

# A Study of the Effectiveness of Case Study Based Collaborative Construction of Concept Map in the Teaching of Commerce

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**Abstract:** This technique of learning has three phases. During the first phase, the teacher provide the student's relevant case studies and other reference material. Case studies facilitate the development of the higher level of Bloom's taxonomy of cognitive level that is analysis and synthesis. In the 2nd phase, the teacher motivates students to ask questions and Students involved in the discussion in class. Teacher asks questions to which emphasize the development of decisions making ability in students. And this ensures active critical thinking amongst students. This helps in achieving objectives of valuing. In 3rd phase student's develops the concept map through interactions in the class. Teacher takes care to keep the interactions leading to the development of content through questions. Under this technique students actively engaged in cognitive activity and develop a visual representation which helps them in a holistic understanding of the concept.

**Keywords:** Bloom's taxonomy, cognitive activity, case study, concept map, holistic understanding etc.

## 1. Introduction

Education is a vital tool that is used in the contemporary world to survival. It is important because it is used to motivate the most challenge face in life. The knowledge that is attached through education helps open doors to a lot of opportunity for better projects in career growth. In order to gain the right grade in your education. There are certain things you must go through the learning process. Commerce is an important part of any business because its attempt to satisfy the need and wants. It also contributes to link in the producer of certain product and services with the customers who require them. Since commerce requires a lot of processes to be complete it easily generates various employment opportunity in other areas such as transport, logistics, banking, and retail. It is overall an essential component of national development and wealth creation in a society. Commerce Education, According to C.V.Good, "Business Education is that area of education which develops skills, attitudes, and understanding essential for the successful direction of business relationships. An area of study dealing with the principles and practices of teaching business subjects" In the classroom, these things do not happen, where teacher complete the syllabus without responding to the need of the individual student. A number of students will require support to meet the objectives of the prescribed curriculum. This support

may be in the form of changes in teaching strategies, approaches or materials and may require the support of resource and/or special education teachers. The Department's Special Education Policy Manual provides direction in meeting the needs of students who require alternate or modified curriculum objectives. A student-centered approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviors are to be fostered and developed. Some of the learning strategies that could be incorporated into a comprehensive approach include self-directed learning, cooperative learning, role-playing, behavioral rehearsal, peer education, and parent involvement. Consideration should be given to allowing students to plan some learning experiences. Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions (Indiana University Teaching Handbook, 2005). The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Case study method is more effective than classroom discussion as it only provides textbook reading at promoting learning of key biological concept development of written and oral communication skill. The study produced by the instructor, of course, is more effective at promoting learning than those produced by unaffiliated instructions. Using a technique at higher order studies leads to increase utility value of subject.it helps developing the higher order thinking and practical connection with the textbook.

## 2. Need of the study

Case study makes people understand the need of society. In order to know about the corporate world more in detail case study provide opportunity. The helps to connect the textbook knowledge to a real-life situation. Students get an opportunity to put a foot in shoes without harming the social environment. As students are completely engaged in a classroom activity, it builds the problem-solving attitude among the students in a classroom teaching-learning process, there are very few opportunities teacher get to provide the student with a realistic situation. Except for field visit workshops and seminar. Hence

in a classroom teaching-learning process if a teacher providing students with Case studies students get a chance to explore the platform. The student thinks it as important because they grow up to live in an economy. Moreover, it reduces the monotonous atmosphere in the classroom and helps in making classroom activity discussion more lively.

### 3. Importance of the study

According to Kothari Commission 1964 ", the destiny of India is being shaped in the classroom." Research helps in to identify the effectiveness case study method at higher secondary school. It also helps in understanding the difficulties that student face while dealing with the new method. Whether the predefined objectives of the study are achieved with this method or not. This method helps the student to take decisions without harming the social environment and physical environment. As it is not a costly method to deal with the learning process. With this method, there will be an interaction in a class throughout. The student in a classroom gets an opportunity to learn about the market condition.

### 4. Statement of the problem

A study of the effectiveness of case study based collaborative construction of concept map in the teaching of Commerce”

### 5. Operational definitions

#### A. Case Study

A case study, in a business context, is a report of an organization's implementation of something, such as a practice, a product, a system or a service. The case study can be thought of like a real-world test of how the implementation works, and how well it works. If documentation is sufficiently comprehensive, a case study should yield valuable information about the costs and benefits, both financial and otherwise. The organization itself and external parties can use case studies to gain more information about the specific implementation that can also help guide decisions about similar projects.

#### B. Standard XI

Means the 'Intermediate first year' or 'HSC first year' etc. It is the next class after completion of 10th standard. The average age of the students is between 16-17years.

#### C. Commerce Class

In Commerce class, the main subjects to be studied are Accountancy, Business Studies, and Economics which are compulsory.

#### D. Case Study Method

Case study method is a method of instruction which instructor uses to design classroom teaching with the available relevant case studies. With this students gain the knowledge of the business world.

