

MEANING NATURE AND SCOPE OF COMMERCE

"Commerce is an organized system for the exchange of goods between the members of the industrial world."
-Stephenson

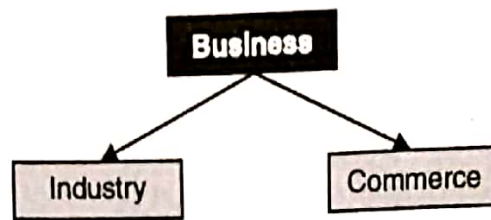
INTRODUCTION

Every human being is engaged in some kind of activity. These activities are undertaken with some motive. When the object is to create wealth for satisfying human needs, these are categorised as economic activities. If such activities are undertaken only to serve some cause without any economic motive i.e., to satisfy social, religious, cultural or sentimental requirements, these are called non-economic activities.

The motivating force for doing some work is to satisfy human wants. Human wants are unlimited and go on multiplying. The resources to satisfy the needs are limited. The use of scarce resources for satisfying human wants is very important.

The allocation of available resources is done in such a way that optimum satisfaction is achieved. The production of goods and services and making them available to consumers is the essence of economic activities. The distribution of goods and services from producers to the ultimate users is facilitated by commerce.

Business activities may broadly be classified into two categories namely (A) Industry and (B) Commerce. Industry involves production of goods and services whereas commerce is concerned with the distribution of goods and services.



MEANING OF COMMERCE

Commerce is the activity of buying and selling of goods and services, especially on a large scale or quantity. It refers to all those activities which are necessary to bring goods and services from the place of their origin to the place of their consumption. Commerce is a branch of production that deals with the distribution; exchange of goods and services and all activities that assist or facilitate trade. Commerce is defined as the study of all the activities concerned with buying and selling and distribution of goods and services.

DEFINITIONS

In the words of **Evelyn Thomas**, "Commerce is a term that embraces all those functions involved in the making, buying, selling and transport of goods."

According to **M.C. Shukla**, "Commerce means the process of distribution of goods or services which are produced by industry."

According to **James Stephenson**, "Commerce embraces all those activities which help to break the barriers between producers and consumers. It is the sum total of those processes which are engaged in the removal of hindrances of persons (through trade), place (through transport, packing and insurance), and time (through warehousing) in the exchange (banking) of commodities."

According to **Geoffrey Whitehead**, "Commerce is the distribution and the exchange of all surplus goods produced in the fields, mines, seas, forests and factories of the earth so that they reach the final consumer in right condition at right time in the right quantity and at the right place."

In the words of **Noel Branton**, "Commerce is concerned with a group of activities, which directly and indirectly involved in distribution of goods between the place where they come from into existence and the person who finally uses them."

William. R. Spreegal, "Commerce is mainly concerned with the transfer of goods. the activities related to classification, integration, storing, finance management and transportation and insurance are to performed in it."

According to **Thomas**, "Commerce deals with only the trading part of commerce and ignoring many other activities known as aids to trade which are also very important."

NATURE OF COMMERCE

By nature of any subject we mean what type of subject is it?

Commerce as an Art

Is commerce an Art? To find an answer to this question it is essential to have knowledge of two things: (1) What is an Art? (2) What are the characteristics of an Art?

"An art is a system of rules for attainment of a given end." **J.N. Kenes .**

The term Art means the practical application of knowledge for achieving the solution of some practical problems. Art means expertise in applying the knowledge in real life situations to solve the problem. By art we mean to accomplish a work in a better way. Art is an orderly knowledge which gives solution to the major problems or issues.

- An art is the systematic applications of skills or knowledge in effective accomplishment of results.
- It represents the methods or ways of doing specific things and indicates how an objective is to be achieved.
- The function of an art is to accomplish concrete ends, affect results, and produce situations that would not come about without the deliberate effort to secure them.

Applying these characteristics to commerce we find that commerce is:

- 1. Application of knowledge:** Art is concerned with application of knowledge. A person may have knowledge of various activities but unless this knowledge is applied, there will be no use of that knowledge. Commerce put the theoretical knowledge of business, trade and industry in to practical use and attempt to achieve various goals.
- 2. Personal skill:** Commerce basically deals with the exchange of goods and services. All the activities between customers and producers have to be performed by various persons. Personal skills of various intermediary play an important role in the success and failure of these activities.
- 3. Result oriented approach:** The knowledge of marketing, preparing trade agreements and documents, contracting various facilities is essential in commerce. One will not be successful unless he is able to apply his knowledge. In commerce every activity is result oriented.
- 4. Regular practice :** People dealing with various activities are given targets to be achieved in a definite time frame. A wholesaler has to sell his stock before the arrival of fresh supplies from the producers. Similarly, marketing manager has to reach his target in time. All business activities are undertaken regularly.
- 5. Development of human values:** Commerce develops human values in the students like patience, honesty, cooperation, brotherhood etc. these values help students in their real life endeavour.

Commerce is an art, it applies the knowledge in real life situations to solve the problems. Various businessman have to formulate the policies only after a thorough survey of the merits and demerits of the commercial problems and require certain expertise, art of decision making and optimum utilisation of resources.

Commerce as a Science

On the other hand some thinkers are of the view that commerce is a science. The word science means knowledge. It is a body of systemized knowledge acquired by mankind through observation and experimentation, which is capable of verification.

- Systematised body of knowledge
- Attitude of science is objective
- Universal application

- Cause and effect relationship
- It has power of prediction
- Validity

So in science facts should be systematically collected, classified and analysed. Applying these characteristics to our subject commerce, we find that commerce is :

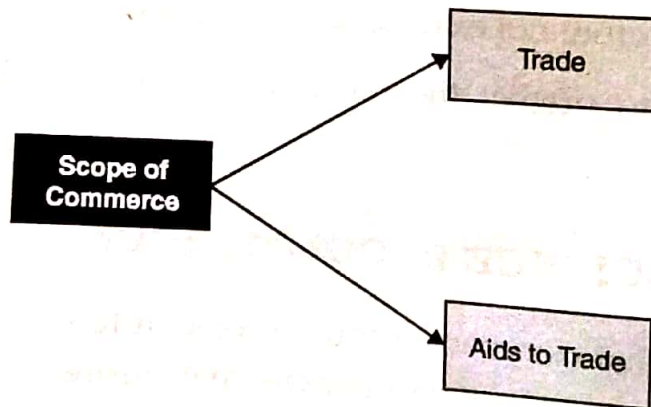
- (i) **Systematised body of knowledge** :In commerce the knowledge of trade, banking, transport, insurance, accounting, finance etc. is essential. All these subjects have their own principals and procedures. In this sense commerce is a science
- (ii) **Objectivity**: Commerce has a definite goal or objective in all its activities
- (iii) **Studies cause and effect relationship**: Theories and principles of commerce helps in studying cause and effect relationship in different business situations.
- (iv) **Adoption of the scientific method of study**: Commerce also adopts scientific method in studying and organizing data and drawing conclusions on the basis of vast data gathered.
- (v) **Universal application**: Several principles of commerce have universal application. For e.g.-concept of depreciation has universal applicability.
- (vi) **Predictions**: Profit and losses can be predicted on the basis of accounts.
- (vii) **Constant observation**: The modern function of commerce includes production, insurance, accounting, financing, marketing etc. There is a constant observation on the implementation of all these functions.
- (viii) **Validity**: Validity means truthfulness of something. Various laws and principles of commerce are valid in all sphere. For e.g. Principles of management given by Henery Fayol.

