

ORIGINAL ARTICLE



THE NEED OF INNOVATIONS IN TEACHING TECHNIQUES IN COMMERCE EDUCATION

Dr. Ajita Jagdishbhai Jani
M.A., M.Ed., M.Phil., Ph.D.

CONCEPTUAL:

Instructing is a brilliance that demonstrates the humankind the correct method to hasten forward. The plan of instructing must influence the understudies more objective reasoning, to know ledgeable and independence. Require for consistent changes in the developing zone of advanced education are push by the gigantic change and improvement in the universe. These intense components have been help as significant reason for the huge advance of advanced education in current circumstances, and acquires considerable development of showing learning process. Inventive strategies for instructing can bring common advantages for both student and tutor. This paper investigations the creative strategies for showing that can be systematize in advanced education and the issues in executing these techniques.

This examination paper stresses the need and the significance of inventive methods in the instruction of business field. This likewise depicts how the inventive techniques for educating can be valuable in business subject to make it all the more intriguing.

PRESENTATION:

Training is a motor for the development and advance of any general public. It gives information, abilities and instills esteems, as well as in charge of building human capital which breeds, drives and sets mechanical advancement and financial development. In the present time, data and learning emerge as vital and basic contribution for development and survival. As opposed to taking a gander at training essentially as a methods for accomplishing social upliftment, the general public must view instruction likewise as a motor of headway in a data time pushed by its wheels of information and research prompting improvement. The part of the educator has been changed since the improvement of student focused approach, current instructing includes more than classroom administration, forthright clarifications and testing. Educator's activity is to make to condition in which learning happens.

SURVEY OF LITERATURE:

Bianchi (1996) exhibited explore distinguishing factors spurring educators to coordinate innovation into the educational programs. These components included staff advancement, accessibility of innovation, region and school site bolster, understudy intrigue, and inspiration. Dubrauka celinsek and Mirko Markic (2008) states that progressions in advanced education can be presented through personnel improvement and course outline. Additionally, an efficient care to fortify the educator's demonstrable skill is of most extreme significance and ought to be founded on the latest discoveries about getting the hang of, instructing and instructors.

Roger D Goddard, Serena J Salloum (2012), opines in their examination a pioneer ought to be equipped for utilizing distinctive administration styles, he needs to respond as indicated by a circumstance and in addition as per accepts and estimations of his subordinates or devotees. Such administration advances regular learning of all workers.

Goals of the investigation:

- (1) To look at the Traditional technique.
- (2) To look at the techniques in Innovative instructing.
- (3) To break down the issues in executing creative instructing techniques.

SYSTEM:

The conventional or inventive strategies for instructing are fundamentally inspected, assessed and a few changes in the conveyance of learning are recommended. All things considered, the qualities and shortcomings of each showing technique are distinguished and plausible changes that can be incorporated into customary strategies are recommended.

The Importance of Education:

Training is a motor for the development and advance of any general public. It isn't just confers information, aptitudes and teaches esteems, but at the same time is in charge of building human capital which breeds, drives and sets mechanical advancement and monetary development. These days data and learning emerge as vital and basic contribution for development and survival. As opposed to taking a gander at instruction essentially as a methods for accomplishing social upliftment, the general public must view training likewise as a motor of headway in a data period moved by its wheels of learning and research prompting improvement.

As of now, numerous organizations are moving towards issue based learning as an answer for delivering graduates who are innovative and can think basically, logically, and tackle issues. Since information is never again an end yet a way to making better issue solvers and empower long lasting learning. Issue based learning is ending up progressively mainstream in instructive foundations as a device to address the deficiencies of conventional educating. Since these conventional methodologies don't urge understudies to address what they have realize or to connect with already gained information, issue based learning is viewed as a creative measure to urge understudies to figure out how to learn by means of genuine issues.

CUSTOMARY METHOD OF TEACHING:

The Traditional Lecture Method may have ruled halls for a considerable length of time, yet there are new styles of showing coming through. These fresher and more creative showing strategies are moving far from the customary model of addressing and detached learning towards a more noteworthy spotlight on dynamic realizing, where understudies transparently interface with each other and take an interest in the address. Numerous examinations propose that the synergistic method for learning in grade schools, where youngsters lounge around a table to work out an issue together, holds noteworthy advantages for dynamic students however can wind up lost as the understudy advances through their training.

Unexpectedly, as the understudy creates more prominent reasoning aptitudes and critical thinking capacities, the showing techniques accessible to them can turn out to be increasingly latent over the long haul, which prompts separation and dissatisfaction. Customary educational addresses restrain the open doors for understudy communication, however late endeavors to give more prominent understudy connections in addresses have brought about significantly higher fulfillment, higher reasoning aptitudes and upgraded inspiration.

