchor (As Salman Khan). He just introducing this activity and invited the guests of the house. Four members were the guests of the house; they came to the house for promoting their trading activity.</li> <li>➤ The guests gave the task to the remaining</li> </ul>	1 hr.

		<p>house member in a group. The creative activity was given to the house member in which members gave their best output by using their innovative and creative ideas.</p> <ul style="list-style-type: none"> <li>➤ Investigator gave the ice cream sticks, &amp; glue to one group and plane white dupptta &amp; acrylic color to other group member. Here the guests of the house gave the instructions to the house member about what they had to do by using these materials.</li> <li>➤ The house member made one boat by using the ice cream sticks &amp; glue and paint the white plane dupptta creatively by using acrylic colors. The time given for this activity was 30 mins. After that, they have to give their views regarding the trading of these two creative items.</li> <li>➤ At last, the guests the house gave their views regarding Departmental, Chain, Wholesale and Retail trade to the house members in details. Through this activity students distinguish the two types of trading activity. They also understand about which kind of trading will they done in future, so that they will earn more profit.</li> <li>➤ This activity gave practical exposure to the students by using learning by doing method.</li> </ul>	
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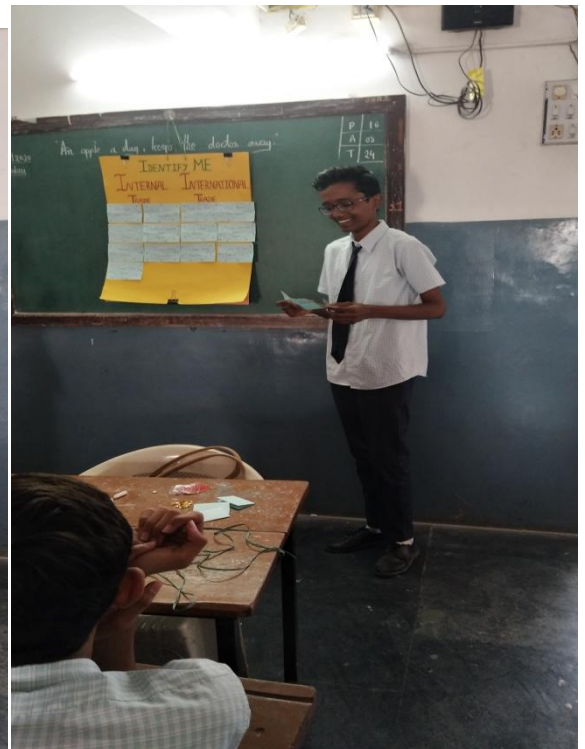
### 3.11 DATA ANALYSIS

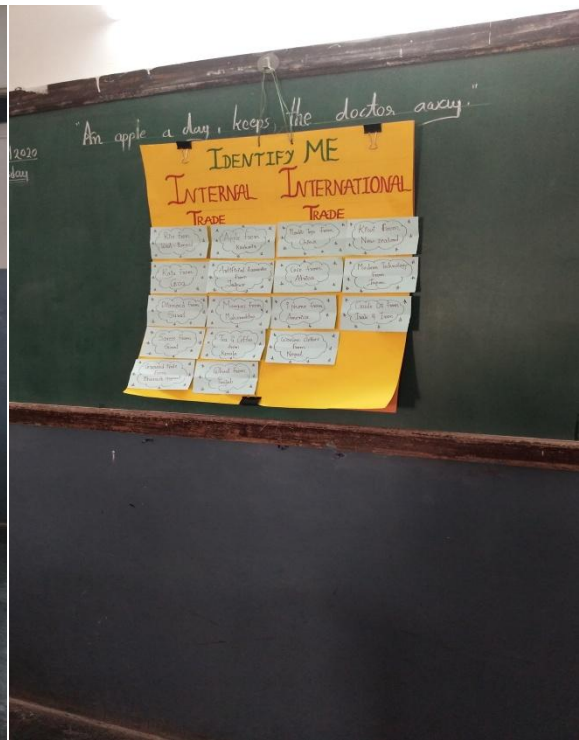
The collected data was analyzed by employing quantitative statistical technique. To achieve the 3<sup>th</sup> objective of the proposed study, frequency, and percentage were used.

### 3.12 ACTIVITY BASED LEARNING IN ORGANIZATION OF COMMERCE AND MANAGEMENT (COMMERCE) SUBJECT

The following are the list of the activities implemented in teaching Organization of Commerce and Management subject in classroom settings.

- Identify me







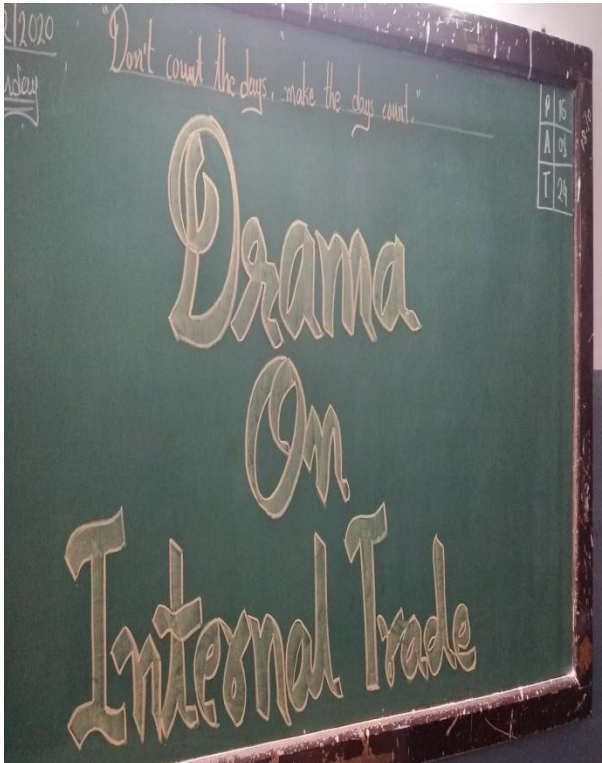
- Case studies







- Drama



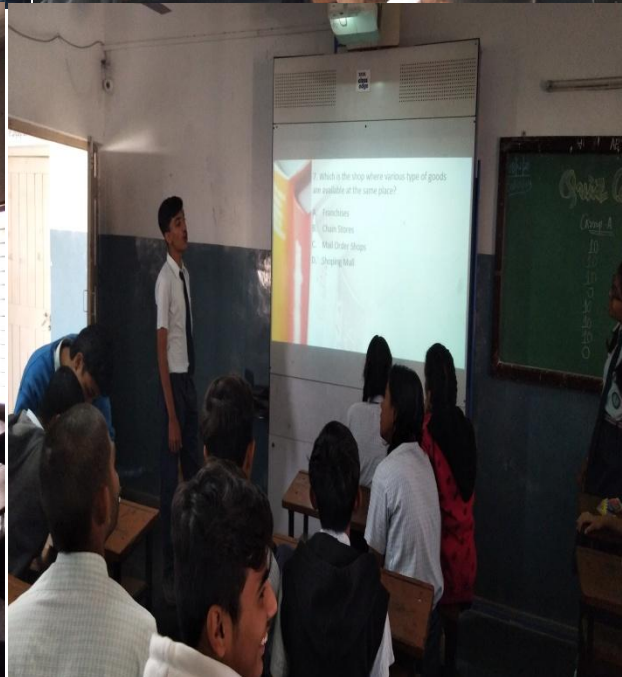
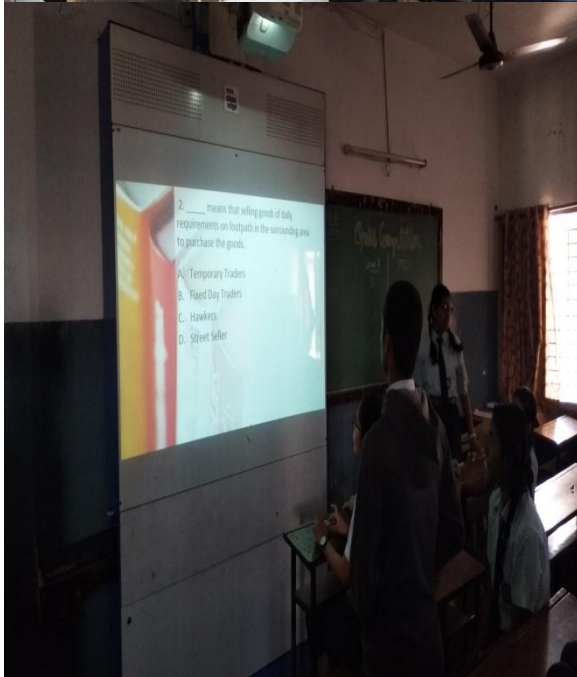














- Big Boss







**CHAPTER THREE:**  
**RESEARCH METHODOLOGY**



# **CHAPTER FOUR:**

## **INTERPRETATION OF DATA**

## CHAPTER FOUR

### INTERPRETATION OF DATA

#### 4.0 Introduction

The previous chapter dealt with the methodology adopted for the present study, selection of sample, tools used in the investigation, administration of tool and the procedure followed in the collection of data. The analysis and interpretation of data is the most important part of the research. The present chapter deals with the analysis and interpretation of the data. For the purpose of data collection, investigator prepared a reaction scale for the 11<sup>th</sup> standard students. The collected data was analyzed using frequency and percentage.

#### 4.1 Analysis of Reaction Scale

There was an analysis of reaction scale given by the 11<sup>th</sup> standard students of Shree Jalaram Vidyalaya, English medium school. There were total 24 students. They gave their opinions about the activity based teaching implemented in Organization of Commerce and Management subject. The following table shows the frequency and percentage of the student's reactions about activity based teaching.

Strongly Disagree (SDA)	Disagree (DA)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

**Table 4.1: Frequency and Percentage of Student's Reaction Scale**

Statements		Frequency (F)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		Percentage (P)	1	2	3	4	5	
1	I like to learn Organization of Commerce and Management subject through activity.	F	0	0	1	9	14	24
		P			(4.17%)	(37.5%)	(58.33%)	(100%)
2	It will become easier for me to learn Organization of Commerce and Management	F	0	0	2	4	18	24
		P			(8.33%)	(16.67%)	(75%)	(100%)

	subject through different activities.							
3	I like working in a group.	F	0	0	1	12	11	24
		P			(4.17%)	(50%)	(45.83%)	(100%)
4	I developed positive feelings through these activities.	F	0	0	1	7	16	24
		P			(4.17%)	(29.17)	(66.66%)	(100%)
5	All activities are related with content.	F	0	0	1	8	15	24
		P			(4.17%)	(33.33%)	(62.5%)	(100%)
6	The implemented activities are interesting.	F	0	0	0	10	14	24
		P				(41.67%)	(58.33%)	(100%)
7	My interest in learning Organization of Commerce and Management subject was increased through activities.	F	0	1	11	11	1	24
		P		(4.17%)	(45.83%)	(45.83%)	(4.17%)	(100%)
8	I am able to explore commerce knowledge with the help of Drama.	F	0	2	13	6	3	24
		P		(8.33%)	(54.17%)	(25%)	(12.5%)	(100%)
9	I understand content very well with the help of activities.	F	0	0	1	19	4	24
		P			(4.17%)	(79.17%)	(16.67%)	(100%)
10	My doubts were clarified during teaching through activity.	F	0	1	3	10	10	24
		P		(4.17%)	(12.5%)	(41.66%)	(41.67%)	(100%)
11	I bored during	F	7	11	6	0	0	24

	teaching in classroom through activity.	P	(29.17%)	(45.83%)	(25%)			(100%)
12	I want to learn all subjects through different activities.	F	0	1	2	3	18	24
		P		(4.17%)	(8.33%)	(12.5%)	(75%)	(100%)
13	I felt that activity based teaching enhanced the quality of teaching Organization of Commerce and Management subject in classroom.	F	0	0	5	17	2	24
		P			(20.83%)	(70.84%)	(8.33%)	(100%)
14	I understand real life examples during teaching-learning process through different activities.	F	0	0	2	11	11	24
		P			(8.33%)	(45.83%)	(45.84%)	(100%)
15	Activities made me an active learner in classroom.	F	0	0	5	2	17	24
		P			(20.83%)	(8.33%)	(70.84%)	(100%)
16	Organization of Commerce and Management related activities increase my subject knowledge more than textbook.	F	0	0	7	10	7	24
		P			(29.17%)	(41.66%)	(29.17%)	(100%)
17	All activities helped me to express myself in front of	F	0	0	4	17	3	24
		P			(16.66%)	(70.84%)	(12.5%)	(100%)

	classroom.							
18	My stage fear was overcome by participating in different activities.	F	0	0	6	8	10	24
		P			(25%)	(33.33%)	(41.67%)	(100%)
19	The critical thinking skill was developed by reading different case studies related to the types of trading activities.	F	0	4	6	8	6	24
		P		(16.67%)	(25%)	(33.33%)	(25%)	(100%)
20	I love to participate in such kind of commercial activities.	F	0	0	4	16	4	24
		P			(16.67%)	(66.67%)	(16.66%)	(100%)
21	My confidence level was increased through these activities.	F	0	0	6	14	4	24
		P			(25%)	(58.33%)	(16.67%)	(100%)
22	It will become beneficial for me to learn something by doing an activity.	F	0	0	5	10	9	24
		P			(20.83%)	(41.67%)	(37.50%)	(100%)
23	It was difficult for me to correlate the implemented activities with content.	F	8	10	3	3	0	24
		P	(33.33%)	(41.67%)	(12.5%)	(12.5%)		(100%)
24	The implemented activities were inspirational for me to learn	F	1	0	3	14	6	24
		P	(4.17%)		(12.5%)	(58.33%)	(25%)	(100%)

	Organization of Commerce and Management subject.							
25	The tasks given in Big Boss activity were very interesting and related to the content.	F	0	0	4	14	6	24
		P			(16.67%)	(58.33%)	(25%)	(100%)

The table 4.1 reveals the statement wise frequency and percentage of the students reactions about the activity based teaching implemented in Organization of Commerce and Management subject.