Judged from above point of view, commerce can be considered as science but some educationist opines that commerce cannot be given the dignified status of science because:

- Commercial laws are based on human efforts which change according to the time and situations, therefore not exact as scientific laws.
- There is inability to predict the future course of event as accurately as physical sciences can.

SCOPE OF COMMERCE

Scope is the breadth, comprehensiveness, variety and extent of learning experiences, be provided through a programme of teaching experiences. The scope of commerce may be seen as embracing the totality of all activities which ensure the distribution and exchange of goods and services for the satisfaction of the people. Commerce embraces trade and aids to trade. Commerce has a wider 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.



All those activities which are connected with taking goods and services from producers to users come under the purview of commerce. In between these two ends a number of obstacles have to be crossed. The goal of commerce is to ensure a proper flow of goods and services for the benefit of both producers and consumers. There may be difficulties with regard to trade, transport, distribution, finance, storage, insurance, publicity, etc. These aspects are dealt with and various difficulties are removed by the branches of commerce.

1. Trade : Trade is the voluntary exchange of goods, services, or both. In general words trade means buying and selling of goods with the purpose of earning profit. It involves the exchange of commodities for money or money's worth. Trade is the process of purchasing or procuring of goods and services and selling them to those who need them. It is a means by which people sell those goods which they do not need. Traders serve as the links between producers and consumers. Trade can be carried out on the smallest as well as largest scale.

Trade can be classified in two categories :

- (a) **Internal Trade or Home Trade:** Internal trade means buying and selling of goods within the national boundaries. Internal trade may be divided as such:
- (i) **Local Trade:** When the demand for products is limited only to a particular place, it is called local trade. Goods are produced according to the local needs of the consumers. The producers and the consumers belong to the same place. The goods traded in local markets are generally goods of daily use and perishable goods. These goods are vegetables, milk, bread, etc.
 - (ii) **Provincial or State Trade:** These goods are of a durable nature and sent throughout the state or province. The trade is limited to the boundaries of the state. Sometimes government puts some restrictions on the sale of goods outside the state. Sometimes, goods are produced according to life needs, requirements or customs of a particular region of state, then these goods are not required outside the boundaries of the state.
 - (iii) **Inter-State Trade/National Trade :** The trade conducted throughout the country but within the national boundaries is called inter-state trade. The goods traded are of durable nature and can be stocked for a longer period. The production of these goods is done on a large scale basis and they are sent to all parts of the country. Various kinds of textiles, kerosene, petrol, iron, steel, etc. are traded on the inter-state basis.
- (b) **External Trade or Foreign Trade:** When trade takes place between two countries, it

is called foreign trade. Two countries are involved in foreign trade. The hindrances of place, time, risk, exchange are overcome with the help of various agencies. External trade generally requires permission from the respective countries.

External trade may be of three types:

- (i) **Import Trade:** When goods are purchased from outside countries, it is called import trade.
- (ii) **Export Trade:** On the other hand, when goods are sold and sent out to other countries, it is called export trade.
- (iii) **Entrepot Trade:** It means importing (buying) good from one country for the purpose of exporting (selling) them to another country. For example, India imports certain commodities from European countries and exports them to Nepal and Bhutan. This type of trade is also known as re-export trade.
- (c) **Wholesale Trade:** In wholesale trade, goods are purchased in large quantities and are sold to retailers. A wholesaler is a link between the producer and the retailer. This helps the producers in making bulk production and selling in large quantities. A wholesaler does not come into direct contact with the consumer.
- (d) **Retail Trade:** Retail trade involves selling goods to the final consumers. The goods are sold in small quantities to the consumers. A retailer purchases goods from a wholesaler and sells them to the consumers. He provides a link between the wholesaler and the consumer.

2. Auxiliaries to Trade / The Aids to Trade : Activities which are meant for assisting trade are known as auxiliaries to trade. These activities are generally, referred to as services because these are in the nature of facilitating the activities relating to industry and trade. Transport, banking, insurance, warehousing, and advertising are regarded as auxiliaries to trade, i.e., activities playing a supportive role. In fact, these activities not only support trade but also industry and hence, the entire business activity. However, auxiliaries are an integral part of commerce in particular and business activity in general. These activities help in removing various hindrances which arise in connection with the production and distribution of goods.

Auxiliaries to trade are briefly discussed below:

- (i) **Transport:** Production of goods generally takes place in particular locations. For instance, tea is mainly produced in Assam; cotton in Gujarat and Maharashtra; jute in West Bengal and Orissa; sugar in U.P, Bihar and Maharashtra and so on. But these goods are required for consumption in different part of the country. The

obstacle of place is removed by transport – road, rail or coastal shipping. Transport facilitates movement of raw material to the place of production and the finished products from factories to the place of consumption. The various modes of transport i.e., road, rail, sea, air have helped the growth of commerce and industries.

- (ii) **Distribution/Middleman:** The producer of goods may not be able to come into direct contact with the consumers. In the present day world, the consumers are in millions and it is not possible for the producers to know the consumers. A chain of middlemen acts between the producers and consumers. The middlemen purchase goods from the producers and take them to the consumers. Both sides are relieved of their worries. The chain of wholesalers, retailers, brokers, agents, etc. operate between the producers and the consumers and remove the hindrance of persons.
- (iii) **Banking:** Business activities cannot be undertaken unless funds are available for acquiring assets and meeting the day-to-day expenses. Necessary funds can be obtained by businessmen from a bank. Thus, banking helps business activities to overcome the problem of finance. Commercial banks generally lend money by providing overdraft and cash credit facilities, loans and advances. Banks also undertake collection of cheques, remittance of funds to different places, and discounting of bills on behalf of traders. In foreign trade, payments are arranged by commercial banks on behalf of importers and exporters. Commercial banks also help promoters of companies to raise capital from the public.
- (iv) **Warehousing:** Goods are produced in anticipation of demand. They may also be produced at a time when they are not needed. So there is a need to store goods up to a time these are not required for consumption. The hindrance of time is overcome with the help of warehouse. The foreign trade needs the help of warehouses even more because there is more time gap between production and consumption. Agricultural products are produced seasonally, but they are required throughout the year. So there is need to store them so that they may be supplied according to demand.
- (v) **Advertisement and Salesmanship:** Advertising is one of the most important methods of promoting the sale of products, particularly, consumers goods like electronic goods, automobiles, soaps, detergents etc. Most of these goods are manufactured and supplied in the market by numerous firms – big or small. It is practically impossible for producers and traders to contact each and every customer. Thus, for sales promotion, information about the goods available, its features, price, etc., must reach potential buyers. Also there is a need to persuade

potential buyers about the uses, quality, prices, competitive information about the goods etc. Advertising helps in providing information about available goods and inducing customers to buy particular items.

- (vi) **Insurance:** Business involves various types of risks. Factory building, machinery, furniture etc. must be protected against fire, theft and other risks. Materials and goods held in stock or in transit are subject to the risk of loss or damage. Employees are also required to be protected against the risks of accident and occupational hazards. Insurance provides protection in all such cases. On payment of a nominal premium, the amount of loss or damage and compensation for injury, if any, can be recovered from the insurance company.
- (vii) **Communication:** The buyers and sellers at wholesale level and retail level need the services of various agencies which communicate their message among themselves. The producers intimate to their customers about the production of goods. The intending buyers send orders to the producers for supply of goods. The services of post offices, telephones, telegraph office, telex, etc. are utilised for communicating purposes.
- (viii) **Packaging:** In present day economy the importance of packaging is increasing day by day. It is needed to maintain the quality of the product and send it safely and to provide an attractive look to the product.