Customary educating is worried about the educator being the controller of the learning condition. Power and obligation are held by the educator and they assume the part of teacher (as addresses) and chief (with respect to educational modules substance and particular results). They view understudies as having learning gaps that should be loaded with data. To put it plainly, the conventional instructor sees that the educator makes learning happen. Learning is mainly related inside the classroom and is frequently focused. The lesson's substance and conveyance are thought to be most imperative and understudies ace information through bore and practice. Content need not be learned in setting.

INVENTIVE TEACHING METHODS IN COMMERCE EDUCATION:

(1) E-Learning:

E-Learning or web based learning alludes to direction and conveyance of data by PCs through the web or organization intranet. It incorporates assignment bolster, recreation preparing, remove learning and learning gateways. It centers around learning arrangements that go past to incorporate data and instruments that enhance execution.

(2) Teaching with comical inclination:

Everybody cherishes an instructor with an irresistible comical inclination. Taking a gander at the lighter side of life not just cultivates sincere relations amongst teachers and understudies, yet in addition gives welcome help while endeavoring to take after a troublesome address on a confused subject. At the point when there is an ability to change, there is promise for advance in any field. Educating is a test. Learning is a test. Consolidating both successfully is a test. Being funny is a test. Silliness reinforces the connection amongst understudy and educator, diminishes pressure, makes a course additionally fascinating and if pertinent to the subject, may even improve review of the material. Diversion can unwind individuals, diminish pressure, and in this manner make an environment helpful for learning and communication.

(3) Z to An approach:

This approach endeavors to clarify the application part of a specific idea first. The instructor ought to clarify the use of a specific idea first and clarify the impacts of such applications. For instance in administration subject inspiration is clarified in a way that the association get broad advantages out of utilizing a few procedures like advancements and honors. So here the utilization of advancement is clarified first and later understudies would get enthusiasm for comprehending what are advancements and honors. The instructor begins clarifying what is ace movement and clarifies what inspiration hypothesis in administration is.

Another illustration we can attempt is that in bookkeeping the Income proclamation and Balance Sheet can be clarified first and later attracting their consideration regarding twofold passage arrangement of accounting.

QUALITIES:

- Makes a specific idea clear.
- Students create enthusiasm to know precisely the idea.
- Creates dependable memory/relationship of an idea.

SHORTCOMINGS:

- (1) Take very lengthy timespan for an instructor to present an idea.
- (2) Initial trouble in understanding a specific idea will be experienced.

(4) Business Game:

Business diversion is additionally called as business reenactment amusement. It alludes to reenactment amusements that are utilized at an instructive device for educating business. Business diversions might be done for different organizations preparing, for example, general administration, generation administration, back administration, hierarchical conduct, Human Resource Management and so on here, frequently the term Business recreation is utilized with a similar significance. Business diversions are utilized as a showing technique in colleges and all the more especially in business colleges yet in addition for official instruction. Recreations are thought to be a creative learning technique and are regularly PC based.

(5) Mind Map:

Mind Maps can also be effective mnemonics (methods to improve the memory) and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of connecting facts than conventional notes. The recent research points that any particular information explained with the help of graphs & charts, make a high impact in the minds of the people and keeping this as the core aspect. The teachers may try to picturise the concepts and show the same to the students. This would bring very high impact on the minds of the students about a concept.

STRENGTHS:

- (1) Creates clear understanding.

- (2) PowerPoint can be used widely.
- (3) Improves Innovative Thinking.

(5) DEBATE:

Debate is a technique to develop the logical bent of mind of students. It will influence the students to gather the appropriate information for the topic and this procedure provides an opportunity to the participant to decide the final result after take note of the arguments.

(6) CASE METHOD:

The case method overlaps with the case study method, but the two are not identical. Case studies recount real life business or management situations that present business executives with a dilemma or uncertain outcome. The case describes the scenario in the context of the events, people and factors that influence it and enables students to identify closely with case studies. The case method is a teaching method that is largely used in business schools.

(7) KELLER PLAN:

In this method, a semester is divided into sixteen units. The teacher gives in the beginning one or two lectures and gives details of syllabi in each unit and references to books and journal articles in each, a student studies these units in succession and when he has finished a unit, he approaches the instructor for test. If the students pass the test, he proceeds to the next unit; otherwise he again studies the same unit and come again for a test. Every student makes progress at his own pace. Some students complete sixteen units in twelve weeks; others complete twelve units in sixteen weeks. The grade depends on the number of units completed. The Keller plan makes a great demand on the time of teacher and students. The teacher however does not teach but advises and examines. The student does not listen to lectures, he reads and is examined. The basic philosophy is that, it is better to fully understand part of the course than to partially understand the full course that each individual should make progress at his own pace and that one should fully understand the earlier units before proceeding to the later units.