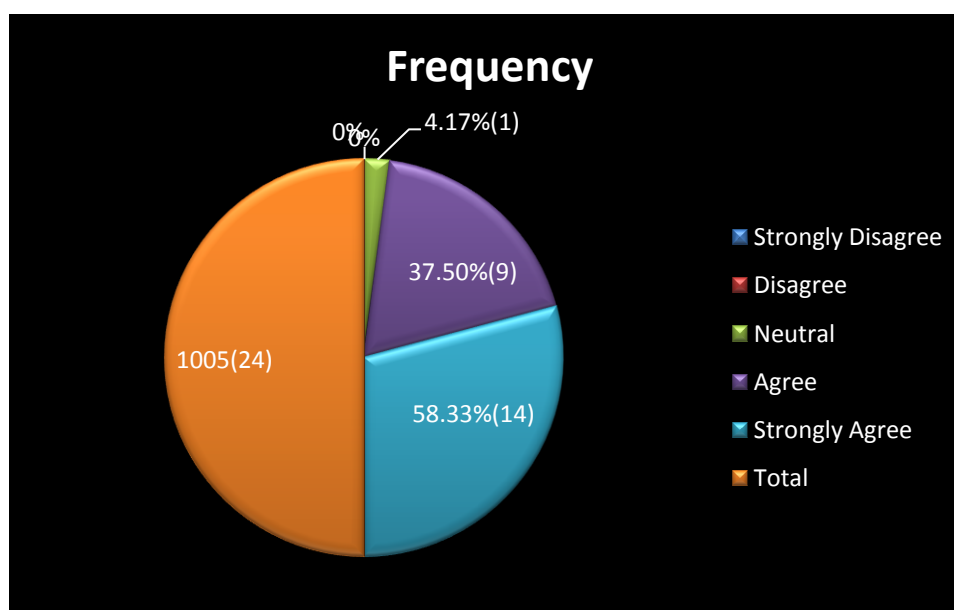
- **Statement 1:** I like to learn Organization of Commerce and Management subject through activity. Out of total 100% (24) students, the 58.33% (14) students were strongly agreed, 37.5% (9) were agreed and 4.17% (1) student was undecided/neutral with this statement.
- **Statement 2:** It will become easier for me to learn Organization of Commerce and Management subject through different activities. With this statement, 75% (18) i.e. majority of students were strongly agreed, 16.67% (4) were agreed and 8.33% (2) students were undecided/neutral.
- **Statement 3:** I like working in a group. With this statement, 50% students were agreed, 45.83% (11) were strongly agreed, and 4.17% (1) student was undecided/neutral.
- **Statement 4:** I developed positive feelings through these activities. For this statement, 66.66% (16) students were strongly agreed, 29.17% (7) were agreed and 4.17% (1) student was undecided/neutral.
- **Statement 5:** All activities are related with content. Majority of students i.e.62.5% (15) were strongly agreed, 33.33% (8) were agreed and 4.17% (1) student was undecided/neutral.
- **Statement 6:** The implemented activities are interesting. With this statement, 58.33% (14) students were strongly agreed and 41.67% (10) students were agreed.
- **Statement 7:** My interest in learning Organization of Commerce and Management subject was increased through activities. In this statement, 45.83% (11) students were agreed, 45.83% (11) were undecided/neutral, 4.17% (1) was strongly agreed and 4.17% (1) student was disagreed.
- **Statement 8:** I am able to explore commerce knowledge with the help of Drama. Majority of the students i.e. 54.17% (13) were undecided/neutral with this statement whereas 25% (6) students were agreed, 12.5% (3) were strongly agreed and 8.33% (2) students were disagreed.

- **Statement 9:** I understand content very well with the help of activities. With this statement, majority of students i.e. 79.17% (19) were agreed, 16.67% (4) were strongly agreed and 4.17% (1) student was undecided/neutral.
- **Statement 10:** My doubts were clarified during teaching through activity. For this statement, 41.67% (10) students were strongly agreed, 41.66% (10) were agreed, 12.5% (3) were undecided/neutral and 4.17% (1) student was disagreed.
- **Statement 11:** I bored during teaching in classroom through activity. Here, majority of students i.e. 45.83% (11) were disagreed, 29.17% (7) were strongly disagreed and 25% (6) students were undecided/neutral.
- **Statement 12:** I want to learn all subjects through different activities. With this statement, majority of the students i.e. 75% (18) were strongly agreed, 12.5% (3) were agreed, 8.33% (2) were undecided/neutral and remaining 4.17% (1) student was disagreed.
- **Statement 13:** I felt that activity based teaching enhanced the quality of teaching Organization of Commerce and Management subject in classroom. Most of the students i.e. 70.84% (17) were agreed, 20.83% (5) were undecided/neutral and 8.33% (2) students were strongly agreed with this statement.
- **Statement 14:** I understand real life examples during teaching-learning process through different activities. With this statement, 45.83% (11) students were strongly agreed, 45.84% (11) were agreed and remaining 8.33% (2) students were undecided/neutral.
- **Statement 15:** Activities made me an active learner in classroom. Approximately average students i.e. 41.66% (10) were agreed, 29.17% (7) were undecided/neutral and 29.17% (7) students were strongly agreed with this statement.
- **Statement 16:** Organization of Commerce and Management related activities increase my subject knowledge more than textbook. For this statement, 41.66% (10) students were agreed, 29.17% (7) were undecided/neutral and remaining 29.17% (7) students were strongly agreed.
- **Statement 17:** All activities helped me to express myself in front of classroom. Here, majority of the students i.e. 70.84% (17) were agreed, 12.5% (3) were strongly agreed and 16.66% (4) students were undecided/neutral.
- **Statement 18:** My stage fear was overcome by participating in different activities. With this statement, 41.67% (10) students were strongly agreed, 33.33% (8) were agreed and 25% (6) students were undecided/neutral.
- **Statement 19:** The critical thinking skill was developed by reading different case studies related to types of trading activities. Here, 33.33% (8) students were agreed, 25% (6) were undecided/neutral, 25% (6) were strongly agreed and remaining 16.67% (4) students were disagreed with this statement.
- **Statement 20:** I love to participate in such kind of commercial activities. For this statement, 66.67% (16) students were agreed, 16.67% (4) were undecided/neutral and 16.66% (4) students were strongly agreed.

- **Statement 21:** My confidence level was increased through these activities. Majority of the students, 58.33% (14) were agreed, 25% (6) were undecided/neutral and 16.67% (4) students were strongly agreed with this statement.
- **Statement 22:** It will become beneficial for me to learn something by doing an activity. With this statement, 41.67% (10) students were agreed, 37.50% (9) were strongly agreed and 20.83% (5) students were undecided/neutral.
- **Statement 23:** It was difficult for me to correlate the implemented activities with content. For this statement, 41.67% (10) students were disagreed, 33.33% (8) were strongly disagreed, 12.5% (3) were undecided/neutral and remaining 12.5% (3) students were agreed.
- **Statement 24:** The implemented activities were inspirational for me to learn Organization of Commerce and Management subject. With this statement, majority of the students i.e. 58.33% (14) were agreed, 25% (6) were strongly agreed, 12.5% (3) were undecided/neutral and 4.17% (1) were strongly disagreed.
- **Statement 25:** The tasks given in Big Boss Activity were very interesting and related to the content. For this statement, 58.33% (14) students were agreed, 25% (6) were strongly agreed and 16.67% (4) students were undecided/neutral.

**Table 4.2: Frequency and Percentage of Student's Reaction Regarding Statement-1**

Statement – 1	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	4.17%
Agree	9	37.50%
Strongly Agree	14	58.33%
Total	24	100%

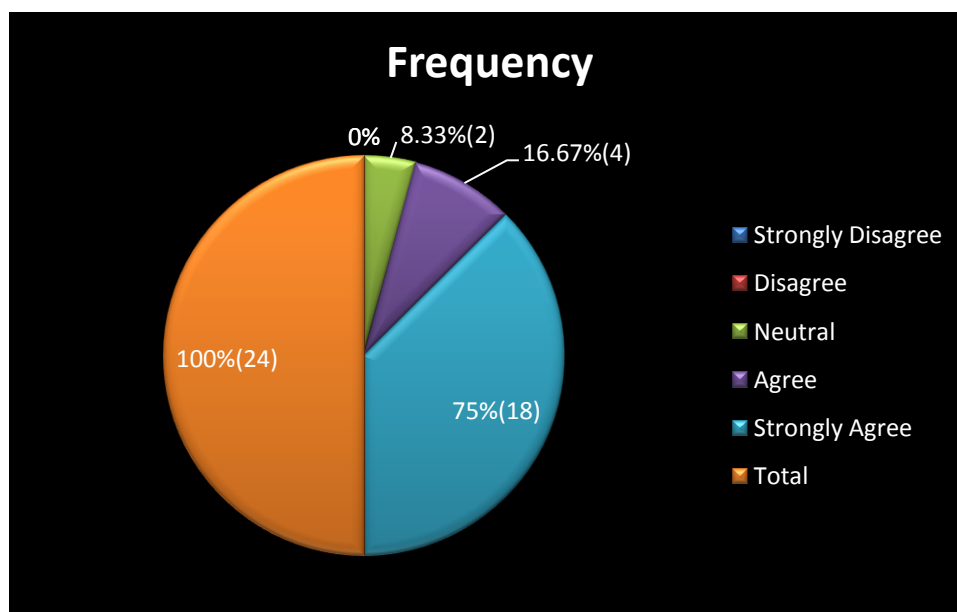


From the above table 4.2, it can be observed that 58.33% students were strongly agreed and 37.50% were agreed with the statement that they like to learn Organization of Commerce and Management subject with the help of different activities.



**Table 4.3: Frequency and Percentage of Student's Reaction Regarding Statement-2**

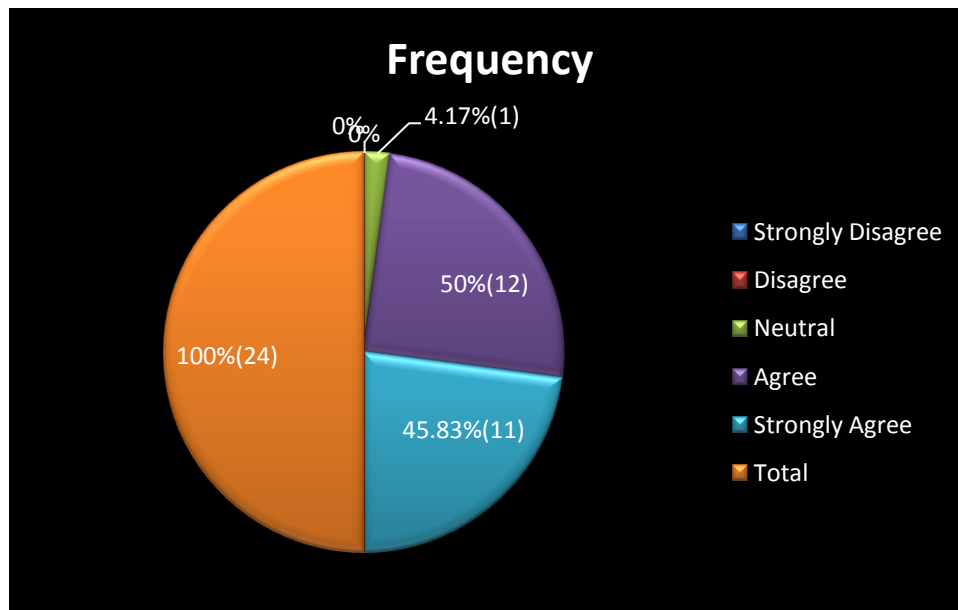
Statement - 2	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	2	8.33%
Agree	4	16.67%
Strongly Agree	18	75%
Total	24	100%



From the above table 4.3, it can be stated that most of the students (75%) were felt that the learning become easier for them with the help of activities implemented in the classroom. Whereas 16.67% students were agree with this statement.

**Table 4.4: Frequency and Percentage of Student's Reaction Regarding Statement-3**

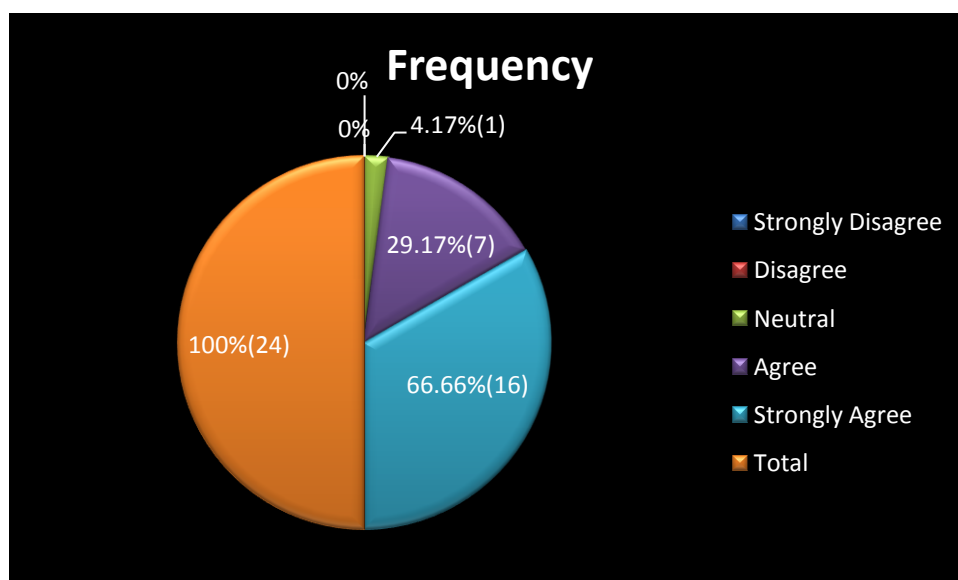
Statement - 3	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	4.17%
Agree	12	50%
Strongly Agree	11	45.83%
Total	24	100%



From the above table 4.4, it can be shown that the total no. of strongly agreed (45.83%) and agreed (50%) students (i.e.95.83%) liked to work in a group.