From the above discussion we can conclude that commerce not only deals with activities related to transfer of goods and services but also with the development of trade and its allied activities. Commerce covers a vast field and comprise many branches in its fold. The subject matter of commerce is very wide because it include all the commercial activities performed by the human in the economy. Hence the scope of commerce is broad enough with a wide range of trade activities.

CORRELATION OF COMMERCE WITH OTHER SUBJECTS

Commerce is closely correlated with various other social sciences in particular & with other subjects in general. Commerce mainly deals with the economic life of the citizens & students various activities of man in regard to his livelihood. Since livelihood cannot go on without other aspects of social life. So it is imperative for the Commerce to be correlated with other branches of knowledge.

1. Correlation of Commerce with Economics:- Economics is divided into four parts namely, Production, Exchange, Distribution, and Consumption. Of this sub division of economics, commerce is connecting with the whole of exchange and a part of production. Commerce includes all those activities that take place in the flow of goods between producers and consumers. In Economics this aspect is known as exchange. The exchange parts of economics is exclusively the contribution of Commerce. **A. Malthy**, in his book, "Economics and Commerce" has shown their relationship like this, "Economics is fundamentally concerned with the problems arising from the production of goods and services and the demand for them.

We can understand the relationship between Commerce with economics by following:

- (a) Economics provides the base of commerce as a subject of study.
- (b) Commerce is concerned with the 'how and why' of economic activity.
- (c) The topics that we study in commerce like trade banking export & import, bookkeeping etc. All these things are also closely related to the economic life of a society. Unless economy is there, these factors cannot be studied.

- Various laws and principles and methods of economics are frequently employed in the study of commerce.
- With the help of economics, the activities of commerce can be easily understood.
- The development of Commerce is linked with the economic development of the society. Commerce is sometimes regarded as practical application of economic principles
- Important topics where relationship between economics and commerce can be established are : Development of Indian trade and industry, Indian banking system, Indian business organization, Indian currency, Economic laws and principle.
- Many specialized Subdivisions of Commerce provide us with the theoretical basis and practical suggestions helpful to facilitate the exchange of goods and services. These ideas are profusely used by economists to make exchange a scientific Endeavour.
- The goods produced should reach the hands of consumers to satisfy their wants for this their possession and ownership must be transferred from the producers to the consumers. The commercial activities involved in this transfer include the activities of various middlemen involved in the exchange. These commercial activities completes the full cycle of economic activities.
- The subject matter of Commerce is very close to Economics. Domestic trade, which incorporates local national, international and foreign trade business all of these is a vital part of the syllabus of Commerce. Banking, insurance, transport and means of communication, advertisement, stock-exchange, production, etc., all these subject-matters are included in commerce.
- Commerce gives an important contribution in the economic development of a country. Commerce presents such a subject-matter, by means of which, the students can successfully lead their life and can contribute in the development of the country.
- Commerce on the hand, is essentially involved with their distribution and the various processes and services which make distribution fully efficient "student of Commerce is more concerned with the "than "Why" of economic activity."

We can say that economics is the mother of commerce. As such studies in commerce have to make use of ideas from economics. In turn, the modern development in commerce helps to enrich the theory and practice of economics, thus they supplement and complement each other. Thus, we find a close correlation between commerce & economics and can say commerce and economics are inter-twined. Even an expert commerce teacher cannot teach

commerce to students without caring for knowledge of commerce. In other words, under this, right from production, up to distribution, all the activities are put to study. It is essential to establish correlation in the subject-matters, like commerce and economics, Industry in India and Trade, Indian Banking system, Indian Money, Economic Laws and Theories, etc.

2. Relationship of Commerce and Mathematics :- There exists a very close relationship between Commerce and Mathematics particularly statistics and Book-keeping. Most of the commercial theories are propounded on the basis of statistical data. This statistical data is multiplied, subtracted, added & so on & so forth. All these have a direct relationship with Mathematics. To formulate commercial theories, geometry & algebra are widely used. It shows that we draw a lot from Math's for proper understanding of Commerce. We cannot rely on any Commercial theory unless it has been put to test on the touchstone of calculations & principles of Math's & statistics. We can understand the relationship between commerce and Mathematics from following :

- Statistical data provide concreteness and vividness to various financial situations.
- Statistics has become an essential part of Commerce without statistics the knowledge of commerce remains incomplete.
- Drawing of curves, diagrams, graphs, sketches, and tables in commerce depends on the knowledge of mathematics and statistics.
- Almost all theories and practices in accountancy derive their reliability on the principles of Mathematics and statistics.
- Important topics where relationship between commerce and Mathematics can be established: calculation in accounts, ratio analysis, calculation of goodwill.

Thus, we can say to be a good accountant, bank manager or even a good businessperson one should have the good knowledge and competencies of mathematics.

3. Relationship of Commerce with Geography:- In the study of commerce, knowledge of geography plays a prominent role, because trade business or industry depends upon the essential products to a great extent. Agriculture industry and other commercial activities depend to a large extent on the various geographical factors prevailing in a region. E.g. the industrial unit is generally established in an area where the raw materials are available in abundance.

The producers are producing agricultural goods and mineral products in tune with the climatic conditions of the region they inhabit. It is not possible to produce all the commodities necessary for human living at the same place. The raw materials required for

any commercially significant commodity have to be collected from various places and made available in the centre of production. The availability of such materials is always based upon the geographical conditions.

Following points shows that, there is very close relationship between commerce and geography :

- Geographical factors determine the commercial development of the country. Moreover, the economical conditions of a country depend to a large extent on its geographical conditions.
- The wealth of a country to a large extent depends upon various geographical factors because the wealth generating activities industry & agriculture depend upon various geographical factors.
- Commerce is intimately related to geography. In Commerce, we study about various goods, production of these goods is governed by various geographical factors such as climate, nature of soil, natural resources, man power etc.
- Agriculture, minerals, forests, industries and trade are all influenced by geographical or physical environment. It is geographical factors which govern the wealth of a country or nation.
- The geographical factors determine the means of livelihood of the people. If geographical conditions are favorable, economic activities related to agriculture, trade, commerce, industry flourish
- Industrial centre come on account of climatic factors
- Important topics where relationship between commerce and Geography can be established are localization of industries, Indian trade, Development of industries in India, Sources of energy, Food problem, from marketing to selling.
- A close inter-relationship between Commerce & geography has lead to the development of many new branches such as Commercial geography, human - geography etc. Thus to achieve good results we must have a good geographical background. Actually speaking in Commercial geography an attempt is made to study various principles which help us in the study of Commercial aspects of various geographical factors. It is not only the availability of raw material & production but the means of transport & communication etc. that must also be taken into consideration while studying the Commerce.

Thus, we find that commerce & geography are highly correlated. Commercial geography which is an important branch of geography deals with various natural & geographical factors like mountains, forests, rivers which have a good deal of influence of

the man & other living beings. Means of livelihood of man are very much governed & determined by various geographical factors.

PLACE OF COMMERCE IN SECONDARY SCHOOL CURRICULUM

"Commerce changes the fate and genius of nations." - Thomas Gray

INTRODUCTION

In India commerce education first started at the secondary level but its real growth took place at the college level, up to the middle of 20th century. In India commerce was not considered as a separate discipline and it was reduced to an insignificant item of the twin departments economics and commerce.