PROBLEMS IN IMPLEMENTATION OF INNOVATIVE

Methods:

- (1) Theoretical knowledge is still carried out through the traditional technique of chalk and talk.
- (2) Problems in adopting modern technology in place of conventional method.
- (3) Non availability of modern technology in the classes.
- (4) Inadequate pedagogical knowledge of professional teaching is an obstacle in the process of attaining the aim of higher education.
- (5) Ineffective use of technology.

The Need of Innovations in Teaching Techniques in Commerce Education:

Education in Commerce has undergone tremendous qualitative changes with the rise, spread and practices of Globalization over the past two decades, especially in India which happens to be a one of the leading developing countries. Commerce Education has also witnessed significant paradigm shift in terms of its nature and function along with its content, teaching methodology and resultant outcome. Like other branches of education, Commerce, too, has now become interdisciplinary in the sense that it has embraced areas of technology, humanities and social sciences in order to cater to the growing varied needs of its stakeholders.

Addressing to the learning needs of students of 21st century, Commerce Education has evolved from the traditional means, modes and methods to the technology and market driven approaches. On account of such factors as technology and international markets, Education in Commerce has now combined advent of educational technologies to incorporate innovative teaching and learning practices. Innovations in teaching and learning include use of computers, internet, software and hardware para-phernalia, programmes and applications, digital e-learning resources, web and ICT-enabled teaching, virtual study tours, simulation programmes, digital educational gaming, online learning and testing, cyber academic communities and much more.

There are few considerations while adapting to and implementing innovations in teaching and learning as far as education in Commerce is concerned. These considerations include socio-economic background of students, academic profile of teachers, infrastructural conditions of educational institutes, programme design, framework of entry-exit mechanism of programme and awareness of Information and Communication Technology (ICT) among students as well as teachers. The policy makers too have an important role to play for righteous implementation of innovative practices in Education in Commerce. When these factors are balanced and duly taken care of, innovations in teaching and learning yield heartening results. They benefit not only students but also teachers in the long run. First of all, educational technology eradicates evils of inequality among learners by way of providing them equal opportunities. Secondly, it leaves no room for the prejudices, biases and limitations of teachers who often pass on their limitations to the students knowingly or unknowingly.

Thirdly, it allows synchronous and asynchronous learning to students who can learn at their will anywhere without facing limitations arising out of space and time. Uniformity and quality management of content, its uniform delivery and proper reception of the same on the part of students are some of the major benefits of technological innovations. However, at the same time, it is necessary to keep quality control of technological innovations in Commerce Education as students have easy free access to almost anything and everything available with them on internet. Teachers and educational institutes need to monitor the content used by students as an integral part of educational innovations; otherwise quality of learning will suffer miserably. It is of equal importance that teachers should select qualitative resources and innovative tech-niques should be devised accordingly so as to provide students with the best at minimum efforts. Digital database of learning is a must for any modern educational institute. E-monitoring of learning is also a part of educational innovations in Commerce. Esubmission of tests, assignments and research papers by students should therefore be encouraged. Besides,

adequate competent professional training should be given to teachers and students from time to time so as to keep them equipped with technological advancements in the field of Commerce Education.

CONCLUSION:

The changing role is inevitable in education with the preamble of innovative technology in teaching. The use of innovative methods in teaching has not only enlightening the prospective technique to improve education, but also to make authoritative individuals, make stronger supremacy and stimulate the effort to attain the aspiration for the country.

REFERENCES:

1. Bianchi, Pamela A. 1996. The identification of factors motivating teachers to integrate technology with the curriculum. Ed.D. diss.. University of La Verne, La Verne, CA.
2. Dubrauka celinsek & Mirko Markic (2008). Implementing problem based learning in a learning higher education institution. International journal Management in Education Vol.2, No.1 2008
3. Roger D Goddard & Serena J Salloum (2013). Collective efficacy beliefs, organizational excellence, and leadership The Oxford handbook of positive organizational scholarship 642-650.
4. Damodharan, V. S., & Rengarajan, V. (2007). Innovative methods of teaching. In *Learning Technologies and Mathematics Middle East Conference, Sultan Qaboos University, Muscat, Oman*.
5. Mayya, S. (2007). Integrating New Technology to Commerce Curriculum: How to Overcome Teachers' Resistance? *Online Submission, 6(1)*.
6. Dr. M. Jaya, Dr. D. Baskar A pragmatic study on Innovative technique in teaching Global Journal For Research Analysis, Vol: 4, Issue: 9 September 2015.



Dr. Ajita Jagdishbhai Jani
M.A., M.Ed., M.Phil., Ph.D.