

**EFFECTIVENESS OF A TASK BASED PROGRAMME TO
TEACH ORGANISATION OF COMMERCE AND
MANAGEMENT AT HIGHER SECONDARY LEVEL**

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Abstract

The present study aims at reconnoitring a Task Based Programme to Teach Organisation of Commerce and Management at Higher Secondary Level. It tries to focus on using a Task Based Programme to enhance skills related to trade and commerce among higher secondary students. Activities keep students' alert, enthusiastic and focused. The researcher has explained how to relate Task Based Programme in Teaching Organisation of Commerce and Management on students of Higher Secondary Level. In today's modern yet competitive century, our classrooms are very much varied in nature. To cater students need, educators' have to make use of ground-breaking ways in their teaching learning process. This is in accordance with pragmatist John Dewey's principle of 'Learning by doing' (1894) and Project method. In his four essays collectively entitled "Thought and its Subject-Matter" he opined that learning by doing help all types of children to understand the content in a constructivist manner. Teachers can make their classroom teaching student centric through a Task Based Programme to teach Organisation of Commerce and Management at Higher Secondary Level.

Keywords: *Task based programme, learning, confidence, leadership, commerce and hands on experience*

According to Gandhi, By education I mean an all-round drawing out of the best in the child and man; body, mind and spirit. The terminology- 'Commerce' has been into practice in every walks of our lives since from decades ago. The present curriculum under 10+2+3 education system has rightly focused on Continuous & Comprehensive Evaluation (CCE) by including several activities not only of curricular nature but also co-curricular and extra-curricular in nature. To teach a subject- Organisation of Commerce and Management (OCM) at the Higher Secondary Level (HSC) focuses upon sharpening the innate skills and to develop a new ones in the commerce arena. It aims at enabling the learner to acquire the basic commercial knowledge, skills, values and attitudes that are required to understand the business environment and the commercial language.

Task Based Programme

Task is a piece of work which involves students in manipulating, producing or interacting with one and another, while their attention is mainly on meaning rather than form.

If we look into the earlier times, we will find that, most activities related to teaching was entirely done either through verbal communication between the educator and learner or through written communication by using printed material. But in the existing world, learners learn facts, skills and attitudes from both audio and visual resources such as pictures, televisions, recorded words, programmed lesson and other media. Patterns of interaction in classroom vary from place to place, influenced by local educational norms, and also from time to time, as methodological fashions come and go. The level and age of the class also makes difference; the purpose of the current learning activity is another influence on interaction patterns (Lynch & Maclean, 2000)[6].

According to the views of great Psychologists like- Jean Piaget, Vygotsky and Jerome Bruner, children are instinctively programmed to learn. They are in a continual cycle of discovery, forming hypotheses, testing those hypotheses and discovering concepts and skills. This can be possible through engaging students in 'Task' as it improve their skills and intellectual abilities. It helps in the development of cognitive, affective and psychomotor domain of the students [Vygotsky, L.S. (1978),23,3,34-31]

Tasks given in the group help students not only to share their awareness and ideas with their classmates but, they will also get accustomed with the ideas of other classmates in a group, which is an indispensable part of life skills. Moreover, they also learn social skills such as helping and supporting each other, cooperation, coordination, taking turns and so on. A task sharpens students' capacity to properly comprehend the content taught in the classroom. Further, task-based learning enhances the language proficiency of the learners (Lochana and Deb (2006)[24]).

Narita (2008)[33] conducted a research in an elementary school in Japan where English was taught as a foreign language. The students were assigned with activities in which they were exposed to realistic communicative situations such as shopping tasks and interview tasks. The results showed that the students were highly motivated and had a strong desire to continue to study English in future after completing the tasks.

Thus, if a programme is developed using several tasks, it will enable students to play an active part in the learning process.

Teaching Organisation of Commerce and Management through Task Based Programme at Higher Secondary Level

Commerce and Management are the core components of Commerce arena. Many a times learning this subject becomes difficult if it is not made interesting while teaching. If the educator adopts inventive ways of teaching such subject, then it will reduce the proportion of disinterest among students towards this subject. To make the subject interesting in the classroom, several innovative pedagogies can be used by the teacher. Jeon and Hahn (2006)

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interviewed Korean secondary school teachers and found that the teachers felt a task-based approach motivated students and was appropriate for group work. A task based teaching is one such way to make teaching learning process an interactive and joyful one. An educator can make use of following task while teaching the subject:

Task-1: Flashcards

Procedure: First of all the researcher will divide the entire class into 2 different groups- G-1 and G-2.