In 1952-53, the teaching of book-keeping and accountancy got a prominent place when commerce was included as one of the streams at the secondary level.

The commercial stream includes the following subjects:

- (i) Commercial practice
- (ii) Book keeping
- (iii) Commercial geography or elements of economics
- (iv) Shorthand and typing

Senior Secondary Education in India is of only 2 years. There is uniformity on this level of education in terms of duration and classes i.e. all the States/UTs follow this 10+2 pattern. Senior Secondary Schools in India include classes 11th to 12th, consisting of students aged between 16-18 years. At this level of education students have the freedom to choose their

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preferred stream and subjects. They can pursue Arts, Commerce, Science (medical & non medical). The schools which provide education up till 12th class are commonly known as Senior Secondary Schools or Higher Secondary Schools. Some universities and colleges also offer the education of these classes.

Commerce has been introduced as a separate subject in class 9th and 10th in curriculum formulated by Indian certificate of Secondary Education (ICSE) whereas in CBSE board and other state boards include course of commerce in class XI and XII. It has been found that up to secondary level the main aim of education is to provide general knowledge and the students can learn more subjects till this level. After 10th as there is provision of diversification of courses and students are ready to learn a specialized discipline at this stage.

Objectives of the commerce course prescribed for Indian Certificate of Secondary Education

1. To create awareness of the environment within which the business activity takes place.
2. To expose students to certain technical terms in commerce.
3. To develop knowledge and understanding of the meaning and importance of commerce.
4. To understand the various hindrances of trade and to appreciate the aids that remove these hindrances.
5. To prepare students to cope with the stress and strain that occurs in the process of business activity.
6. To acquaint the students with contemporary business problems.
7. To develop desirable attitudes and to become effective instruments of business change in future.
8. To become an effective citizen.
9. To familiarize students with the basic terminology and elementary ideas of commerce.
10. To develop an understanding about commercial activities.
11. To help students to understand the various agencies of business sector and that agencies must work cooperatively to develop business sector.

EDUCATIONAL VALUE OF COMMERCE IN SCHOOL CURRICULUM

The main aim of education is all round development of the learner. Every subject gives its due share to attain this ultimate aim. Those subjects get preference in the list of subjects to be taught which has more educational values. In other words every subject is taught due to its educational values.

There are few questions which confronts our mind many times. So to discuss about educational values in detail, it will be good to write these questions here for review.

- Why everybody needs to study commerce ?
- Why educationists are eager to teach this subject ?
- What is the use of putting too much time and energy to the teaching and learning of this subject ?
- How commerce is useful subject ?
- Does it help one to learn other subjects in any way ? and so on.

The answers to all the above questions lies in the educational value of teaching commerce. This can be seen from the educational values of this subject. There are different angles for assessing the value of a subject in the school curriculum. These angles are:

1. The utility of the subject in providing knowledge

Commerce is a systematized body of knowledge and utility of teaching of commerce in providing knowledge can be judged from following points:

- (a) Knowledge Enrichment :** Commerce is helpful in enriching the knowledge of the students in regard to the business activities and economic life of the country as well as other countries.
- (b) Provide knowledge about various business practices and procedures:** Commerce teaching acquaints students with various commercial and business activities related to trade and aids to trade.
- (c) Trains in methodology:** Every discipline has its specific methodology and students may be suitably trained in it. The main aspects of commerce methodology are:
 - (i) To observe,
 - (ii) To record and
 - (iii) To interpret.

other. This learning experiences provided by the teacher help in developing the skills of tolerance and openness.

- (c) **Development of Character:** There is general accord, however, on certain fundamentals ideas, attitudes, interest and appreciations are essential for high character. The background of our culture is responsible for right and wrong and for the agreement upon certain virtues. Commerce education will help in inculcating high ideals and civil standards in preparing pupils to take their place as a producer, consumer, trader, etc. in a democratic society.
- (d) **Development of human values:** Teaching of commerce enable student to understand that business or trade is a cooperative affair of different persons a wholesaler, labrouer, producer, retailer etc. Thus teaching of commerce inculcate human values like cooperation, coordination, tolerance, honesty, fair practices etc.
- (e) **Responsible Citizens:** Commerce teaching provide knowledge about the national economy and business world and this knowledge makes them competent to play the role of a responsible citizen.
- (f) **Commerce helps to increase our standard of living:** Standard of living refers to quality of life enjoyed by the members of a society. When man consumes more products his standard of living improves. Commerce helps us to get what we want at right time, right place and at right price and thus helps in improving our standard of living.
- (g) **Development of human skills:** commerce teaching facilitates the development of human skills among students. Human skills include interpersonal skills such as communication, negotiation, bargaining, leading, motivating, maintaining discipline and resolving conflicts.

4. The utility of the subject in inculcation of the cultural values.

Culture is evidenced by correct socially desirable ways of thinking and doing. It is closely related with value-orientations. Commerce is an important aspect of the life of a nation. Commerce education helps to transit many cultural values like systematic dealing, social and service orientation fair dealing etc.

- (a) **Explains the nature of society:** Teaching of Commerce explains the nature of the society in its special aspect of business and material prosperity.
- (b) **Develops cultural traits:** Teaching of Commerce attempts to relate production with consumption. Fair dealings, good salesmanship, honesty in business and

pleasing manners all go to make up the good cultural tracts of the individual in the commercial field.

- (c) **Inculcates high ideals and standards:** Teaching of Commerce help in inculcating high ideals and civil standards in preparing pupils to take their place as a producer, consumer, trader, etc. in a democratic society.
- (d) **Setting up of cultural and educational institutions :** Several philanthropists in India from the business community have set up a large number of cultural and educational institutions in the country.

From the above angles, we can say that this subject is very important and teaching of commerce helps a student throughout his/her life. It helps the students to develop his/her mental abilities, language mastery etc. It also teaches the students how to lead a disciplined life and how to adopt values i.e. aesthetic values, cultural value, vocational and international values. Since the Indian economy is one of the fastest growing economy among the third world countries, the need of talented professionals, who can contribute towards growth of the economy, is increasing. To serve the purpose, many schools are imparting commerce education at secondary level. The present position of teaching commerce appears to be quite sound. Besides schools, it is taught at the degree and post graduate levels.

PLACE OF COMMERCE IN SECONDARY SCHOOL CURRICULUM

The main aim of education is to bring about desirable changes in the behavior of the student. So that he/she can satisfy his individual needs and the needs of the society. Individual needs of a student may be to become self reliant and self dependent. On the other hand, the needs of society refer to provide such type of education which inculcates values like social efficiency, cooperation, vigilance, doing good to others etc. Education is a medium through which knowledge and intelligence required by an individual or society can be obtained or properly formulated. Commerce begins with functional aspects and then leads to liberal or ideological aspects. The individual and society get goods and services at their doorsteps. The commerce system deals with every part of human life and thus teaching of commerce becomes an education for better living. In the present scenario, it is very necessary that every citizen should have knowledge about the business world, so that he may be able to play the role as a responsible citizen.

So we can say that :

1. **Important place in secondary school curriculum:** Commerce has an important place in school curriculum because of developing different qualities theoretical as well as practical.

