

UNIT-1

AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Commerce – Meaning, nature and scope – Aims and objectives of teaching Commerce in schools: Instructional objectives and Behavioural objectives - Need and importance of Instructional objectives: Blooms Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain, Revised Blooms Taxonomy 2001- correlation between subjects - Values of Teaching Commerce.

Introduction

Meaning of Commerce

Commerce is a branch of business. It is concerned with the exchange of goods and services. It includes all those activities, which directly or indirectly facilitate that exchange. Commerce looks after the distribution aspect of the business. Whatever is produced it must be consumed, to facilitate this consumption there must be a proper distribution channel. Here comes the need for commerce which is concerned with the smooth buying and selling of goods and services. It links suppliers and consumers by means of trade and activities auxiliary to trade such as Transport, Banking, Insurance and Warehousing. The most important links are provided by a series of markets controlled by the price system.



Definition of Commerce

According to James Stephenson,

"Commerce is that part of business which is concerned with the exchange of goods and services and includes all those activities which directly or indirectly facilitate that exchange."

Nature of Commerce

i) Economic Activities

Economic activities are taken up with a motive to earn profits. Commerce deals with those activities which are undertaken for profit. So, only economic activities are included in commerce. It is the motive which is important and not the activity.

Some activity may both be economic and non-economic. A trader buys goods to sell them again and earn profit while a consumer buys goods for consumption. In the first case a motive is to make profit while in the second situation the motive of profit is absent. For a trader buying goods is an economic activity and a part of commerce while the purchase of goods by a consumer is non-economic activity, hence out of the purview of commerce.

ii) Exchange of Goods and Services

Commerce involves an exchange of goods and services for profit. The goods may be produced or procured from other sources. The purchase of goods should be to re-sell them. It means that goods should be purchased for trading purposes.

iii) Earning Motive

The motive for undertaking trading activities is to earn profit. Profit is an incentive or reward for undertaking commercial activities. Any activity which does not have the incentive of profit will not be a part of commerce. If a trader gives some goods as charity then it will not be a part of commerce because profit motive is missing. But if the same trader sells goods to customers, it will form a part of commerce because profit motive is present. So earning motive must be present in activities or transactions.

iv) Creation of Utility

Commerce creates place and time utility in goods. The goods may not be consumed at the place of production. These may be needed at different places. The goods are taken to those places where they are in need.

Transportation facilities help in creating place utility in goods. The goods are

also needed at different periods of time. It may not be possible to produce goods whenever they are demanded. The producers go on producing goods as per their capacity. The goods are stored upto the time they are not demanded. The production is done at one time and consumers get them as per their needs. The storage facilities create time utility in goods. Both place and time utilities are helpful in increasing the volume of trade.

v) Regularity of Transactions

The transactions should be regular. No isolated transaction will be a part of commerce. The sale of old furniture for replacing it by new is not a part of commerce.

Scope of Commerce

The scope of modern commerce has become very wide, perhaps it has no boundary at all, because it has crossed the boundaries of nations, and it has acquired an international status.

Scope of commerce includes the role played by trade and aids to trade, banks and insurance companies; transport and advertising agencies which have contributed to a large extent for widening the scope of commerce.

Scope of commerce includes the roles played by the following:

- Trade
- Aids to trade
- Documents of trade
- Commercial office
- Commercial organisations
- Marketing services
- Goods and services

a. Trade

Trade plays a key role in the scope of commerce. It relates to the study of

various procedures involved in buying and selling of goods both in home trade and foreign trade.

It takes place not only, between individuals on limited scale but also between multi- national corporations (MNC) and governments of different countries on a very vast scale.

b. Aids to trade

Aids to trade play a significant role in bringing commodities from centers of production to centers of consumption. It includes a detailed study of all the various auxiliaries of trade such as transport and communication, warehousing, banking, insurance, advertising, mercantile agents, etc. Each one of these further has several branches. Aids to trade supplement smooth functioning of trade and is therefore, also included in the scope of commerce.

c. Documents of trade

The detail study of various documents that are used in home as well as foreign trade is included in scope of commerce. The important documents used in home-trade are:

- Cheques,
- Bill of exchange
- Promissory notes
- Vouchers
- Warehousing receipt
- Railway receipts, etc.

The significant documents used in foreign trade are:

- Bills of lading
- Letters of credit
- Documentary bills of exchange, etc.

d. Commercial office

Commercial office is the nucleus of business activity because it is through the office that planning, execution of business activity is conducted. Commercial office is the backbone of business.

e. Commercial organisations

Business activities are conducted by various commercial organisations. Scope of commerce includes various forms (types) of commercial organisations like:

- Sole trading concerns also known as sole-proprietary organizations,
- Partnership firms,
- Joint-stock companies,
- Co-operative societies and
- Public sector or state enterprises like government companies.

f. Marketing services

Scope of commerce also includes marketing services. There are numerous intermediaries, which ensure a smooth flow of goods by undertaking marketing functions like assembling, warehousing, grading, packing, etc.

g. Goods and services

Commerce deals with exchange of goods and services. Goods include tangible goods such as toothpaste, soaps, computers, etc. Services cover intangible and invisible functions of banks, insurance, airlines, hotels,

hospitals, etc. The exchange of all types of goods and services come under the scope of commerce.