Then Each group will be provided a bunch of 5 flashcards which will have some information. Students of both the groups will have to analyse, understand and determine the type of activity. That means they have to brainstorm over the information & will have to identify whether it's an economic or non economic activity?

Discussion Questions: (Identify whether it's an economic or non economic activity.)

Mr. XYZ donated the sum of Rs. 2,00,000/- in a 'Fani' flood at Odisha; 2. A gold chain was bought by your father for your sister; 3. A Mercedes car was gifted to you by your elder brother; 4. Mr. Harish gave Rs. 1000/- to Mr. Ramesh for purchasing a box of Kashmiri apples; 5. The cashier Shahir received an amount of Rs. 1,00,000/- to get it deposited into his account. He received it from Mr. Dipen for selling him his luxurious bike.

Expected Outcomes: Students will be able to share their views about the given topic; Students will be able to identify the difference between different economic and non economic activities.

Task 2: Post It Parade

Procedure: Students will be provided with a question or prompt for which; they need to generate ideas, solutions, etc. related to the topic; Now the researcher will give each student a few post-its, and will tell them to write out 1 idea per post-it; Students then post the post-its on the chalkboard or bulletin wall in the class; Depending upon the question or prompt, it will help them to place the post-its in areas to group them by topic (Business and its major features).

Discussion Question (such as): Suppose you have exported a box of classic style outfits (which costs Rs. 15,00,000/-) to some couture fashion show at a price of Rs. 20,00,000/- but before reaching to its destination an earthquake took place which spoiled all your dresses. Now will you still consider it as a business activity? & what will you do in such situation?

Expected Outcomes: Students will be able to share their views about the given topic; Students will be able to define the term- Business; Students will be able to identify and add up several major characteristics of Business-as one Type of Economic Activity.

Task 3: Buzz Groups

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Procedure: The researcher will break class into small groups. Each group discusses the topic or question on their own for a few minutes to generate points of difference, arguments, answers, or ideas. Once time is up each small group will share one idea, answer, or argument with the class and the essential ideas or points of differences will be written down on the black-board.

Discussion Questions: In any business, goods and services are supplied in exchange of what? Suppose you have a dream of becoming a renowned chartered accountant of India? Which economic activity will you name it as: Business, Profession or Employment?

Expected Outcomes: Students will be able to share their views about the given topic; Students will be able to define several given terms; Students will be able to identify and add up distinguishing features of Business, Profession and Employment.

Task-4: Minute Paper Reflections (Individual Task)

Procedure: Researcher will provide students with one question for brief reflection; Researcher will emphasize that responses would be concise; Students will then write and submit their answers; As needed, researcher will take follow up on comments. She will also make sure to summarize and respond to any important questions or doubts that students have in their mind (e.g. concepts that did not seem clear to students)

Discussion Questions: Elucidate in your own thoughts- What do you meant by- 'Trade, Commerce and Industry?'

Expected Outcomes: These task of spontaneous writing will promote confidence among student to write quickly; Each student will be able to share his/her views on the given topic; Students will be able to define several given terms in their own words.

Task-5: Cards with Pictures

Procedure: The researcher will divide the classroom into some groups. Each group having 5 students. The researcher will give pictorial card to different groups. The group will have to understand and analyse the pictures or scenario given in the card. Then after, the students will have to answer the asked queries

Card 1.: For e.g., Pictures of banking, transportation.

Card 2.: For e.g., Pictures of communication, warehousing and agents.

Card 3.: For e.g., Pictures of insurance, types of it, etc...

Expected Outcomes: Students will be able to derive the important points that are given in the chapter itself; Through this task, students will develop critical thinking skills; Students will develop decision making skill as the task will help them to generate their own creative ideas and understandings.