2. **Separate field of study** :Commerce is developed as a separate field of study and has its own theory and practice.
3. **Useful in various spheres of life**: Commerce has a systematized body of knowledge which is used by educand in the various walk of life.
4. **Valuable discipline**: It helps in solving several economic problems like unemployment, over production, fixation of minimum wages, determination of rent and inequalities of income.
5. **Distinct advantage over Arts and Science stream**: At present commerce education is considered as good education because of the distinct advantages that a commerce student has over his counter-part in the arts faculty.
6. **There is a great demand of skilled employees and professionals**: There is a great demand for office workers who can type readily and accurately, take and transcribe notes quickly and correctly, keep financial records and operate computers and business machines effectively.
7. **Increasing enrolment in commerce stream**: The increasing number of students in commerce rather than other subjects indicates the importance or place of commerce in the school curriculum. According to All India survey of Higher Education (AISHE 2015-16) at undergraduate level the highest number (40%) of students is enrolled in Arts/Humanities/Social Sciences courses followed by Science (16%), Engineering and Technology (15.6%) and Commerce (14.1%)
8. **Commerce stream opens up lots of opportunities** :Commerce provides many career opportunities for students in Chartered Accountant, Investment in Banking sectors, Insurance field, Stock market level, etc. After completion of B.Com/M.com students should actively start enrolling for various professional courses in the specializing field of CA, CWA, CFA or MBA in Finance. Although, students can opt for chartered accountancy and cost accountancy courses after 10+2
9. **Leads to success in all sectors**: Commerce education plays a very important role in the changing business world. It is the most important key, which leads to success in all sectors of economy.

CONCLUSION

Commerce consist of a wide range of interdisciplinary branches including accountancy, business administration, finance, economics and marketing etc. Commerce as a discipline has been included in the curriculum on account of its cultural, disciplinary, practical and

PLACE OF COMMERCE IN SECONDARY SCHOOL CURRICULUM

social values. it also develops certain competencies which are found to be great value in our day to day life and for higher study. It has many educational values but most important from common man's point of view is its practical or utilitarian value. This subject is very useful from not only its use in day to day life rather it is of much importance in the age of ever advancing society, we have to make pace with other developed societies. The knowledge of today will be out of data tomorrow. Commerce helps to develop our intellectual powers and hence power to acquire knowledge.

The above discussion shows that commerce hold a great place in secondary school curriculum and a promising subject as a whole. In the present day world almost every human activity is related with commerce whether in direct or indirect manner. Thus, we can say that commerce has an important place in the school curriculum.

AIMS AND OBJECTIVES OF TEACHING COMMERCE

“ What the knowledge of aims, the educator is like a sailor who does not know his/her goal and the child is like a rudderless vessel which will be drifted along somewhere ashore.”

Prof.B.D.Bhatia

INTRODUCTION

An educational programme is organised around certain expectation which could be named like goals, aims, objectives or specifications - some of these expectations may be long-ranged enough to require a lifetime to accomplish. some intermediate, while many others may be just immediate. Education is in fact a process of bringing about changes in the individuals in desired directions i.e., enabling them to perform certain skills, to develop certain understanding, interests, attitude etc., to add to their stock of knowledge and ultimately to lead them to a happy, productive, socially acceptable and useful life. An activity becomes purposeful when it is pursued with certain aims and objectives. Aim helps us to know what the outcome of an activity would be. The aim directs the activity. It enables us to decide the methods, devices and contents of the subject to be studied.

Aim

“An aim is a foreseen end that gives direction to an activity and motivates behaviour.”

John Dewey

In education parlance, a general statement, written in broad terms, explaining what is intended to achieve, is called aim. It is the overall purpose or the desired outcome, of the entity, which indicates what and where you expect to be, at the end. These are the sentences which ascertain the target of the program/project. Aims are general statements concerning the overall goals, ends or intentions of teaching programme. Aims usually serves organising principles of educational programme and serves as the means to bring desired changes in the behaviour of students. The pre-determined aim of teaching stimulates the teacher to select appropriate subject matter, suitable time table, relevant methods and techniques of teaching.

We use the term 'aims' to mean the broad goals which our educational system (the whole of the Indian society involved) embraces and which are expected to attain. The aims of education are based on philosophical and socio-psychological aspects of society and culture.

The following examples of aims of education will help you understand the concept better.

- Education for harmonious development.
- Education to develop patriotism and good citizenship;
- Education for moral, ethical and spiritual values;
- Education to fulfil the vocational needs of the individual and society;
- Education for leisure-time activities such as music, dancing, gardening, reading hobbies, etc.;
- Education for improved health knowledge (physical and mental) and practices;
- Special education for the disabled.

The central purpose which any educational system must be oriented to accomplish concern related to its traditional tasks and also the new roles that are emphasised by recent changes in the world. Educational aims are broad and also hold good for the various educational systems (related to school as well as other agencies). The aims in fact express the expectations of the society that should be achieved by the students through the educational system.

We expect from the school as well as other agencies to help students in

- Building up their personality and character so that they can take their rightful place in the mainstream of the nation;
- Assimilating vocationally and socially desirable knowledge and skills;

- Developing ability to think critically and creatively;
- Developing healthy scientific attitudes towards problems and people; and
- Motivating them to act according to worthy ideals in the service of community and the nation.

Before teaching any subject it is necessary to determine its aims because without the knowledge of aims educator is like a sailor who does not know his goal and the child is like a rudderless vessel which will be drifted along somewhere ashore.

OBJECTIVES

Objectives are the milestones to reach the destination i.e. to attain the aim or ultimate goal of education. Objectives are specific, direct and practical in nature, objectives are related to the learning outcomes or change in the behaviour of the students. The objectives are meant for both the teacher and the students. Even at the planning stage i.e. before entering the classroom the teacher asks himself, "What changes in behaviour of the students can I bring about through this lesson"? Such changes constitute teacher's educational objectives.

Objectives are concrete targets or goals of the teaching learning process, that needs to be fulfilled within a time frame and with limited resources. They are used in different context and are in the form of short sentences, explaining what you want actually. The objectives is a statement which suggest a certain kind of change and we try to bring about it in the child.

As **Carter V. Good** said "Objectives is desired change in behaviour of pupil as a result of experience directed by school."

According to **B.S. Bloom** "By Educational objectives, we mean explicit formulation of the ways in which student are expected to be changed by educative process."

According to **NCERT's Evaluation and Examination Issue**, An objective is a point or end in view of something towards which action is directed, a planned change sought through any activity what we set to do.

In the words of **I.K. Davis** "Leading is the work of a teacher done to motivate, encourage and inspire the students. So that they will be readily achieve learning objectives."

Thus after studying above definitions we can say that objectives are the individual stages that learners must achieve on the way in order to reach his/her goals. Objectives act as an instruction for the teacher and learner, what they need to do, to attain the desired

result. They have a short range perspective, i.e. they are small steps taken by the entity to reach the long term aim.

The characteristic of objectives are described as

- A point or an end-view of something towards which action is directed.
- A planned change sought through an activity.
- What we set out to do.

Educational objectives, therefore, consist of the changes we wish to produce in the child. The changes that take place through education can be represented in :

- The knowledge children acquire (knowledge).
- The skills and abilities children attain (skill).
- The interests children develop (interest).
- The attitude children manifest (attitude).