**Table 4.5: Frequency and Percentage of Student's Reaction Regarding Statement-4**

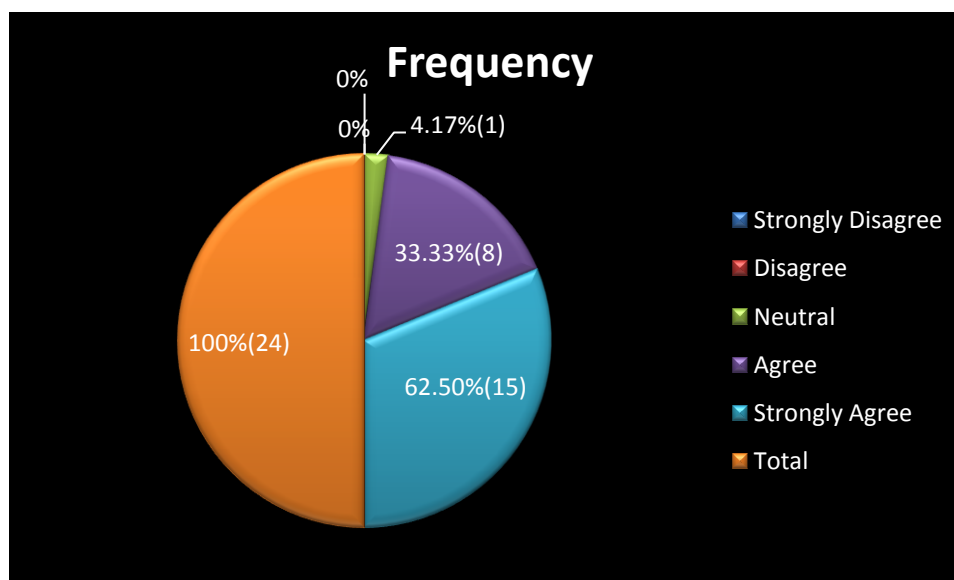
Statement - 4	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	4.17%
Agree	7	29.17%
Strongly Agree	16	66.66%
Total	24	100%



From the above table 4.5, it can be observed that, most of the students (95.83%) were strongly agreed and agreed with the statement that they developed the positive feelings while participating in different activities.

**Table 4.6: Frequency and Percentage of Student's Reaction Regarding Statement-5**

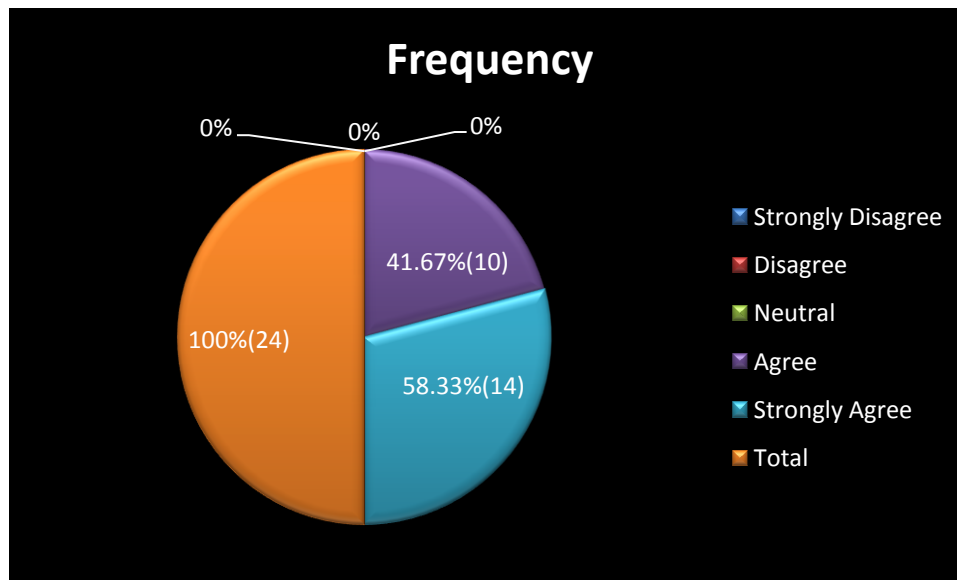
Statement - 5	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	4.17%
Agree	8	33.33%
Strongly Agree	15	62.50%
Total	24	100%



From the above table 4.6, it can be stated that most of the students (95.83%) were strongly agreed and agreed with the statement that the activities were related with the content which was implemented by the teacher for teaching Organization of Commerce and Management.

**Table 4.7: Frequency and Percentage of Student's Reaction Regarding Statement-6**

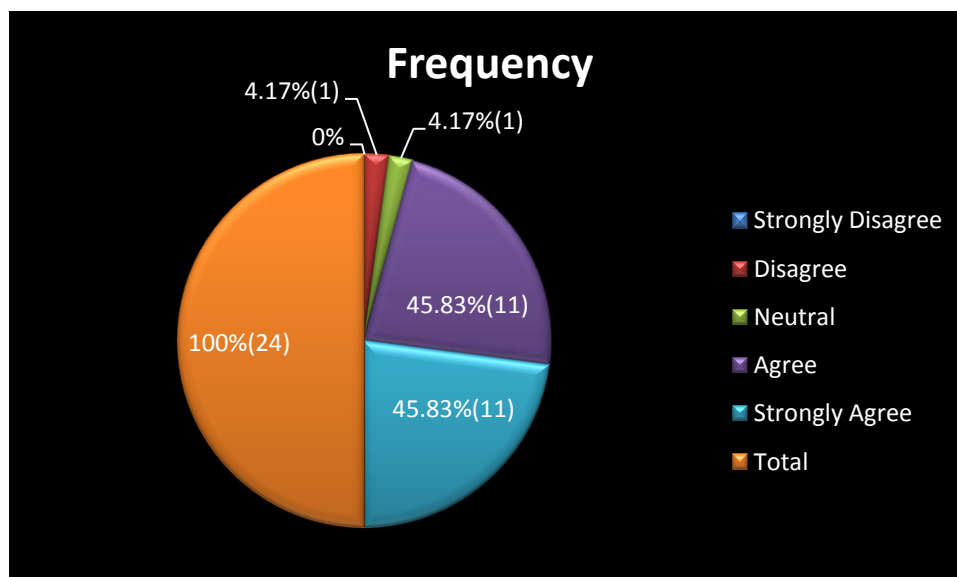
Statement-6	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	10	41.67%
Strongly Agree	14	58.33%
Total	24	100%



From the table 4.7, it can be shown that all the students (100%) were strongly agreed and agreed with the statement that all the implemented activities are interesting in nature. All the students liked to participate in the activity so that their boredom was overcome.

**Table 4.8: Frequency and Percentage of Student's Reaction Regarding Statement- 7**

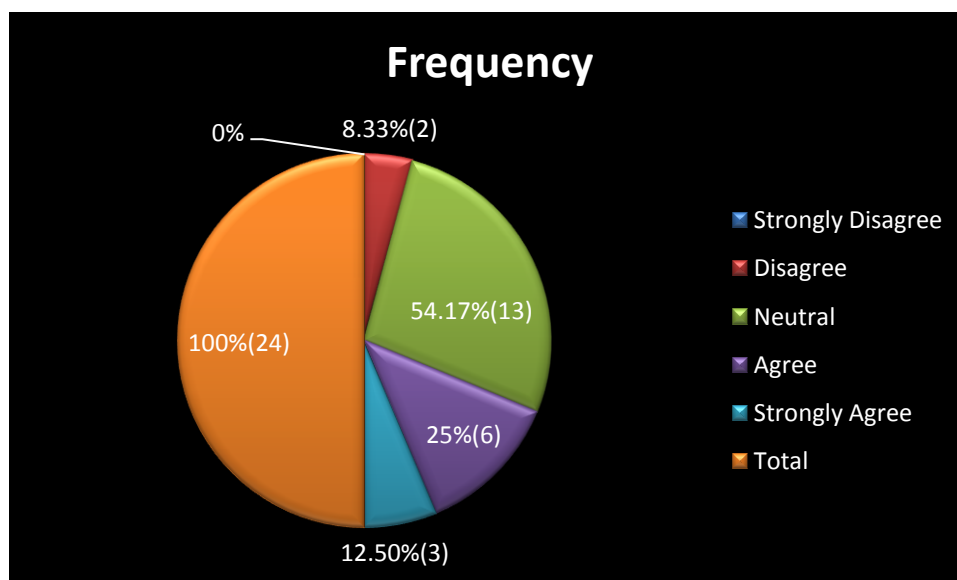
Statement-7	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	4.17%
Neutral	1	4.17%
Agree	11	45.83%
Strongly Agree	11	45.83%
Total	24	100%



From the above table 4.8, it can be observed that the most of the students (91.66%) were strongly agreed and agreed with the statement that their interest in learning Organization of Commerce and Management subject was increased with the help of different activities.

**Table 4.9: Frequency and Percentage of Student's Reaction Regarding Statement-8**

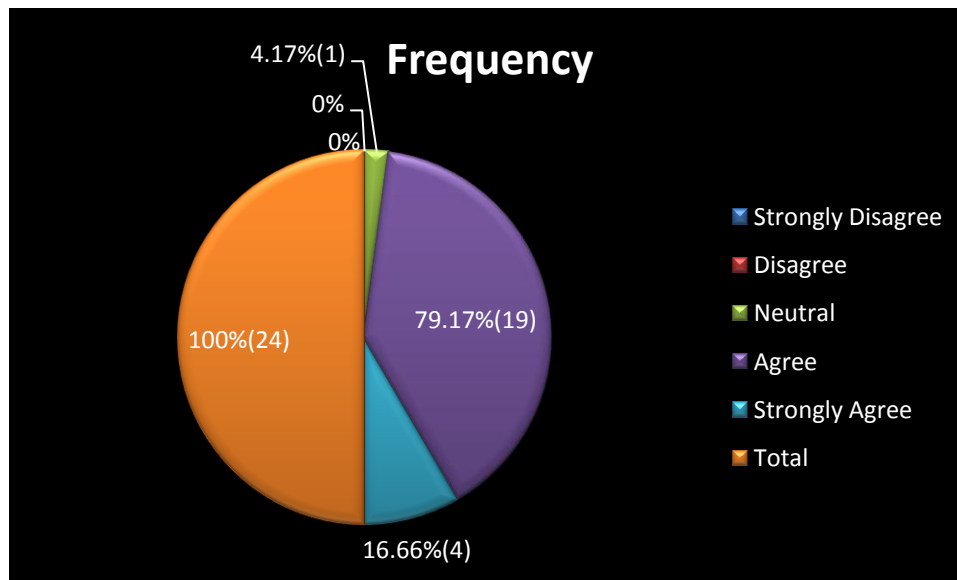
Statement-8	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	8.33%
Neutral	13	54.17%
Agree	6	25%
Strongly Agree	3	12.50%
Total	24	100%



From the above table 4.9, it can be shown that, approx average students (54.17%) were undecided about the statement that they able to explore their commerce knowledge with the help of participating in Drama, whereas, total 37.50% were agreed and strongly agreed with this statement.

**Table 4.10: Frequency and Percentage of Student's Reaction Regarding Statement-9**

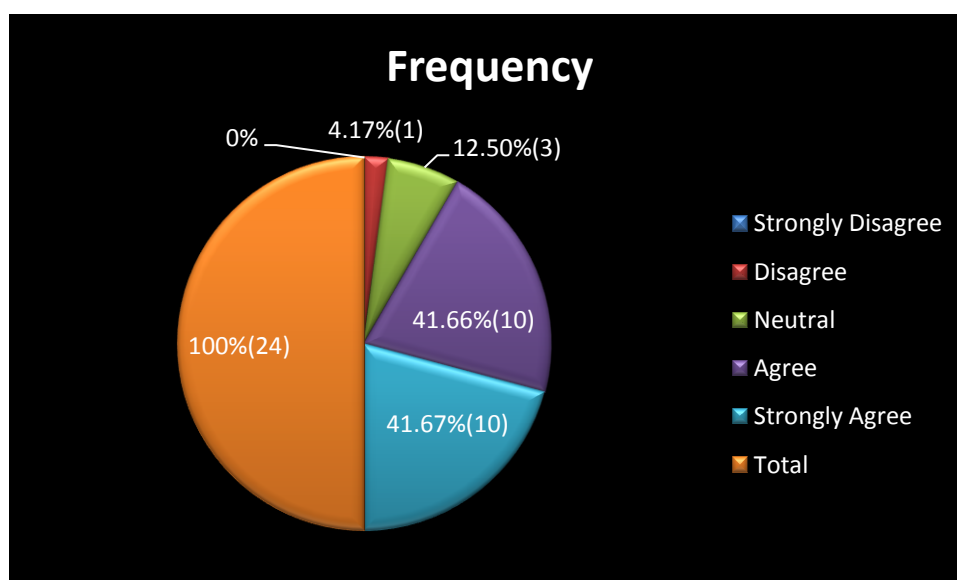
Statement-9	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	1	4.17%
Agree	19	79.17%
Strongly Agree	4	16.66%
Total	24	100%



From the above table 4.10, it can be observed that, almost all the students (95.83%) were agreed and strongly agreed with the statement that they understand the content very well with the help of different activities.