Aims of teaching Commerce

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. The teacher should keep in view the aims while teaching the subject.

- To develop interest towards Commerce
- To develop the ability to start and run business on own
- To prepare for technical profession such as banker, cashier and accountant.
- To make familiarize latest information of commerce.

Objectives for teaching commerce

Objectives are the specific and precise behavioural outcome of teaching a particular topic in commerce. The objectives of a topic in commerce help in realising some general aim of teaching commerce. The characteristics of a good objective are as under.

- It should be specific and precise.
- It should be attainable.

Commerce education forms a part of education of the child. According to John Dewey, “Education is not a preparation of life, but life itself. School is a miniature society, facing problems, similar to those faced in life. The basic purpose of school is to train pupils in cooperative and naturally helpful living. The child is to share the resources of the society and make his own contribution to the maintenance and development of that society”.

According to Mahatma Gandhi, “Man is neither mere intellect nor the gross animal body, nor the heart nor soul alone. A proper and harmonious combination of all the three is required for making the whole men and it constitutes the true economics of education”.

Fur ther “A perfect well balanced all round education is one in which the intellect, the body and the spirit have all full play and develop together into a natural harmonious whole”. Commerce education is to be imparted keeping in view the above ingredients of Education.

Need and significance of Teaching Commerce

The main purpose of commerce education is to provide knowledge about the commerce and to prepare the student for vocational competency including training and development of skill. Commerce education is useful for the students to understand the various aspects of changing of the ownership of goods and to know about the various aids which facilitate the central process of exchange. Commerce education is aimed at giving adequate knowledge about the wholesale trade, retail, export trade, import trade and entire-port trade. More-over it provides some knowledge about the movement of goods etc., Transport, Communication Insurance, Ware-housing, Money, Banking & Finance and Mercantile Agencies.

Instructional objectives

Instructional objectives are specific, measurable, short-term, observable student behaviors. They indicate the desirable knowledge, skills, or attitudes to be gained. An instructional objective is the focal point of a lesson plan.

Instructional objectives are important because of the following: They provide a guide for choosing subject matter (content) to be taught, in designing appropriate teaching methods and selection of learning materials depending on the amount of content to be covered. They help in allocating teaching time.

Behavioural Objectives

It is also referred to as a behavioral objective or an instructional objective. Instructional objectives are specific, measurable, short-term, observable student behaviors. They indicate the desirable knowledge, skills, or attitudes to be gained. An instructional objective is the focal point of a lesson plan.

A behavioral objective is a learning outcome stated in measurable terms, which gives direction to the learner's experience and becomes the basis for student evaluation. Objectives may vary in several respects. Cognitive objectives emphasize intellectual outcomes, such as knowledge, understanding, and thinking skills.

Need and Importance of Instructional Objectives

Instruction in which the specification of instructional objectives plays a key role. Objectives are important to both learners and instructors. They help learners plan their study and prepare for examinations. They guide the instructors in planning instruction and devising tests.

Blooms Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain

Child and adolescent learning can be described as it takes place in three primary domains: cognitive, affective, and psychomotor. If this is where learning occurs, then instructional objectives should necessarily be aimed at each of these domains and the teacher should have a strategy for accessing each.

Instructional objectives can be divided into three basic categories:

Type of Objective	Example of Objective
Cognitive objectives, which deal with knowledge	The students will be able to solve four out of five linear equations, without the aid of outside materials, in one hour
Affective objectives, which deal with attitudes	The students will demonstrate their acceptance of the rule "quiet while others speak" by not talking during any of the two minute speeches.
Psychomotor objectives, which deal with skills	The students will demonstrate their ability to serve volleyball with accuracy by completing eight out of ten overhand serves within the standard court lines.

Verbs that could can be used for writing objectives

The Cognitive Domain

1. Knowledge

Defines, Describes, Identifies, Labels, Lists, Matches, Names, Outlines,

Reproduces, Selects, States

2. Comprehension

Converts, Defends, Distinguishes, Estimates, Explains, Extends, Generalizes, Gives examples, Infers, paraphrases, Predicts, Rewrites, Summarizes

3. Application

Changes, Computes, Demonstrates, Discovers, Manipulates, Modifies, Operates, Predicts, Prepares, Produces, Relates, Shows, Solves, Uses

4. Analysis

Breaks down, Diagrams, Differentiates, Discriminates, Distinguishes, Identifies, Illustrates, Infers, Outlines, Points out, Relates, Selects, Separates, Subdivides

5. Synthesis

Categorizes, combines, compiles, Composes, Creates, Devises, Designs, Explains, Generates, Modifies, Organizes, Plans, Rearranges, Reconstructs, Relates, Reorganizes, Revises, Rewrites, Summarizes, Tells, Writes