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

An educational objective is a desired change in behaviour of a person that we try to bring about through education". E.J. Furst

INTRODUCTION

'Taxonomy' simple means a system of classification. According to Webster dictionary, the term 'Taxonomy' means classification, specially of animals and plants, according to their natural relationship. Taxonomy is a derived from two Greek words-Taxis and Names. 'Taxis' means arrangement and 'Names' means law. Literary speaking, the word 'Taxonomy' means 'law of arrangement'.

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as, Bloom's Taxonomy, this framework has been applied by generations of K-12 teachers and college instructors in their teaching. Taxonomy is a system of classification and in this sense Bloom's Taxonomy means a system of classification of the objectives in the similar way as Maslow represent hierarchy of needs. The Taxonomy of Educational objectives, is a classification of the different objectives and skills that educator sets for students. Bloom defined three broad categories and within each of them there is further differentiation: Just as we can categorize life forms into broad categories such as dogs, birds, etc., each of these categories could be further differentiated into or beagles, hounds and terriers or cardinals, blue jays, eagles.

The three board categories are:

1. **Cognitive domain** (usually associated with specific domains of knowledge): In cognitive domain only those objectives are included which are concerned with knowledge, recognition and recall and cater to the development of intellectual abilities and skills.
2. **Affective domain** (Usually associated with feelings and emotions): In this domain only those educational objectives are included which are related to the domain of interests, attitudes, and values and bring about desirable changes in the same. The main weakness of this objectives is that they cannot be stated in terminal behaviour because they are related only to inner feelings and emotions.
3. **Psychomotor Objectives** (Usually associated with body movement): Cognitive domain helps in the development of skills. Training of physical activity is the main objective of this domain. Simpson is primarily responsible for developing this domain.

Each of these three domains are further divided into categories and subcategories. It should be noted that these categories or levels of learning in the cognitive domain start with simple knowledge and proceed to the most complex levels of intellectual ability. Such a hierarchical pattern of classification is characteristic of all three domains of the taxonomy.

FEATURES OF BLOOM'S TAXONOMY

1. **Educational base:** Blooms developed his Taxonomy in the field of education. It divides educational objectives into three domains
2. **Logical base:** It means that categorization is based on logic or reasoning.
3. **Psychological base:** Blooms has considered the needs and capabilities of the child in the taxonomy.
4. **Cumulative base:** It means that the categories are hierarchical in nature. Each category of objectives is based on and includes preceding category.
5. **It is hierarchical:** meaning that learning at higher level is dependent on having attained requisite knowledge and skills at lower levels.
6. **One domain specific:** It is limited to cognitive domain only.

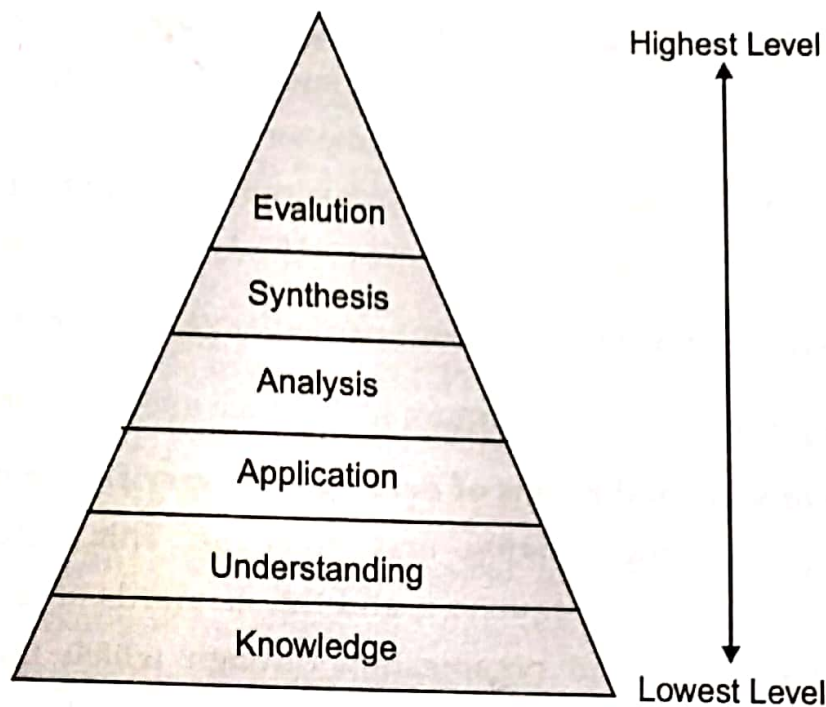


Figure 5.1

Hierarchical order of Taxonomy of Educational Objectives. (Bloom, 1956)

1. The cognitive domain (knowledge-based)

In the original version of the taxonomy, the cognitive domain is broken into the following six levels of objectives.

1. Knowledge: Remembering or retrieving previously learned material. The simplest cognitive behaviour, knowledge, involves the recall of information. This is the first and lowest level of cognitive domain. It exhibits memory of previously learned material by recalling facts, terms, basic concepts, principles and theories. Knowledge involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.

(i) **Knowledge of specifics:** This comprise of recall of specific facts, terms and basic concepts. The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

(a) **Knowledge of Terminology:** Knowledge of terminology is the knowledge of verbal and non-verbal references. It may include the definition of technical terms by giving their attributes, properties, or relations.

Familiarity with a large number of words in their common range of meanings.

(b) Knowledge of specific facts: Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

- The recall of major facts about particular phenomenon.
- The possession of a minimum knowledge about the phenomenon.

(ii) Knowledge of ways and means of dealing with specifics : Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

(a) Knowledge of conventions: It involves knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem.

(b) Knowledge of trends and sequences : Knowledge of the processes, directions, and movements of phenomena with respect to time.

(c) Knowledge of classifications and categories: Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

(d) Knowledge of criteria: Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

- Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read.

- Knowledge of criteria for the evaluation of recreational activities.

(e) **Knowledge of methodology:** Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

(iii) **Knowledge of Universal and abstraction in a field:** Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

(a) **Knowledge of principles and generalisations:** Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

(b) **Knowledge of theories and structures:** Knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenon, problem, or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

2. Comprehension: The ability to grasp or construct meaning from material. This represents the lowest level of understanding and based upon knowledge. If there is no knowledge there will be no comprehension. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

Comprehension involves basic understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas. Therefore, the comprehensive objective include three types of activity :

(i) **Translation:** The student is expected to translate or summarise the communicated knowledge in his/her own words. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

Translation can be of three types:

- (a) Translation from one level of abstraction to another level or ability to summarise
- (b) Translation from one symbolic form to another. For example, to convert graphic presentation into words.
- (c) Translation from one verbal form to the other.

(ii) **Interpretation :** The explanation or summarization of a communication. Interpretation means to cite examples, explain, discriminate, classify, rearrange, verify or generalise. Whereas translation involves an objective part-for-part rendering of a communication, interpretation involves a reordering, rearrangement, or a new view of the material.

(iii) **Extrapolation:** Extrapolation means to estimate or understand the use of knowledge and extend it to the other subjects and field. It includes the, making use of trends, predictions, implications and estimations. It also includes the process of explaining differentiation in facts and to arrive at conclusions It is the extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

- The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements.
- Skill in predicting continuation of trends.

3. Application: Refers to the use of abstractions in particular and concrete situations. The ability to use learned material, or to implement material in new and concrete situations. Application involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply in new situations.

(i) **Generalisation of facts, laws, principles and theories.**

(ii) Diagnosis of pupil's weaknesses

(iii) Application of contents or terms and laws by the pupils

Example: Effect of sales promotion on sale of no. of units of a product.