**Table 4.11: Frequency and Percentage of Student's Reaction Regarding Statement-10**

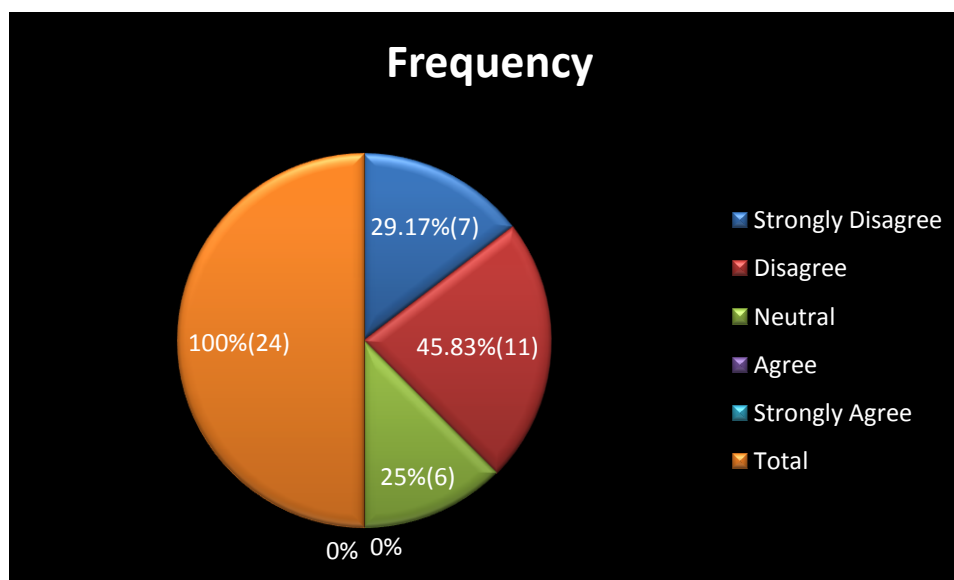
Statement-10	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	4.17%
Neutral	3	12.50%
Agree	10	41.66%
Strongly Agree	10	41.67%
Total	24	100%



From the above table 4.11, it can be stated that approximately 83.33% students were agreed and strongly agreed with the statement that their doubts were clarified while teaching done with the help of different activities.

**Table 4.12: Frequency and Percentage of Student's Reaction Regarding Statement-11**

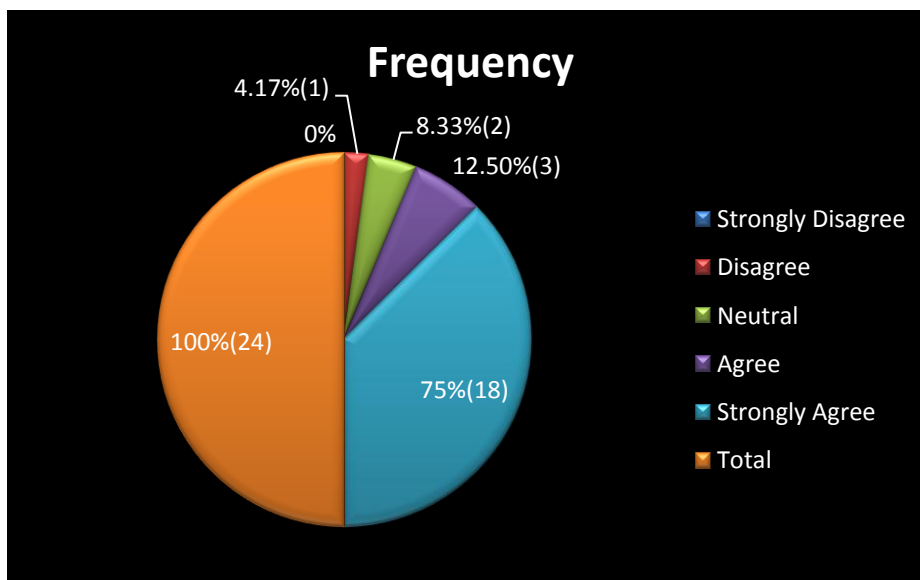
Statement-11	Frequency	Percentage
Strongly Disagree	7	29.17%
Disagree	11	45.83%
Neutral	6	25%
Agree	0	0
Strongly Agree	0	0
Total	24	100%



From the above table 4.12, it can be shown that almost 75% students were disagreed and strongly disagreed with the statement that they bored during teaching in classroom through activities.

**Table 4.13: Frequency and Percentage of Student's Reaction Regarding Statement-12**

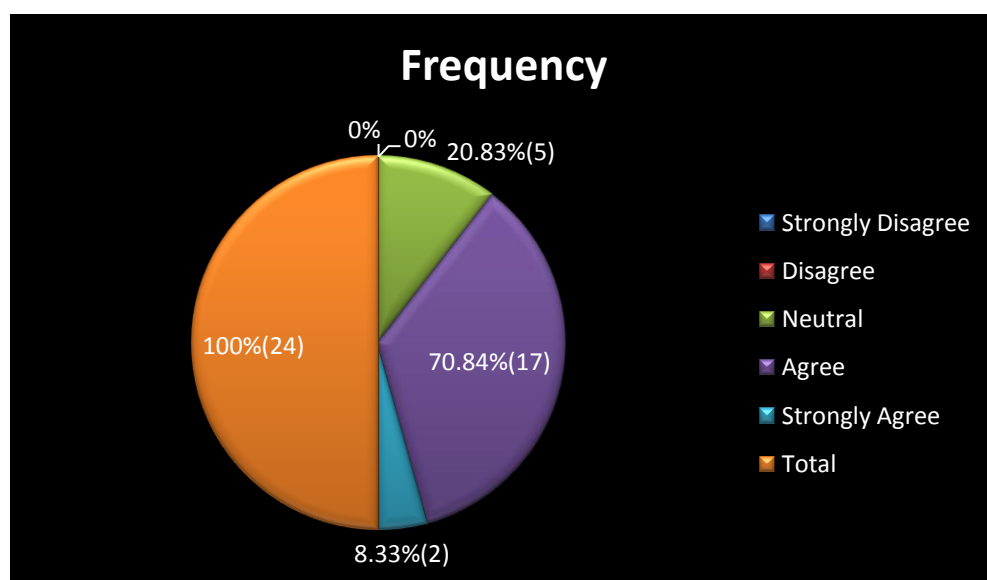
Statement-12	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	4.17%
Neutral	2	8.33%
Agree	3	12.50%
Strongly Agree	18	75%
Total	24	100%



From the above table 4.13, it can be stated that almost 87.50% students were agreed and strongly agreed with the statement that they wanted to learn all subject through different activities.

**Table 4.14: Frequency and Percentage of Student's Reaction Regarding Statement-13**

Statement-13	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	5	20.83%
Agree	17	70.84%
Strongly Agree	2	8.33%
Total	24	100%



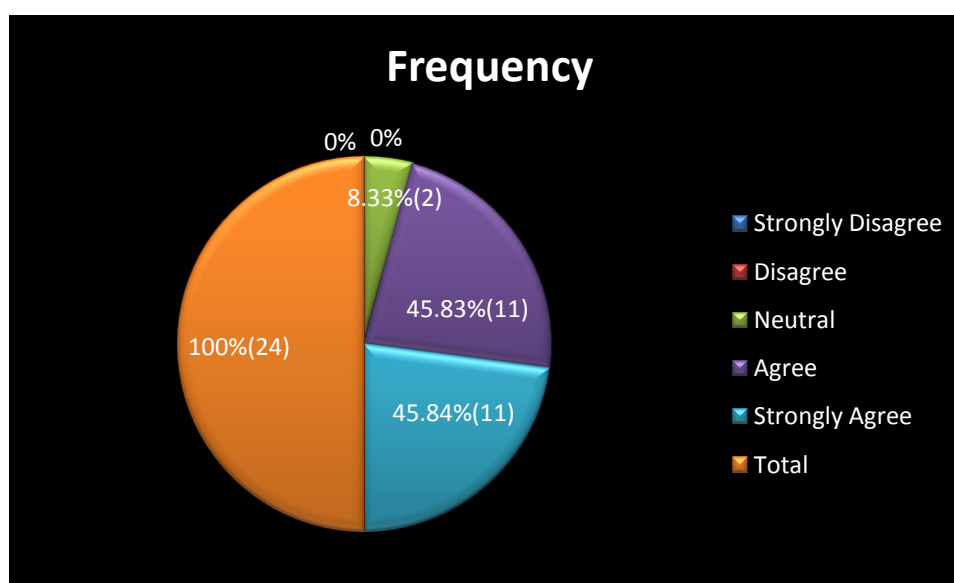
From the above table 4.14, it can be observed that, approx 79% students were agreed and strongly agreed with the statement that activity based teaching learning method should



enhanced the quality of teaching Organization of Commerce and Management subject in classroom settings.

**Table 4.15: Frequency and Percentage of Student's Reaction Regarding Statement-14**

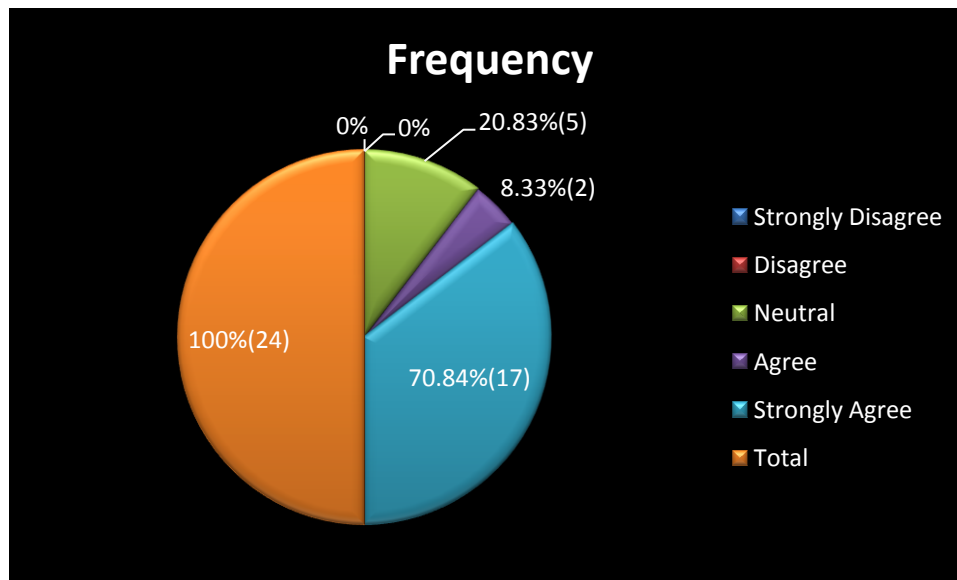
Statement-14	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	2	8.33%
Agree	11	45.83%
Strongly Agree	11	45.84%
Total	24	100%



From the above table 4.15, it can be stated that, most of the students (91.67%) were agreed and strongly agreed with the statement that they understand real life situation which teaching through different activities.

**Table 4.16: Frequency and Percentage of Student's Reaction Regarding Statement-15**

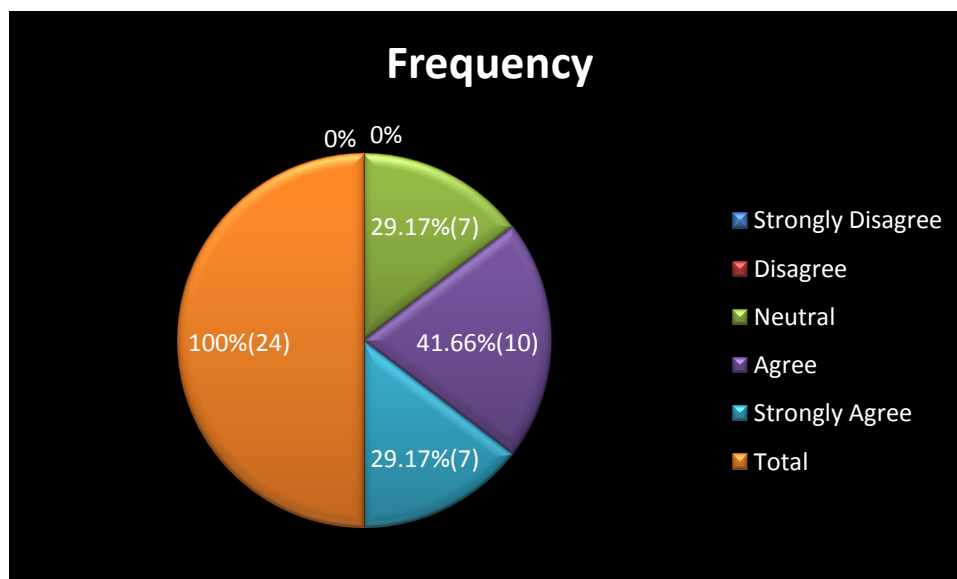
Statement-15	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	5	20.83%
Agree	2	8.33%
Strongly Agree	17	70.84%
Total	24	100%



From the above table 4.16, it can be observed that approximately 79.17% of the students were agreed and strongly agreed with the statement that they felt that through activities they become an active learner in a classroom.

**Table 4.17: Frequency and Percentage of Student's Reaction Regarding Statement-16**

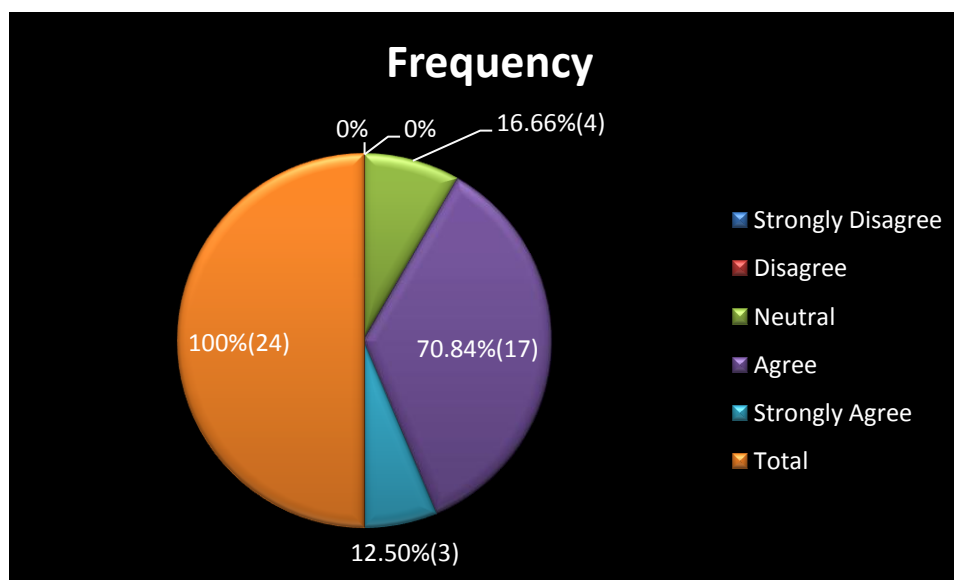
Statement-16	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	7	29.17%
Agree	10	41.66%
Strongly Agree	7	29.17
Total	24	100%



From the above table 4.17%, it can be observed that almost 70.83% students were agreed and strongly agreed with the statement that their subject knowledge was increased with the help of different activities rather than textual knowledge.