6. Evaluation

Appraises, Compares, Concludes, Contrasts, Criticizes, Describes, Discriminates, Explains, Justifies, Interprets, Relates, Summarizes, Supports

The Affective Domain

1. Receiving

Asks, Chooses, Describes, Follows, Gives, Holds, Identifies, Locates, Names, Points to, Selects, its Erect, Replies, Uses

2. Responding

Answers, Assists, Complies, Conforms, Discusses, Greet, Helps, Labels, Performs, Practices, Presents, Reads, Recites, Reports, Selects, Tells, Writes

3. Valuing

Completes, Describes, Differentiates, Explains, Follows, Forms, Initiates, Invites, Joins, Justifies, Proposes, Reads, Reports, Selects, Shares, Studies, Works

4. Organization

Adheres, Alters, Arranges, Combines, Compares, Completes, Defends, Explains, Generalizes, Identifies, Integrates, Modifies, Orders, Organizes, Prepares, Relates, Synthesizes

5. Characterization

Acts, Discriminates, Displays, Influences, Listens, Modifies, Performs, Practices, Proposes, Qualifies, Questions, Revises, Serves, Solves, Uses, Verifies

Psychomotor Domain

1. Perception

Chooses, Describes, Detects, Differentiates, Distinguishes, Identifies, Isolates, Relates, Selects, Separates

2. Set

Begins, Displays, Explains, Moves, Proceeds, Reacts, Responds, Shows, Starts, Volunteers

3, 4 & 5 Guided response, mechanism, complex overt behaviour

Assembles, Builds, Calibrates, Constructs, Dismantles, Displays, Dissects, Fastens, Fixes, Grinds, Heats, Manipulates, Measures, Mends, Mixes, Organizes, Sketches, Works

6. Adaptation

Adapts, Alters, Changes, Rearranges, Reorganizes, Revises, Varies

7. Origination

Arranges, Combines, Composes, Constructs, Creates, Designs, Originates

Revised Bloom's Taxonomy

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's

Taxonomy with the title A Taxonomy for Teaching, Learning, and Assessment.

There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating.

Bloom's Taxonomy and the revision by Lorin Anderson (a former student of Bloom's) addresses the cognitive domain of learning. The value of this work, in part, lies in writing learning goals, objectives or targets that address what the student will be able to do.

Bloom (1956) published a taxonomy of educational objectives within the cognitive domain. Anderson and Krathwohl (2001) revised Bloom's taxonomy to be more adaptive to our current age by proposing another taxonomy that will meet curriculum designers, teachers, and students' needs better than Bloom's one.

Correlation between subjects

To study one subject with other or interpersonal relation of different subject is called correlation in the field of Education. According to Munn, "Correlation is a statistical measure on the degree of association between two variables." Many other educationists tried to define correlation in their own context.

Commerce with Economics

Economics provide the base of commerce as a subject of study, the development of commerce is linked with Economic development of the society. Commerce sometimes is regarded as practical application of Economic principles

Commerce is concerned with how and why of Economic activity

Important relationship between Economics and Commerce established development of Indian trade and Industry. Eg: Indian banking system, Indian currency, Economics laws and Principles.

Commerce and Political Science

- Taxation
- Monetary system
- Devaluation

- Commerce and political policies and systems etc., are few topics where relationship between Commerce and Political Science can be established

Commerce with Geography

- Agriculture, minerals, forests, industries and trade are all influenced by geographical or physical environment are few topics where relationship between Commerce and Geography can be established

Commerce with Sociology

Principle of Management can be applied when we have the knowledge of formation of the society. The trade policy of a country can be properly understood when we know about social conditions of that country

Values of Teaching Commerce

Values are based on reality and aims on philosophical consideration. Values of studying commerce are divided into the following categories:

Practical value

Commerce education provides understandings, insights, attitudes and skills for taking up such activities it also gives proper guidance for systematically extending customer services, thus meeting the everyday requirements of peoples in terms of various commodities essentially required for the very sustenance of life. This may be considered as the practical value of commerce education.

Social value

Comfortable life in a society depends upon how efficiently and fairly the dealings associated with commercial transactions like trade, distribution, services, etc. related to goods take place in the society. Performing all these dealings with a social commitment depends upon how well the members of the society get educated in these. Commerce education meets this social value also.

Cultural value

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. Several philanthropists in

India from the business community have set up a large number of cultural and educational institutions in the country.

Moral value

Commerce help in solving various economic problems as unemployment, overproduction, and unequal distribution of wealth, ineffective economic policies, low living standard, poverty and many other social evils. There is no aspect of human life, where the knowledge of commerce is not useful. Whether there may be householders, businessmen, producers, labourers and manufacturers, they can't make progress without the knowledge of Commerce education it is not possible.

Vocational value

. The educational objective of teaching commerce and accountancy are mainly determined by the competencies. The Commerce Programme is to prepare students for immediate employment and for higher education. But it is significant that the vocational aspect of commerce education should not be restricted to income. It should also inculcate some other qualities such as job satisfaction, social responsibility, social ethics, etc. Moreover the commerce education should enhance the vocational competency of an individual also.