4. Analysis: It is an understanding of a higher level and possible only when the knowledge, comprehension and application objectives have been achieved. Analysis means the ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Analyzing involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations.

Its characteristics include:

(i) **Analysis of elements** : Identification of the elements included in a communication.

- The ability to recognize unstated assumptions.
- Skill in distinguishing facts from hypotheses.

(ii) **Analysis of relationships:** The connections and interactions between elements and parts of a communication.

- Ability to check the consistency of hypotheses with given information and assumptions.
- Skill in comprehending the interrelationships among the ideas in a passage.

(iii) **Analysis of organised principles** : Analysis refer to an understanding of a higher level. It is possible only when the knowledge, comprehension and application objectives have been acquired. Analysis include division of content into its elements and these are mutually related. This includes the "explicit" as well as "implicit" structure.

Example: List two format of preparing Balance sheet and explain which ones have the highest benefits for a N.G.O. Provide references to support your statements.

5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Synthesis involves the "putting together of elements and parts so as to form a whole." It is termed as creative objective and definitely a higher level of learning.

Synthesizing involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole.

Its characteristics include:

- (i) **Production of a unique communication:** The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.
 - Skill in writing, using an excellent organization of ideas and statements.
 - Ability to tell a personal experience effectively.
- (ii) **Production of a plan, or proposed set of operations:** The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.
 - Ability to propose ways of testing hypotheses.
 - Ability to plan a unit of instruction for a particular teaching situation.
- (iii) **Derivation of a set of abstract relations :** The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.
 - Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.

6. Evaluation: Evaluation is the highest level of objectives of cognitive domain. It aims to develop in the students the ability to make proper value judgement about what has been acquired by him in the form of knowledge, understanding, application, analysis and synthesis. It involves all the five categories described earlier. As a result the student is expected to take proper decision about the qualitative and quantitative value of a particular idea, object, principle or theory. He/she may arrive at an appropriate decision about the methods by making use of all the cognitive abilities acquired through the earlier categories of cognitive domain. Evaluation has two levels :

- (i) **Judgments in terms of internal evidence:** Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.
 - (a) Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.
 - (b) The ability to indicate logical fallacies in arguments.

- (ii) **Judgments in terms of external criteria:** Evaluation of material with reference to selected or remembered criteria.
- (a) **Internal Judgement of the material and method:** The comparison of major theories, generalizations, and facts about particular content.
 - (b) **External Judgement of the material and method :** Judging by external standards, the ability to compare a work with the highest known standards in its field – especially with other works of recognized excellence.

Example: Explain and justify a new budget.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice. While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories. The teachers and instructors are appreciating the value of using such a taxonomy, when they plan their objectives and examinations. The overall quality of the work accomplished in the classroom teaching and the examination system will improve and as such standards can be raised.

WRITING INSTRUCTIONAL OBJECTIVES IN BEHAVIOURAL TERMS

"An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction". Kibler, Kegla, Barker & Miles.

INTRODUCTION

Education is a process of bringing about changes in the individuals in desired directions i.e., enabling them to perform certain skills, to develop certain understanding, interest, attitude etc., to add to their stock of knowledge and ultimately to lead them to a happy, productive socially acceptable and useful life. An educational programme is organised around certain expectation which could be named like goals, aims, objectives or specifications - some of these expectations may be long-ranged enough to require a lifetime to accomplish. some intermediate, while many others may be just immediate.

EDUCATIONAL OBJECTIVES

Education is a process of ascertaining the nature and quantum of change and should necessarily be based on, or be directed towards such a goal. An educational objective is often limited to what is mentioned in the prescribed syllabus or to what the teacher does in the classroom. An educational objective may better be defined "As a desired change in behaviour in a person that we try to bring about through education" (E.J. Furst). These

changes have the basic characteristic of direction and nature (quality and extent). These objectives obviously have to serve as guide posts in learning. A platform of well defined educational objectives provides the basis for systematisation, articulation, unity, balance and for determining priorities in an educational effort. The main purpose of stating objectives at the general level is to provide a basic platform for an educational system. They lay down fundamental guidelines for curriculum development but being broadly stated may be able to guide a specific educational activity only in a limited manner.

To ensure functionality, these overall goals will have to be further broken down and made specific step by step to the level of actual learning experiences from goals to aims, from aims to objectives and from objectives to specifications. Hence, it will be desirable to apply the following threefold criteria to them.

- (i) Worthwhileness from the standpoint of society's requirements.
- (ii) Practicability in the light of resources.
- (iii) Attainability in terms of pupil's readiness and capability.

INSTRUCTIONAL OBJECTIVES

Every day, teachers make a wide variety of instructional decisions that directly effect their students' learning. These decisions range from the choice of materials, pacing and sequencing of activities, to ways of reinforcing pupil's learning and means of assessing whatever the students have learnt. An instructional objective describes the specific teaching outcome, the behaviour required to perform it and determines the means for measuring or evaluating it. Such evaluation is based on directional statements that identify the expected learning outcomes, establish purposes and stipulate levels of achievement. Instructional objectives are specific and are behavioural in nature. These are mainly based on specific observable or measurable goals in pupil's learning. An instructional objective establishes a minimal level of attainment for deciding whether or not the desired learning has been achieved.

An instructional objective may describe the mediating conditions under which the behaviour is to be achieved, as well as provides the procedures for determining whether or not a certain level of attainment has occurred. Instructional objectives state both what behaviour is intended to be developed (curricular aspects) and what actual behavioural is developed and tested (evaluation aspect).

Thus, instructional objective is a statement that specifies in behavioural (measurable) terms what a learner will be able to do as a result of instruction. It describes the intended outcome of instructions rather than a description or summary of content. Instructional

objectives (also known as behavioural objectives or learning objectives) are basically statements which clearly describe an anticipated learning outcome. The accountability movement with its stress on evaluating the product has placed a high priority on the use of instructional objectives that are stated in behavioural terms which further permits the measurement of the learner's outcome.

DEFINITIONS OF INSTRUCTIONAL OBJECTIVE

According to Kibler, Kegla, Barker, Miles, "An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction."

According to Dick and Carey, "A performance objective is a detailed description of what students will be able to do when they complete a unit of instruction. It is also referred to as a behavioural objective or an instructional objective."

According to Robert Mager in his book *Preparing Instructional Objectives*, describes an objective as "A collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve"

An objective does not describe what the instructor will be doing, but instead the skills, knowledge, and attitudes that the instructor will be attempting to produce in learners.

- Instructional objectives are specific, measurable, short-term, observable student behaviours. They indicate the desirable knowledge, skills, or attitudes to be gained.
- An instructional objective is the focal point of a lesson plan. Objectives are the foundation upon which a teacher can build lessons, assessments and instruction and meet overall course or lesson goals.