Task-6: Quescussion (By students) + Showing Pictures

Procedure: Quescussion is discussion through raising questions in the live classroom; The researcher will start the Quescussion by asking a question

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related to the discussion topic, and writing it on the board. For example, 'India was called as Sone ki Chidya'? Why? Students may only respond or add to the discussion in the form of more questions. Each question is written down on the board. This discussion model is very informal and participants should take turns shouting out questions as they think of them. There are three rules: (1) Only questions are allowed. (2) If someone makes a statement everyone yells "statement!" and (3) Two other people must speak before a participant can participate again. Following Quescussion, the class can then focus on one or two of the key questions raised in greater depth. And thereby, the researcher will introduce and explain the term Primary industry, Secondary and Tertiary form of Industry.

Meaning of different types of industry:

The researcher will explain then -1. Primary Industry- Primary industries are fundamental industries connected with sea, land and air. Production activity is relied upon nature. Activities such as Agriculture, animal husbandry and poultry farming are connected with land, fisheries with land and hence, are the examples of primary industries. The researcher will show pictures of all these activities. Similarly, other types of industry will be explained by the researcher to the students in the classroom.

Expected Outcomes: Students will be able to derive the important points that are given in the chapter itself; Through this task, students will develop critical thinking skills; Students will develop decision making skill as the task will help them to generate their own innovative thoughts and ideas.

Task-7: Use of Flashcards (pair work), Use of Pictures.

Procedure: The researcher will give to the students flashcards (with pasted pictures) such as:

1). When a student 'A' is expressing and conveying his ideas to the group of his classmates about 'Globalisation' through a 'conference call' what is the process said to be? (Picture will be pasted herewith) :
(Answer will be - 'Communication Process'.)

Researcher will form a pair of students and will also give a time period of 5 minutes to discuss in pairs, and then she will explain the topic by asking questions about different steps in the communication process. Based on the flashcards and given pictures, they will be required to answer what do they understand by the given information in it, and then it will be followed by the researcher - students discussion session.

Expected Outcomes: Students will be able to share their views about the given topic; Students will be able to identify the difference between different steps in the process of communication.

Task-8: Debate: Let students debate in pairs. Students must defend the opposite side of their personal opinion. It encourages them to step away from their own beliefs and teaches them to look through a different colored glass for once in a while. For example, topic for the debate is-‘**E-Banking: A Need of an Hour.**’ One half of the class takes one position, the other half takes the other position. Students line up and face each other. Each student may only speak once.

Evaluation of Learners’ Progress

Tools enable the teacher to interact with the students and get their responses. There are a plethora of available evaluation techniques to appraise learners’ achievement. The Commerce educator must be a careful observer of each student’s development and progression. Learner’s performance about learning ‘Organisation of Commerce and Management’ through a task based programme can be evaluated using: Achievement test (i.e., Pre-test, Post-test); Reaction Scale; Feed Back Form

Each evaluation result provides a check on the others and makes for a more comprehensive program of assessment.

Impact of a Task-Based Programme to Teach Organisation of Commerce and Management at Higher Secondary Level

When the teacher adopts novel ways of teaching such subject, then it will lessen the proportion of disinterest among students towards this subject. To make the subject interesting in the classroom, different techniques of teaching can be used by the teacher. A task-based teaching is one such way to make teaching learning process an interactive and delightful one. By learning through a task-based programme, students will develop social skills among them; they will be able to express their views before others fearlessly and they will have strong retention capacity for the learned topics.

One has rightly said that- the learning that takes place in the presence of an active mindset, personal presence will earn positive result in the overall growth and development of students; and this can be possible by teaching the subject through a task-based programme.

Conclusion

As we are moving towards new-new innovations in the 21st century, citizens of nation need to be skilful. This can be possible if an educator makes use of ground-breaking pedagogy. A task-based programme helps students’ to learn the content in a focused manner. Commerce and Management are the core component of Commerce discipline. Teaching Commerce and Management at the higher secondary level aims to enable learner to acquire and understand the basic commercial knowledge, skills, values and attitudes required for the business environment and commercial language. Learning this subject becomes difficult if it is not made interesting while teaching. Furthermore, the learning that takes place in the presence of an active mind-set, personal

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presence will earn positive result in the overall growth and development of students. Through a Task-Based Programme, students will have 'hands-on' experience when they will do activities assigned to them and hence, they will have clarity of concepts that are taught in the classroom of 21st Century.

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