**Table 4.18: Frequency and Percentage of Student's Reaction Regarding Statement-17**

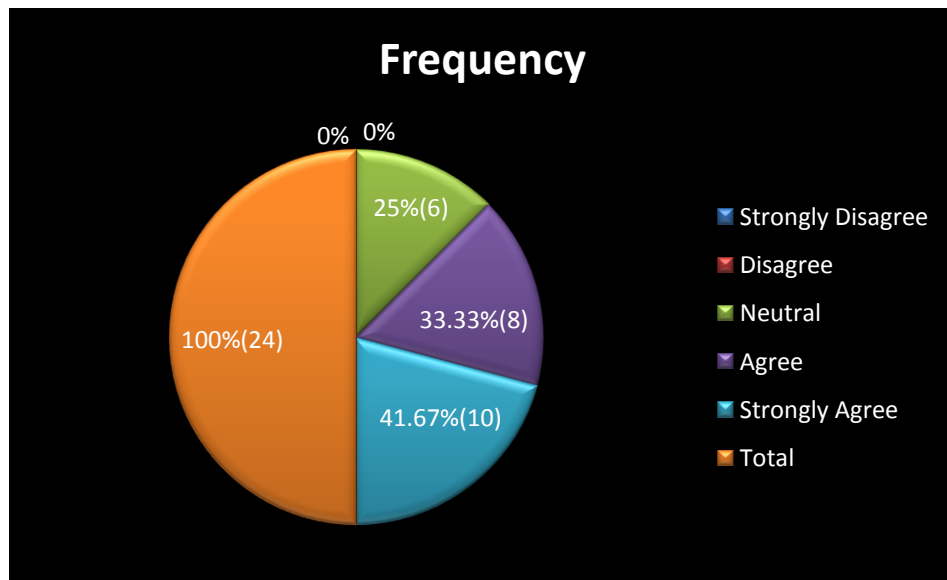
Statement-17	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	4	16.66%
Agree	17	70.84%
Strongly Agree	3	12.50%
Total	24	100%



From the above table 4.18, it can be stated that, almost all the students (83%) were agreed and strongly agreed with the statement that they express themselves in front of other classmates while participating in different activities and they also overcome their stage fear.

**Table 4.19: Frequency and Percentage of Student's Reaction Regarding Statement-18**

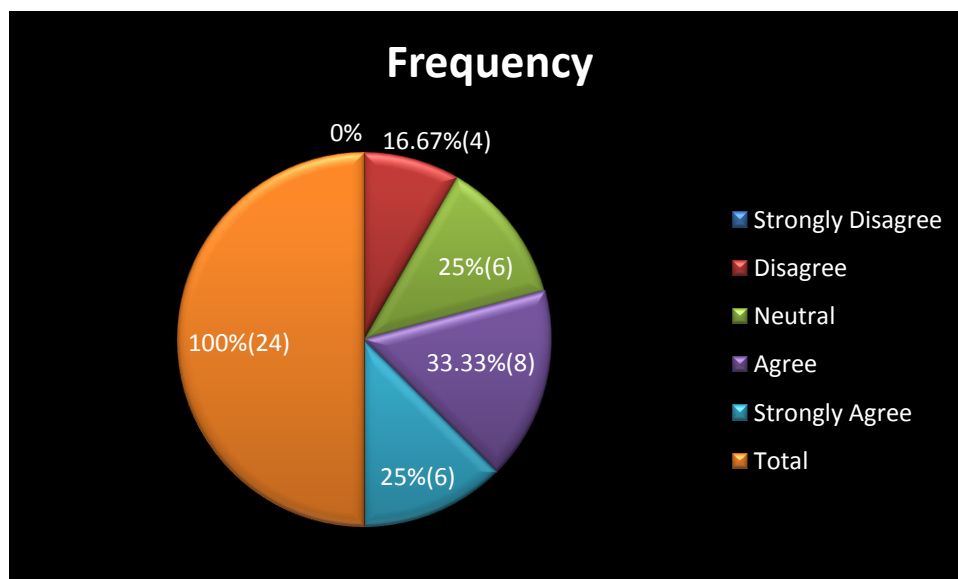
Statement-18	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	6	25%
Agree	8	33.33%
Strongly Agree	10	41.67%
Total	24	100%



From the above table 4.19, it can be shown that 33.33% students were agreed and 41.67% were strongly agreed with the statement that they overcome their stage fear through participating in one and all activity.

**Table 4.20: Frequency and Percentage of Student's Reaction Regarding Statement-19**

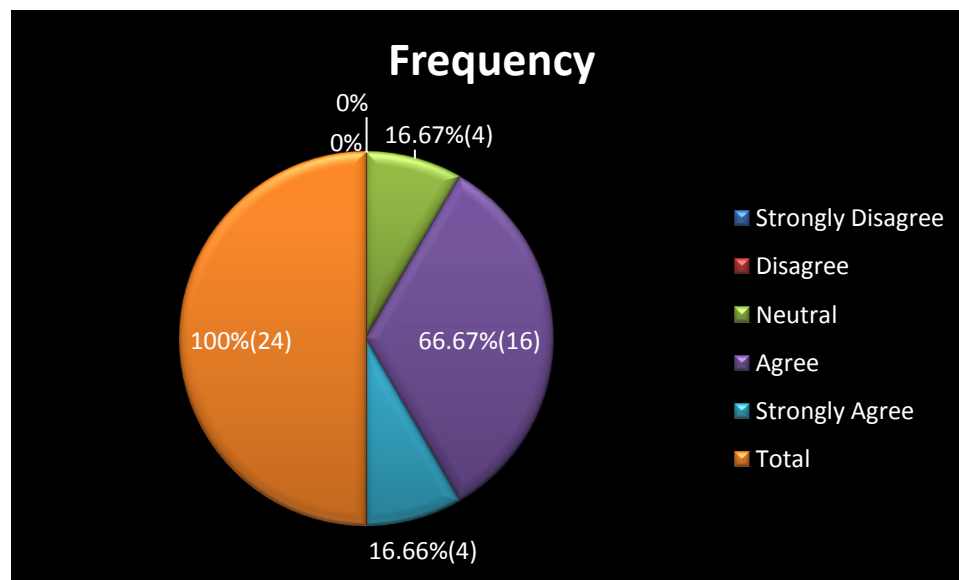
Statement-19	Frequency	Percentage
Strongly Disagree	0	0
Disagree	4	16.67%
Neutral	6	25%
Agree	8	33.33%
Strongly Agree	6	25%
Total	24	100%



From the above table 4.20, it can be stated that approx 55% students agreed and strongly agreed with the statement that they developed their critical thinking ability with help of reading different trading related case studies.

**Table 4.21: Frequency and Percentage of Student's Reaction Regarding Statement-20**

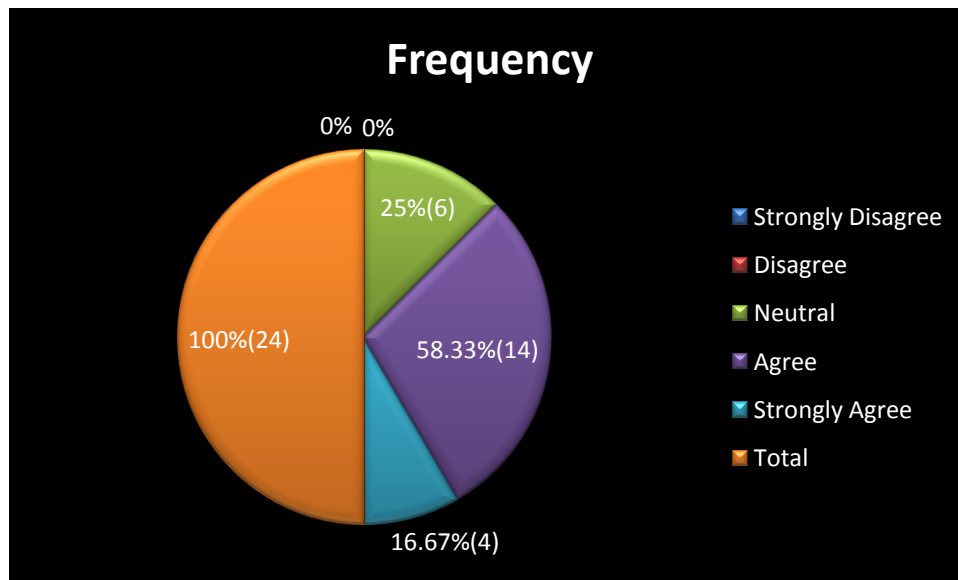
Statement-20	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	4	16.67%
Agree	16	66.67%
Strongly Agree	4	16.66%
Total	24	100%



From the above table 4.21, it can be shown that 83.33% students were agreed and strongly agreed with the statement that they loved to participate in such kind of commercial activities.

**Table 4.22: Frequency and Percentage of Student's Reaction Regarding Statement-21**

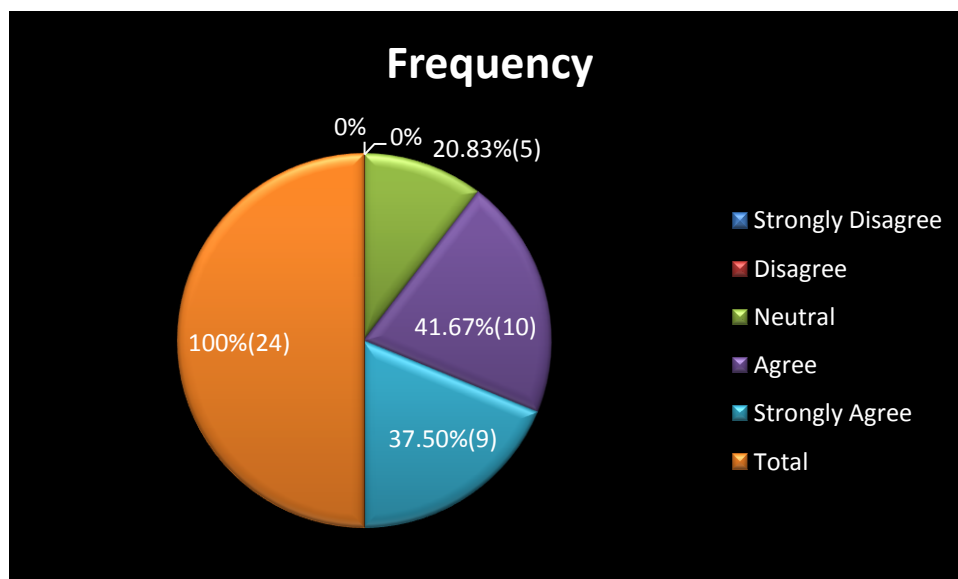
Statement-21	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	6	25%
Agree	14	58.33%
Strongly Agree	4	16.67%
Total	24	100%



From the above table 4.22, it can be observed that 58.33% students were agreed and 16.67% were strongly agreed with the statement that their confidence level was increased through participating in different activities.

**Table 4.23: Frequency and Percentage of Student's Reaction Regarding Statement-22**

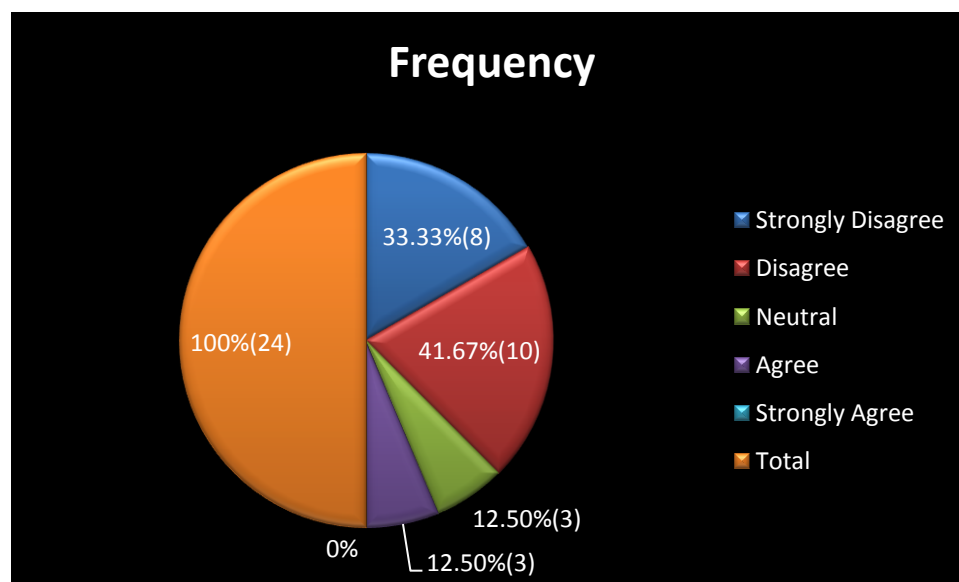
Statement-22	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	5	20.83%
Agree	10	41.67%
Strongly Agree	9	37.50%
Total	24	100%



From the above table 4.23, it can be shown that approx 80% students were agreed and strongly agreed with the statement that these kinds of activities were beneficial for them to learn something by doing.