Relationship between Educational objectives and Instructional objectives

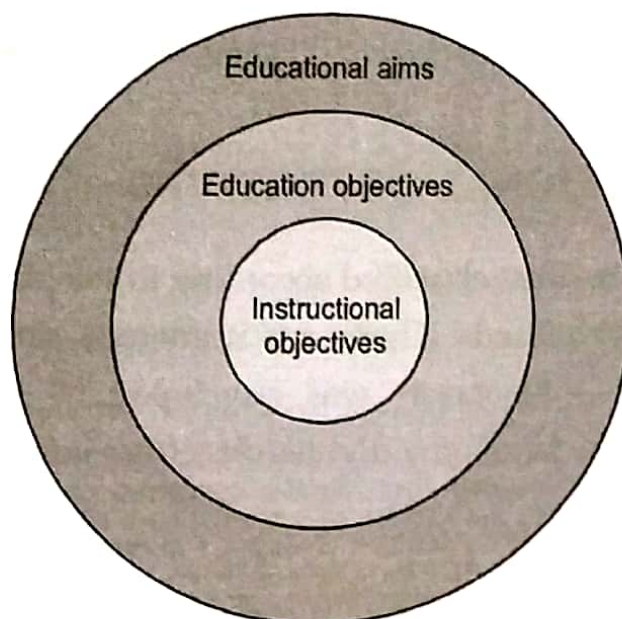


Figure 6.1

- Aims are broad purposes, goals or targets planned to be achieved through education.
- Educational objectives serve general purpose of education and wider than instructional purposes
- Instructional objectives are practically achievable through instruction and narrow in nature

Table 6.1: Difference between Educational objectives and Instructional objectives

Sr. No.	Educational objectives	Instructional objectives
1	They are wide in nature.	These are narrow and specific.
2	Educational objectives includes Instructional objectives.	Instructional objectives are part of Educational objectives.
3	Educational objectives are determined by various philosophy and Sociology.	Psychology is the main basis of instructional objectives.
4	All school subjects may have common educational objectives.	Each school subject has specific instructional objectives.
5	These are broadly devised for all subjects.	These are very specific to the classroom instruction planned to achieve.
6	Holistically it focuses on development of values, character, skills etc.	It focuses on development of knowledge, understanding and application etc. related to a subject.
7	Examples: Development of Personality, development of national integration.	Examples: Acquisition of knowledge, comprehension, skill and interest.

KINDS OF INSTRUCTIONAL OBJECTIVES

Instructional objectives are often classified according to the kind or level of learning that is required in order to reach them. There are numerous taxonomies of instructional objectives; the most common taxonomy was developed by Benjamin Bloom and his colleagues. The first level of the taxonomy divides objectives into three categories: cognitive, affective, and psychomotor.

Simply put,

- **Cognitive objectives** focus on the mind;

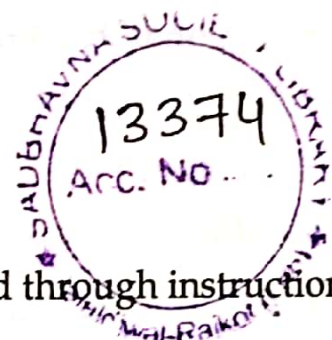
- Affective objectives focus on emotions or affect; and
- Psychomotor objectives focus on the body.

FUNCTIONS OF INSTRUCTIONAL OBJECTIVES

A well-constructed learning objective should leave little room for doubt about what is intended. Behavioural objective provides the teacher with the goal of the teaching-learning process. They try to answer the questions, "What are the students supposed to know or be able to do once the unit or lesson is completed?" In addition, it provides a clear framework for assessment. Assessment is, after all, an effort to determine to what extent students have reached or achieved the objectives and it provides the students direction and a goal for learning. Students have a better opportunity to stay the course when they know the goal of the learning.

Mager, observed that statement of learning objectives perform the following functions

- Guide the teacher relative to the design of instruction.
- Guide the teacher for evaluation/test design (e.g. written tests, school examinations, etc.)
- Guide the learner relative to learning focus.
- Guide the learner relative to self assessment.
- Statements of objectives tell others what we value.
- Causes careful thinking about what is to be accomplished through instruction.
- Enhances possibility to create focused independent learning materials.
- Makes teaching more directed and organized.
- Communicates to colleagues what you are teaching thus enhancing collaboration and teamwork with colleagues.
- Aids in program evaluation.
- Forces teacher to think carefully about what is important.
- Helps to avoid unnecessary repetitions in teaching.
- Helps to bridge the gap between vague, but relevant, and important, institutional goals and actual instruction.
- Provides visibility and accountability of decisions made by teachers and learners.



- Provides models for the creation of objectives by students.
- Helps students to make decisions regarding prioritizing
- Provides feedback to learners as objectives are accomplished.

WRITING INSTRUCTIONAL OBJECTIVES IN BEHAVIOURAL TERMS

The identification of objectives in terms of taxonomic categories does not specify the form of teaching and learning activities. Therefore it is essential to write these objectives in behavioural terms. Writing of objectives in behavioural terms provide direction to teachers.

Need for writing objectives in behavioural terms: The following are the major advantages of writing objectives in behavioural terms:

- (1) **Determining Teaching activities:** Instructional or Teaching activities can be determined and delimited.
- (2) **Integrating Teaching and learning process :** Teaching and learning process may be integrated for affective learning outcome.
- (3) **Selection of teaching strategy:** The appropriate teaching strategy and tactics can be selected for effective learning.
- (4) **Selection of audio-visual aids:** The appropriate audio-visual aids can be selected for effective teaching
- (5) **Objective centred teaching and learning:** Teaching and learning can be made objective centred.
- (6) **Facilitating testing:** Testing may be based on teaching. The selection of questions and problems for testing is facilitated.
- (7) **Evaluation of learning objectives:** Teaching and evaluation can be made objective centred. Thus evaluation may be based upon teaching.

METHODS OF WRITING OBJECTIVES IN BEHAVIOURAL TERMS

The writing of an objective in behavioural terms is always done in relation to the following three things:

1. **Nature of the objectives** i.e. knowledge, application etc.
2. **Area or domain of the behaviour** i.e. cognitive, affective or psychomotor

3. **Specific content areas** in which behavioural changes are planned to be brought about i.e. Partnership, Bank, etc.

Writing of instructional objectives in behavioural term helps, guides and directs the teacher in teaching -learning process. There are various method of writing objectives of instructional process. But almost all the modern educationist and scholars agree that writing objectives in behavioural terms is the best way of writing behavioural objectives. It is not a new concept and approach in the field of education but it is an old concept.

A brief review of history of writing objectives in behavioural terms is given below:

1. **Drucker (1954)** has given a new interpretation of management that is changeable concept. The activities of management should be explained in the terms of objectives. Hence he has given emphasis on the behavioural aspects of the objectives.
2. **B.S.bloom (1956)** has shifted the emphasis from content to objectives in examination system. He has suggested the reformation in examination system i.e. achievement test should be objective centred rather than content centred. Each question should evaluate one specific objective. Thus he has made an effort to write these objectives in behavioural terms.
3. **Robert Mager's approach (1962)** is a most popular in the development of programmed instruction. He concentrates on cognitive and affective objectives. In this approach he emphasise on action verb rather than mental process. Cognitive objectives can be best realized by programmed instructional strategies.
4. **Robert Miller approach (1962)** is used for writing psychomotor objectives in behavioural terms. The origin of this approach from military science. Thus training objectives can be best written by Miller's approach.
5. **NCERT (1972) (Regional College of Education, Mysoor, RCEM)** has also developed an approach for writing objectives in behavioural terms. This approach is applicable for cognitive affective and psychomotor objectives of teaching and training. It gives main emphasis on mental abilities for writing objectives in behavioural terms.

Here we shall discuss the most prominent approaches for writing objectives in behavioural terms by Robert Mager, Robert Miller and R.C.E.M approach

1. ROBERT MAGER'S APPROACH

According to Robert Mager, the instructional objectives are best described in terms of terminal behaviour expected from the learner.