**Table 4.24: Frequency and Percentage of Student's Reaction Regarding Statement-23**

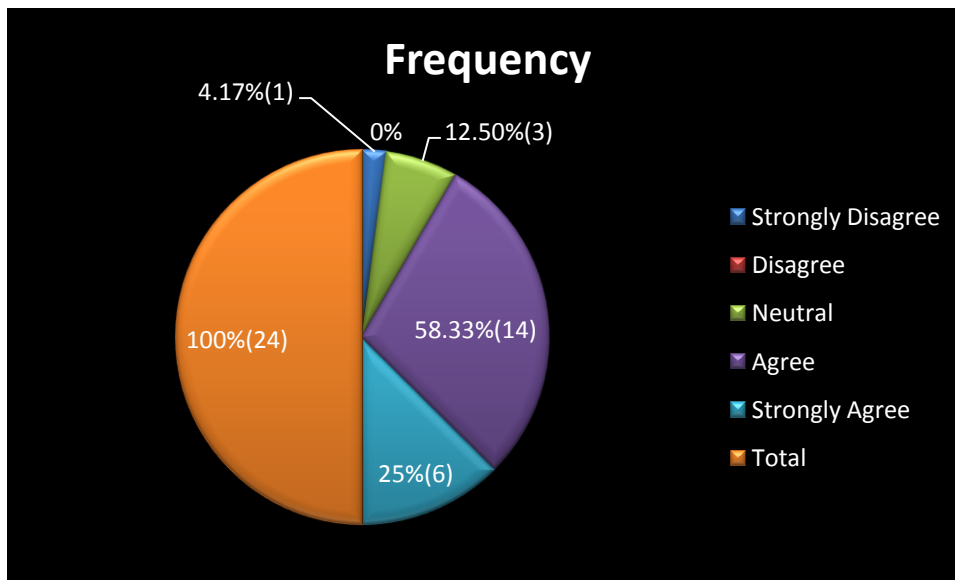
Statement-23	Frequency	Percentage
Strongly Disagree	8	33.33%
Disagree	10	41.67%
Neutral	3	12.50%
Agree	3	12.50%
Strongly Agree	0	0
Total	24	100%



From the above table 4.24, it can be observed that approx 75% students were disagreed with the statement that it will become difficult for the students to correlate the implemented activities with the content.

**Table 4.25: Frequency and Percentage of Student's Reaction Regarding Statement-24**

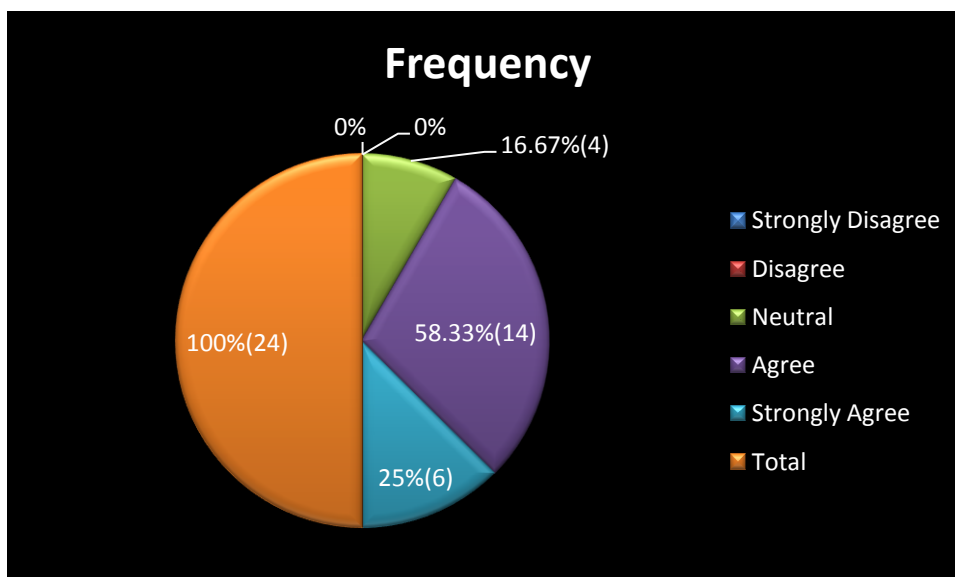
Statement-24	Frequency	Percentage
Strongly Disagree	1	4.17%
Disagree	0	0
Neutral	3	12.50%
Agree	14	58.33%
Strongly Agree	6	25%
Total	24	100%



From the above table 4.25, it can be shown that approx 87% students were agreed and strongly agreed with the statement that the implemented activities were inspirational for them to learn Organization of Commerce and Management subject.

**Table 4.26: Frequency and Percentage of Student's Reaction Regarding Statement-25**

Statement-25	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	4	16.67%
Agree	14	58.33%
Strongly Agree	6	25%
Total	24	100%



From the above table 4.26, it can be observed that almost 85% students were agreed and strongly agreed with the statement that the task given in big boss activity were interesting and related with the content.



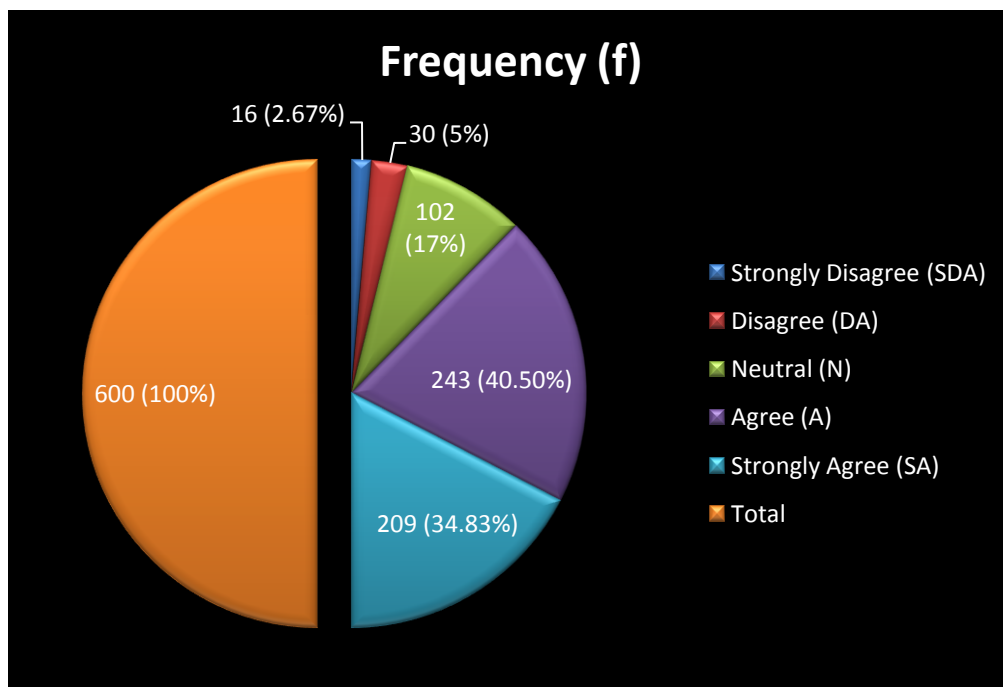
**Table 4.27: Statement wise Graphical Presentation of Reaction Scale**

Statement No.	Reactions of Students										Total
	SDA		DA		N		A		SA		
	F	%	f	%	F	%	f	%	F	%	
1	0	-	0	-	1	4.17%	9	37.5%	14	58.33%	24
2	0	-	0	-	2	8.33%	4	16.67%	18	75%	24
3	0	-	0	-	1	4.17%	12	50%	11	45.83%	24
4	0	-	0	-	1	4.17%	7	29.17%	16	66.66%	24
5	0	-	0	-	1	4.17%	8	33.33%	15	62.5%	24
6	0	-	0	-	0	-	10	41.67%	14	58.33%	24
7	0	-	1	4.17%	11	45.83%	11	45.83%	1	4.17%	24
8	0	-	2	8.33%	13	54.17%	6	25%	3	12.5%	24
9	0	-	0	-	1	4.17%	19	79.17%	4	16.67%	24
10	0	-	1	4.17%	3	12.5%	10	41.66%	10	41.67%	24
11	7	29.17%	11	45.83%	6	25%	0	-	0	-	24
12	0	-	1	4.17%	2	8.33%	3	12.5%	18	75%	24
13	0	-	0	-	5	20.83%	17	70.84%	2	8.33%	24
14	0	-	0	-	2	8.33%	11	45.83%	11	45.84%	24
15	0	-	0	-	5	20.83%	2	8.33%	17	70.84%	24
16	0	-	0	-	7	29.17%	10	41.66%	7	29.17%	24
17	0	-	0	-	4	16.66%	17	70.84%	3	12.5%	24
18	0	-	0	-	6	25%	8	33.33%	10	41.67%	24
19	0	-	4	16.67%	6	25%	8	33.33%	6	25%	24
20	0	-	0	-	4	16.67%	16	66.67%	4	16.66%	24
21	0	-	0	-	6	25%	14	58.33%	4	16.67%	24
22	0	-	0	-	5	20.83%	10	41.67%	9	37.50%	24
23	8	33.33%	10	41.67%	3	12.5%	3	12.5%	0	-	24

24	1	4.17%	0	-	3	12.5%	14	58.33%	6	25%	24
25	0	-	0	-	4	16.67%	14	58.33%	6	25%	24
<b>Total</b>	<b>16</b>	<b>2.67%</b>	<b>30</b>	<b>5%</b>	<b>102</b>	<b>17%</b>	<b>243</b>	<b>40.50%</b>	<b>209</b>	<b>34.83%</b>	<b>600</b>

**Table 4.28: Overall Frequency and Percentage of Student's Reaction**

Reactions	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	16	2.67%
Disagree (DA)	30	5%
Neutral (N)	102	17%
Agree (A)	243	40.50%
Strongly Agree (SA)	209	34.83%
Total	600	100%



From the above table 4.28, it can be conclude that approximately 75% students were agreed and strongly agreed with the activity based teaching-learning method implemented in teaching Organization of Commerce and Management subject at higher secondary level in English medium school. Less number of students was disagreed with the activity based teaching-learning method.

**CHAPTER FIVE:**  
**SUMMARY, FINDINGS AND**  
**CONCLUSION**

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS AND CONCLUSION**

#### **5.0 Introduction**

Education is one of the most important factors in achieving the developmental goals of a country. Various people have defined the term “Education” in various ways. According to Swami Vivekanand, “Education is the manifestation of the perfection already in man.” It means that education expresses the perfection which was already in man. According to Mahatma Gandhi, “By Education I mean all-around development, drawing out of the best in the child-man body, mind and spirit.” Gandhi encourages evaluating the all-round and holistic development of the child through education. In simple sense, education means the acquisition of knowledge and experience as well as the development of skills, habits, and attitudes. The ultimate aim of education is bringing out the best from an individual. The teacher is an agent who brings the changes in the students from the entire process of education. The future of the nation depends upon the quality of education. United Nations Educational Scientific and Cultural Organization (UNESCO 2004), reinforces that “the purpose of education is to ensure that all pupils acquire the knowledge, skills and values necessary for the cognitive development of learners, to nurture the creative and emotional growth of learners”. Through these definitions, we can say that “Education is a teaching and learning process taking place in formal setup which helps in developing individual’s physical, social, spiritual and moral aspects.”

In order to achieve the all-round development through education, various subjects are taught at higher secondary level. Each and every subject has their own objectives and importance. These subjects help in developing cognitive domain, affective domain, and psychomotor domain of an individual if it is taught by teacher with proper methods. There are so many method of teaching any subject effectively (for example; lecture method, demonstration, project method, discussion, learning by doing). James Welton has stressed the significance of effective method of teaching as, “The teacher is like a guide and the pupil is like a traveler in an unknown country. The traveler knows where he wanted to go, but neither knows the way nor the exact character of the place he wishes to go. So as a teacher, teaching should be provided to the students in such way that it brings the permanent learning.

In the present scenario, an education system adopted lots of innovative practices, method and strategies for creating an effective teaching learning process. So, it is clear that the method of teaching plays an important role in the development of an individual in the classroom settings. The report of the National Policy on Education (NPE, 1986) great emphasis on developing a child-centered and activity based process of learning. So, this education must be taught in an effective and innovative method. One of the effective methods taken by the teacher to teach interestingly is “Activity based learning method”.

Activity based teaching-learning method is a technique adopted by a teacher to teach any subject through activity in which the students participate thoroughly and bring about efficient learning experiences. It is a method in which the child is actively involved both mentally and physically. Learning by doing is the main focus in this method and more a student learns and he/she retains that learning for a longer time. It is a student centered learning that is taught through many different activities. Activity based learning brings smartness among the students. This type of methodology is not only favorable to students but it is also helpful for teachers because teacher can make their teaching interesting through different type of activities. Educating the child through activities means all around development of child. So, the investigator will use the activity based teaching learning method for teaching commerce at higher secondary level. For this purpose, investigator designs the activities like debates, discussion, field trip, role-play, case study, educational games etc.

## **5.1 CONCEPT AND CHARACTERISTICS OF COMMERCE**

Commerce is considered to be a part of business. It is that activity of business which is concerned with the exchange of goods and services. Commerce includes trade and auxiliary services to trade. Auxiliary services include banking, insurance, transportation, warehousing, communications etc. The following characteristics will help in understanding the nature of commerce subject.

- a) Commerce deals with those activities which are undertaken for profits. So, only economic activities are included in commerce. It is the motive and not the activity. Some activity may include both economic and non-economic.
- b) Commerce involves an exchange of goods and services for profit. The goods may be produced or procured from other sources. The purchase of goods should be re- sale them. It means that goods should be purchased for trading purposes.

- c) The motive for undertaking any trading activities is to earn profit. Profit is an incentive or reward for undertaking commercial activities. Any activity which does not have the incentive of profit, it will not be a part of commerce.
- d) Commerce creates place and time utility in goods. The goods may not be consumed at the place of production. The goods are taken to those places where they are in need. Transportation facilities help in creating place utility in goods.
- e) The transactions should be regular. No isolated transactions will be a part of commerce.

## **5.2 NATURE AND SCOPE OF COMMERCE SUBJECT**

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. Commerce subject is an art as well as science in its nature. Commerce as an art means the practical application of knowledge for achieving the solutions of some practical problems. For J.N.Keynes, “An art is a system of rules for attainment of a given end.”

Commerce as a science refers the systematic study of knowledge which traces the relationship between cause and effect. It is a systematic collection, classification and analysis of data / facts. Its phenomena must be capable of being measured accurately in terms of money. Like science, theories and principles of commerce are universal and can trace the relationship between cause and effect. Commerce has a unique power of forecasting thus, we can say that commerce is also like science.

Commerce has a wide scope. It deals with not only the activities related to transfer of goods and services but also with the development and promotion of trade and its allied activities. The activities relating to various branches of commerce will have to be properly understood. The study of trade will include internal and external trade, wholesale and retail trade, etc. the foreign (external) trade will be concerned with import and export trade and the procedures to be followed in such trade.

Gupta R. (2009) Commerce is the exchange of something of value between two entities. That ‘something’ may be goods, services, information, money or anything else the two entities consider and have value. Commerce today covers a vast field and comprises many branches of scholarship in its fold. Like the bee it sucks honey from every flavor, the subject matter of

commerce is very wide because it include all the commercial activities performed by the man in the economy. Commerce is a science of arts, trade and aid to trade (insurance, transport, communication, advertisement etc). The scope of commerce has to be broad enough to acquaint the students with a wide range of trade activities that are meaningful to them.

Commerce has its own subject matter. Commerce area is both a knowledge subject and a skill subject. The objectives of the study of commerce are both preparatory to further studies in college and terminal to enter into the careers of middle level lives of employment. The subject matter of commerce include the study of general commerce, economics, geography, commercial laws, book-keeping, business management, accountancy, advertising, and salesmanship, office practices etc. most of the subject matter serve to introduce the students the activities of business enterprises. Nature of trade and activities related to commerce (Primary and Axillaries activities) are also an important part of scope of commerce. Today there are two types of trade (i.e. Wholesale Trade and Retail Trade).

### **5.3 OBJECTIVES OF TEACHING COMMERCE AT THE HIGHER SECONDARY LEVEL**

**The National Council of Educational Research and Training (NCERT, 2005)** has listed the following objectives of teaching commerce at the higher secondary level:

- a) To make students understand the importance of nature of trade and activities in trade, commerce and business.
- b) To enable students to undertake various banking activities.
- c) To develop various fundamental principle of economic implication of business investments so that they may understand as to how to do business and how to make investments in business and trade.
- d) To make students understand about transportation, communication, information and broadcasting and to develop to how they benefit individual, the society and the nation.
- e) To enable students to appreciate the organization and business organization.
- f) To develop students capacity to appreciate the services rendered national and international trade and commerce.
- g) To appreciate the activities of the various instruments of business credits adopted by business house.

- h) To develop in students an understanding of process of business, its practices and procedures.
- i) To provide the students some background information that may help them effort on studying vocational know-how and techniques of applying them in business.
- j) To provide the students with such experiences that enables them in understanding the economic relations of the world and become intelligent participants in community and national affairs.
- k) To help students to develop skill in preparing notes and drafts of official activities.
- l) To enable the students to be able to serve in various sector of trade, commerce and business.

#### **5.4 EMERGING TRENDS IN COMMERCE EDUCATION**

Over the last few years there has been a tremendous change in nature, scope and functioning of business enterprise. The urge of modernise business organizations, in the wake of increasing competition, knowledge explosion and continuous innovations in science and technology has made it obligatory for our business students to update their knowledge in the business world. The world of business has tremendous potential for offering career opportunities in different fields of business. It is the high time for the students to get fundamental knowledge of career avenues so as to pick up one for themselves in future.

There is a tendency towards breaking away from the age-old tradition that knowledge is something external, to be respected and feared by those at the receiving end. The current trend is towards considering knowledge as something internal to be discovered personally, examined and applied for decision-making. Thus, the process of transacting curriculum has also improved a lot. Students need to be given ample experience situations through case studies, role plays, debates, discussions etc., where they can think, express and act originally. Increasing standards of living, growing consumer awareness, continuous innovations in product designs and technology and worldwide telecommunication links have put business under immense pressure to strive for its survival and growth. For this purpose and with this back ground, there is need to review the learning objectives of teaching of commerce. Thus there is a need to include practical and application based topics in the curriculum which will guide and motivate young boys and girls towards self-employment and entrepreneurship in future. Commerce education has been an inspiring field for all the students. This has given many career choices and options for the commerce education aspirants, since last two



decades there are many emerging and new paradigm have been taken place in the field of commerce. In the 21<sup>st</sup> century, the workplace dynamics will under sea change and commerce education will be required to set need standards of literacy, knowledge, productivity and performance. Various alternatives are available for re-orientation of commerce education like academic oriented course, vocational / self employment oriented courses, job oriented courses, and management oriented courses. There is greater demand for sound development of commerce education.

### **5.5 NEED AND IMPORTANCE OF COMMERCE SUBJECT AT HIGHER SECONDARY LEVEL**

The importance of commerce is increases day by day. The Organization of Commerce and Management(commerce) subject is an important subject for the students because through this subject, they get the knowledge about different types of business, about companies, economic and non-economic activities, different types of industries, etc. Students also get the knowledge about management of different enterprises. The expansion of Trade, Commerce, Banking, Financial Institutions, and Introduction of various regulations in commercial activities, resulted in the emergence of various forms of business enterprises and with the use of information technology, the importance of commerce education has increased greatly. The main purpose of commerce is to provide knowledge about the commercial activities and to prepare the students for vocational competency including training and development of skill. Commerce is useful for the students to understand the various aspects of changing of the goods and to know about the various aids which facilitate the central process of exchange of goods. Commerce is aimed at giving adequate knowledge about the wholesale trade, retail, export trade, and import trade. Apart from these it provides some knowledge about the movement of auxiliary services such as banking, insurance, communication, warehousing, agencies, transportation at higher secondary level.

**Gupta R (2009)** has listed the importance of commerce subject at higher secondary level is as follows.

- a) Provides knowledge about business factors
- b) Develop understanding about different forms of business organizations
- c) Provides knowledge about insurance
- d) Understanding of communication services

- e) Provides knowledge about emerging modes of business
- f) Development of business ethics
- g) Provides knowledge about the sources of business finance
- h) Prepare students to choose their occupation in the future

## **5.6 CONCEPT OF ACTIVITY BASED TEACHING**

Learning is acquiring new knowledge, behavior, skills, values, preferences or understanding, and may involve synthesizing different types of information. Further, it is a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing or making changes to one's knowledge, skills and world view (Illeris, 2000). For learning to take place, it is necessary that the student understand and engages with the information to be learnt. It is also important that the student processes the information with higher order thinking such as comprehension, analysis, synthesis, application and metacognition. When this happens, the student is able to relate the information to real life situation, connect it with past learning, and build his or her own knowledge (Garner, 1987). One important method of facilitating such engagement with information is activity. When we engages students in different activities (drama, debate, chart making, etc), it will become more effective teaching rather than lecture method.

The idea of activity based learning follows the constructivist educational theory and is child-centered pedagogy. Activity based learning (ABL) may be defined as a method of instruction, where activities of different types, suitable and relevant to specific subjects are integrated seamlessly into the regular instructional processes and engage them fruitfully (Suydam & Higgins, 1977). The main purpose of this method is making the classroom more student-friendly and reduces the boredom of the students. One of the reasons is that we do not contextualize in teaching – learning process. ABL is helpful to contextualize the students learning. In an' active-learning classroom', students are active learners not the passive receivers.

Active learning is crucial element of the new trust toward what is now commonly called “learner-centered” or “learning-centered” teaching (Weimer, 2002). The most common cited definition of active learning comes from Bonwell and Eison (1991): “Involving students in doing things and thinking about what they are doing.” The overall quality of teaching and learning is improved when students have ample opportunities to clarify question, apply and

consolidate new knowledge. In this case, teachers create opportunities for students to engage new material, serving as guides to help them understand and apply that information in practical. The definition of activity based learning is given by various peoples, which are as follows.

**According to Dhand (1995)** “a learning center or activity center is one way of organizing instruction so that students can direct their own learning. It is most conveniently a designated area of the classroom or part of the school where students work independently or in small groups. Students work on activities with purpose to achieve certain objectives.” It is conducive to individualized learning. Learning becomes more meaningful and challenging when each student competes only with himself or herself. Students explore, estimate, experiment, question and hypothesize through learning center activities.

**According to The United Nations International Children’s Emergency Fund (UNICEF),**” Activity based learning is a methodology where children of different age group are grouped together in one classroom and each of them learn at his/her own pace through a series of activities in form of learning ladder, with teacher acting as a facilitator of child learning.” It means that activity based learning method gives an opportunity to the students to expose their hidden qualities and it brings a leadership quality among the students.

**According to Archibong (1997),** “Any teaching strategy in which pupil are involved in activities, be it in exercise, laboratory work or let’s find out exercises/activities, is activity based approach”. Activity based learning approach includes many activities like field-trip, Demonstration, Assignment, Project, Educational Movie, and many more.

**Prince (2004)** defined activity based learning as, “is a learning method in which students are engaged in the learning processes.” Learning activities if based on real life experience “help learners to transform knowledge or information into their personal knowledge which they can apply in different situations.” (Edward, 2001). It means that when the activities are based on the real life situations then the implemented activity help the learners to use and transform their knowledge in different kind of situations.

The basic meaning of activity as per **Kochhar (2006)** is that,” Activity is anything which is carried out with a purpose in social environment involving physical and mental action. Such activities help in the establishment of stimulating environment for creative expression”. The decided activities must encourage holistic development of the students.

The teaching learning process is the heart of education. According to **Khanzode (1995)**, “previously teaching meant nothing more than giving information and imparting knowledge. It was regarded as a bi-polar process. Teacher and the subject being its two poles. Child was all together ignored. But now teaching has become tri-polar process of teaching-learning. Teacher, student and subjects are the three poles.” Thus, in teaching learning process teacher, learner as well as subject all these three components are very important.

### **5.7 CHARACTERISTICS OF ACTIVITY BASED TEACHING**

According to Dhand (1995), “child-centered educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, or understand a concept.” Characteristics of Activity based teaching are as follows:

- a) Encourages independence and team learning.
- b) Provides a wide variety of manipulative open-ended and creative activities.
- c) Provides students experience and active participation in the exploration of their environment.
- d) Make students advance at their rate that is attuned with their ability, interest and motivations
- e) Encourages self reliance and development of initiative in an atmosphere of trust
- f) Encourages children to follow many of their own interests and desires to learn
- g) Teacher plays the role of facilitator, guide and coach.
- h) Problem-solving, critical and creative thinking and deep understanding are emphasized.
- i) Learners are encouraged to explore the new knowledge independently.

### **5.8 MERITS OF ACTIVITY BASED TEACHING**

According to Dhand (1995),

- a) Promotes child-centered activities with fun
- b) Helps individualize
- c) Encourages independence in learning
- d) Involves flexibility
- e) Provide a wide variety of manipulative open-ended and creative activities

- f) Motivate the students for learning
- g) Provides students experience and active participation in the exploration of their environment
- h) Makes available enrichment activities
- i) Make students advance at their rate that is attuned with their ability, interest and motivations
- j) Encourages self reliance and development of initiative in an atmosphere of trust
- k) Encourages children to follow many of their own interests and desires to learn

Thus, activity based teaching learning process can make the participative and interactive classroom environment. It helps to motivate and encourages the students for interesting learning which can provide an opportunity for the students to enhance clear understanding as well as creativity.

## **5.9 CHALLENGES OF ACTIVITY BASED TEACHING-LEARNING METHOD**

**Awasthi (2014)** gave the following challenges of activity based learning methods which also be take into consideration while adopting activity based learning method of teaching.

- a) Very specified teacher training is required for applying activity based learning method. Activity based teaching requires more time for proper implementation.
- b) It is expensive as require large number of material aids are prepared for implementing this method.
- c) It is time consuming and completing the syllabus within stipulated time period may arise a challenge for the teachers.
- d) Complete waste of time and money if it is not implemented appropriately. The decided activities must be implemented in proper way with maximum utilization of resources.

## **5.10 ROLE OF TEACHER IN ACTIVITY BASED TEACHING-LEARNING METHOD**

**Awasthi (2014)** at the time when activity based learning was gaining importance all over the world, some of the critics suspected that with the introduction of this methodology, role of teachers will be reduced but later on it does not proved true. In reality, role of teacher

changed a little bit. While following activity based teaching learning methodology, teacher has to play the roles which are different to traditional roles and they are-

- a) The teacher should plan different activities related to the content, & interest of the students. After planning activities, teacher should organize appropriately the selected activities.
- b) Teacher should provide the facilities to perform the activities and motivating the students to perform with their maximum efforts. Teacher also motivates the students for participation by organizing interesting activities. Teacher should provide the required material to the students for activity.
- c) The teacher should decide the appropriate tasks for doing the activities. What kinds of activities are done? Whether it is relevant or not? All these things are decided by the teacher.
- d) Teacher should give basic and fundamental knowledge about the activities to the students irrespective of different topic. Teacher should orient the students about different kinds of activities and they also give instructions about how to do it. What kinds of things they learn through these activities that knowledge also is given by the teacher.
- e) After completing activities, teacher should evaluate the student's performance in particular activities. Teacher also evaluates that whether the decided activity leads to learning outcomes or not? Whether the activities are properly implemented or not? Whether students learn interestingly through this activity?

The roles of teacher mainly to guide, facilitate, motivate, and evaluate the learning process in order to encourage the students and help them where students have a difficulty or problem. The teacher encourages learners to ask a question, explain, discuss, evaluate and formulate their own ideas, thoughts, opinions, solutions and conclusions. Thus, investigator observed that in the activity based teaching-learning process, teacher also play a role of an initiator of activities to encouraging students interest and lead them for new knowledge.

## **5.11 RATIONALE OF THE STUDY**

In education, there are many teaching methods and approaches for making teaching-learning process effective. Activity approach plays important role in teaching-learning process. Through this approach teacher can create conducive and participatory environment in the

classroom which makes learning interesting and it will be helpful for the students to remember content for a longtime. In Activity approach every student is involved in teaching-learning process. It gives chance for self-learning to student and it also gives a scope for using creativity. Through this approach, teacher can make interactive classroom environment and students can learn organization of commerce and management subject easily and effectively.

NCF (2005), “our current concern in curriculum to make it an inclusive and meaningful experience of children along with efforts to move away from a textbook culture require a fundamental change in how we think of learners and the process of learning.” As per the present education system, it seems activity based teaching is suitable and appropriate method for teaching any subject. Investigator found very few studies for teaching Organization of commerce and management through activity based approach.

Activity based learning provide an opportunity for acquiring the knowledge. “Well-planned activities which are directly related to the objectives are central to the entire process. For every one objective, there should be as many alternative activity choices as possible relating to each objective in order to cater to different abilities and interest of students.” (Dhand, 1995)

In higher secondary school, standard XI is very crucial stage. It is stage of adolescents. According to NCF (2000), “this is the stage after which majority of the learners will enter the world of work. Practical activities to be chosen should have relevance for future life through acquisition of skills and values. Critical, creative, problem solving and generative thinking has to be developed in adolescent stage.” Thus, it is a best time to provide an opportunity to the students to enhance their abilities in organization of commerce and management subject through activity based teaching programme and check its effectiveness as compared to the traditional method of teaching. Gujarat Government also initiate activity based learning at primary stage for the burden free education and overall development of child. This strategy included material on activity-oriented teaching and classrooms for teachers, material on participatory training methods, a flexible training design, and ‘Activity Bank’ that contained activities which could be used by teachers.

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; which are the outcome of commerce education. 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 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 (Nanssay and tone 1977).

Commerce teaching is related with the real life situations. So, in commerce teaching; use of traditional way of teaching may create the monotonous classroom setting and the content may become boring. If we use activity based learning method for teaching commerce or any subject, it may encourages the students to learn interestingly. Activity based learning method reduces the boredom among the students and through activity based learning; teacher will teach the content effectively. For achieving the objectives of teaching commerce, given by the “Central Board of Secondary Education (CBSE)”, investigator wants to make a study on it. Most of the studies are taken place for innovative way of teaching any subject (i.e. use of ICT, organizing different activities). So, for making the content effective and to the point, many of the teachers adopt an activity based learning method as well as many studies were taken irrespective of these aspects. No study was done for showing the effectiveness of activity based learning implemented in teaching commerce subject. So, the investigator is planning to conduct a survey which will focus on effectiveness of activity based learning in teaching commerce at higher secondary level.

## **5.12 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE**

In the review of related literature, there were total eighteen studies observed that were provide the main view to the researcher for her study. These studies helps the researcher to understand the past scenario of teaching learning and also it gave a clear idea about what should be the right way to teach any subject at different level through different methods and approaches.

The investigator found that there were many studies such as Tadvī (2012), Mehta (2012), Parmar (2014), Makwana (2014), Rathee and Rajain (2016), Makwana (2017) and Dalwadi and Shah (2018) conducted in the area of activity based teaching learning programme in the school set up with respect to the importance of different subjects (Gujarati, Science, Hindi, English, Management, Sanskrit and Accountancy respectively). Majority of the studies



indicated that an innovative way of teaching any content may bring life-long learning among the students as well as it creates interest of the students at any level. Similarly, teaching any subject with the help of different activities is important for the teacher also for making his/her teaching learning process effective. Activity based learning enrich different aspects of the students like development of student's social, physical and intellectual abilities, hidden qualities of the students, leadership quality, cooperativeness, groupism etc. Students can build their future career by knowing their interest and abilities through participating in different activities.

Further studies Shah (2013) studied on the status of commerce education and its importance on practical life. Commerce education deals with the business strategy and it will be helpful to the secondary level students at the time of career making. Students know their interest area through the activity based teaching- learning method. It will not be helpful to the students only but it will be important for teacher also. Amin (2011) and Kuldipsinh (2009) conducted a study on development and implementation of Activity based science teaching programme for pre-service student teacher. The proposed study focused on the fact that activity based Science teaching programme provides the learning experiences based on constructivist, experimental, collaborative and co-operative, and ICT based learning technique to the student teachers and its effectiveness in terms of achievement of student teacher's, experimental skills of student teacher's and their quality. Thus, from the review of related literature it is evident that activity based learning become beneficial for the students of different level (i.e.primary, secondary, higher secondary, and college level also) apart from these studies, no studies were conducted on activity based learning in commerce teaching. So, the investigator proposes to study an effectiveness of activity based teaching of commerce subject at higher secondary level.

### **5.13 STATEMENT OF THE PROBLEM**

A study of an effectiveness of activity based learning method implemented in organization of commerce and management (Commerce) subject at the higher secondary level in English medium school.

### **5.14 OBJECTIVES OF THE STUDY**

- a. To develop an activity based learning method for 11<sup>th</sup> standard students in organization of commerce and management subject

- b. To implement the developed activity based learning method for 11<sup>th</sup> standard students in organization of commerce and management subject
- c. To study the reaction of 11<sup>th</sup> standard students regarding the implemented activity based learning method in organization of commerce and management subject

### 5.15 OPERATIONAL DEFINITION OF THE TERM

- a) **Effectiveness of Activity Based Learning:** - The difference between the mean scores obtained by the students of control group with respect to the given treatment through activity based learning to experimental group and reaction of the students about the implemented activities in commerce teaching is constituted as an effectiveness of Activity Based Learning Method. The effectiveness of activity based learning will be a score achieved by a student in the different activities developed by the investigator with the help of reaction scale.
- b) **Activity based learning:** - Activity based learning means different activities adopted by the investigator to teach the Organization of Commerce and Management subject to the 11<sup>th</sup> standard students. It gives opportunities to the students for participating in different activities, giving their creative ideas and gaining the permanent knowledge of the respective topic. For this proposed study, investigator had taken the following activities to teach Organization of Commerce and Management subject with Activity based learning method.
  - Identify me
  - Case studies
  - Drama
  - Quiz Competition
  - Bigg Boss

### 5.16 DELIMITATION OF THE STUDY

The proposed study was delimited to the 11<sup>th</sup> standard students of Shree Jalaram Vidyalaya English medium school. It was delimited to the Gujarat State Education Board only and in this study, the activity based learning method was delimited to the two chapter of 11<sup>th</sup> standard organization of commerce and management subject book namely:

- Ch-9: - Internal Trade
- Ch-11: - Social Responsibility of Business

### **5.17 METHODOLOGY OF THE STUDY**

The proposed study aimed at teaching commerce subject to the 11<sup>th</sup> standard students through developed strategy for adopting activity based learning method along with the reactions of the students in Organization of Commerce and Management. For this purpose, the proposed study was survey in nature. The methodology of the proposed study was comprise of the following points i.e. Population, Sample, Research design, Tools, Procedure for Data collection and data Analysis.

### **5.18 DESIGN OF THE STUDY**

For the proposed study, investigator used survey method for data collection.

### **5.19 POPULATION**

All the students studying in 11<sup>th</sup> standard Commerce in Shree Jalaram Vidyalaya English Medium School affiliated to Gujarat State Education Board in the city of vadodara in academic year 2019-2020 was constituted as the population for the proposed study. Approximately there are total 50 English Medium schools in Vadodara city.

### **5.20 SAMPLE**

The sample of the present study was selected with the help of convenient sampling considering the criteria i.e. availability of the school as per the convience of investigator. Only one English medium school, which is affiliated to Gujarat State Education Board from the Vadodara city, was selected as a sample for the present study.

### **5.21 TOOL FOR DATA COLLECTION**

Following tool was used for the collection of the data for the proposed study.

- **Reactions Scale:** On the basis of different activities implemented for teaching Organization of Commerce and Management to the students, a likert type five point scale was prepared to know the reaction of the students. It would help the investigator to know the reaction of 11<sup>th</sup> standard students for activity based learning.

## **5.22 DATA ANALYSIS**

The collected data was analyzed by employing quantitative statistical technique. To achieve the 3<sup>th</sup> objective of the proposed study, frequency, and percentage were used.

## **5.23 Major Findings of the Study**

- The first objective of the study is to develop an activity based learning method for 11<sup>th</sup> standard students in organization of commerce and management (O.C.M) subject. For this object investigator developed different activities for teaching Organization of Commerce and Management subject to the 11<sup>th</sup> Standard English medium students. The developed activities helped the students for understanding the content in an easy way.
- It was also provide an opportunity to the students to enhance their knowledge, to work with group as well as it will help in self learning also. The developed activities motivate the students for learning O.C.M. subject by doing activities. Students also express their hidden talents by participating in one and all activities.
- The developed and implemented activity based programme for teaching Organization of Commerce and Management subject was found to be more effective as compared to the traditional method for teaching O.C.M.
- With regard to the reactions of the students about the actual teaching outcomes as a result of the ABP for O.C.M. teaching, the students viewed in terms of the increase content clarity, gain new knowledge, enjoying the teaching-learning process, development of critical thinking abilities, enhancement of commercial knowledge, developing business and management skills as well as exploring their knowledge in real life situations.
- The case studies on different activities helped the students to know the different kinds of trading taken place in real life situations. Whereas, drama improved the communication and their performance skills as well as students express their hidden talents through drama. These activities had also provided group learning as well as self learning.
- Most of the students like the Activity based teaching-learning process for teaching O.C.M. subject. During the implementation of the different activities for teaching O.C.M., investigator found the interactive and participative classroom and student also enjoys the teaching-learning process.
- If we want to improve the present education scenario then such kind of activities are very essential. Students learn content interestingly and they also expose themselves by participating in different activities.
- Student's reaction about implemented activity based teaching in O.C.M. was that they would like to learn other subject also with activity based teaching-learning method.

The reactions of the students toward activity based teaching programme were positive in nature.

#### **5.24 Suggestions for Further Study**

The suggestions for further study are as under:

- The research can be carried out for integrating activity based teaching in different subjects.
- The research can be carried out by enhancing commercial skill to the students.
- The research can be carried out by improving the importance of Commerce Education.
- The effect of these activities on teaching-learning process can be studies by implementing it on the students of standard XI.

#### **5.25 Conclusion**

The activity based teaching-learning process developed by the investigator is very beneficial for the students to learn any content by doing activities. Students learn the content interestingly and their boredom was overcome. Teacher can make their teaching-learning process interesting by implementing these activities in the classroom settings. It has been suggested by various commissions and committees and even NCF to use constructivist approach to teaching, these activities will help students to construct knowledge on their own. These activities are also very helpful in the Continuous Comprehensive Evaluation which is introducing by the Gujarat Government.

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# **ANNEXURE**

## REACTION SCALE

Students, the following reaction scale is prepared to know the reaction of the students regarding implemented activity based learning in subject “Organization of Commerce and Management”. This is only for the dissertation purpose. The information provided by you will be kept confidential and that will be used only for dissertation purpose. I request you to give your fair reactions.

**Name** : \_\_\_\_\_

**Standard** : \_\_\_\_\_

**Roll No.** : \_\_\_\_\_

**Date** : \_\_\_\_\_

**Guide: Dr. Bhumika Barot**

**Researcher: Trupti Solanki**

The following sentences represent the reactions. The options are given in each sentence. These sentences are based on activity based teaching done in your classroom. You have to tick mark any option as per your choice.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Sentences		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1	I like to learn Organization of Commerce and Management subject through activity.					
2	It will become easier for me to learn Organization of Commerce and Management subject through different activities.					
3	I like working in a group.					
4	I developed positive feelings through these activities.					
5	All activities are related with content.					
6	The implemented activities are interesting.					

7	My interest in learning Organization of Commerce and Management subject was increased through activities.					
8	I am able to explore commerce knowledge with the help of Drama.					
9	I understand content very well with the help of activities.					
10	My doubts were clarified during teaching through activity.					
11	I bored during teaching in classroom through activity.					
12	I want to learn all subjects through different activities.					
13	I felt that activity based teaching enhanced the quality of teaching Organization of Commerce and Management subject in classroom.					
14	I understand real life examples during teaching-learning process through different activities.					
15	Activities made me an active learner in classroom.					
16	Organization of Commerce and Management related activities increase my subject knowledge more than textbook.					
17	All activities helped me to express myself in front of classroom.					
18	My stage fear was overcome by participating in different activities.					
19	The critical thinking skill was developed by reading different case studies related to the types of trading activities.					
20	I love to participate in such kind of commercial activities.					
21	My confidence level was increased through these activities.					

22	It will become beneficial for me to learn something by doing an activity.					
23	It was difficult for me to correlate the implemented activities with content.					
24	The implemented activities were inspirational for me to learn Organization of Commerce and Management subject.					
25	The tasks given in Big Boss activity were very interesting and related to the content.					

Give ranking to the activity which you like the most for teaching Organization of Commerce and Management in classroom setting.

1	Identify Me	
2	Case Studies	
3	Drama	
4	Quiz Competition	
5	Big Boss	

Out of all implemented activities in teaching Organization of Commerce and Management, which activity you like most? Why?

Out of all implemented activities in teaching Organization of Commerce and Management, which activity you like least? Why?

Which are the other activities you want in teaching Organization of Commerce and Management?

Student's Sign: \_\_\_\_\_