### 6. Objectives

- To prepare a lesson plan based on Case study.
- To teach junior college students using Case studies.
- To teach junior college student using the Traditional method.
- To compare the post-test scores of the experimental group and the control group.
- To study the attitude of students towards Case study method.
- To suggest the measures for Case study method.

### 7. Scope of the study

An experiment is conducted in a CKT junior college. Application of this method is only for the commerce students, who are following the State Board curriculum. The controlling group for this study was C4, XI. Beyond Case study no other cooperative teaching-learning methods used by a teacher.

### 8. Methodology

In this study, I used the Experimental method. This method is a systematic and scientific approach to research in which the researcher manipulates one or more variables and controls and measures any changes in other variables. In the strict sense, experimental research is what we call true excrement. To carry out the case study method effectively. A teacher has used three phases, i.e. Phase-I, Phase-II, Phase-III.

#### A. Phase I

Under this phase, the teacher provides students with case studies. These cases are based on International business. Eg. Licensing Franchising and joint venture. Teacher motivates a student for loud reading in a class. Even the teacher asks students to read the question given below the case.

#### B. Phase II

In this phase, the teacher asks students for silent reading as well as given questions are asked by the teacher to the students. For each correct answer, reinforcement gives by the teacher. The teacher creates an atmosphere in class in such a way that students get an opportunity to put their feet into businessmen shoes.

#### C. Phase III

In this phase, there is interaction in student to student and decisions are shared with the teacher. Here the role of the teacher is to give directions to students and guide them in the right direction. With the help of students, discussion in a class teacher provide students with the terms and draws a concept map on the board. The concept map provides students a visualized effect of the concepts.

**9. Tools used**

**A. Lesson plan**

A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Lesson plan on three topics is made by a teacher by supporting case studies. By taking into consideration case study based learning. A case study is developed by a teacher.

**B. Attitude towards case study method**

An attitude of a student is checking by providing an attitude tool to a student. It has 23 items. With containing options such as- Strongly Agree, Agree, Undecided and Disagree. Students are supposed to tick mark in the true column.

**C. Post test**

It is an exam which is conducted by a teacher to analyze achievement and understanding for Case study method. This test is conducted by a teacher once students have done with a paper. The test is conducted in both the classes in an experimental group as well as in a control group.

**D. Sample size**

60 XI standard students were a sample size of this study.

**E. Attitude scale**

An attitude scale is a special type of questionnaire designed to produce scores indicating the intensity and direction (for or against) of a person's feelings about an object or event. Attitude scales are often used in attitude change experiments. The students' attitude towards the new teaching technique "Case study" was checked using an Attitude Scale. There were total 23 questions with opinions ranging from SA= strongly agree, A= Agree, UD=Undecided, D=Disagree. On the students' opinions and attitude and their acceptance, enthusiasm. For the Attitude Scale please refer Appendix 4.

Table 1

Analysis of test scores of control group and experimental group

Score	Control group	Experimental group
Mean	12.48	13.73

**Interpretation**

From Table 1, The Mean of the test scores of the students in the Control Group is 12.48 and that of the Experimental Group is 13.73. Thus, the Mean of the test scores of the students in the Experimental Group is more than the Mean of the post-test scores of the Control Group. It means that the Achievement of the students in the Experimental Group is more than that of the students in the Control Group. It was found that the students who are taught by CASE STUDY METHOD OCM subject have better achievement scores than the students who are taught using the Traditional methods. It means that teaching is found CASE STUDY METHOD more effective than teaching by using the Traditional method.

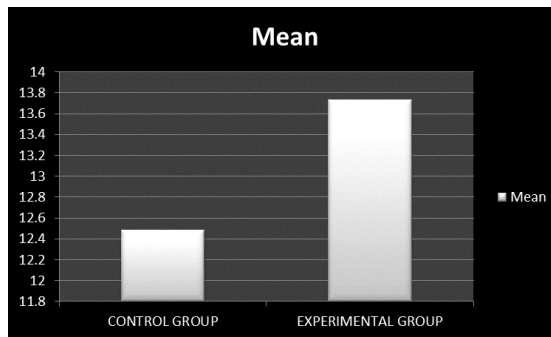


Fig. 1. Analysis of test scores of control group and experimental group

Table 2

Analysis of test scores of girls and boys in both control group and experimental group

Group	Control group	Experimental group
Girls	11.5	14.65
Boys	13.93	12.67

**Interpretation**

From Table 2, The Mean of the test scores of the girls in the Control Group is 11.5 and that of the boys in the Control group is 13.93, while the Mean of the test scores of the girls in the Experimental Group is 14.65 and that of the boys in the Experimental Group is 12.67. It is found that the Mean of the test scores of both girls and boys in the Control Group is similar and the Mean of the test scores of both girls and boys in the Experimental Group is also similar. Thus, both girls and boys showed similar achievement scores when taught by the Traditional method and case study method.

Table 3

Analysis of attitude scores of the experimental group students towards case study method

Attitude Scale	Number of Participants	Percentage (%)
Poor (Below 36%)	-	-
Average (59%-35%)	4	8%
Good (Above 60%)	46	92%

**Interpretation**

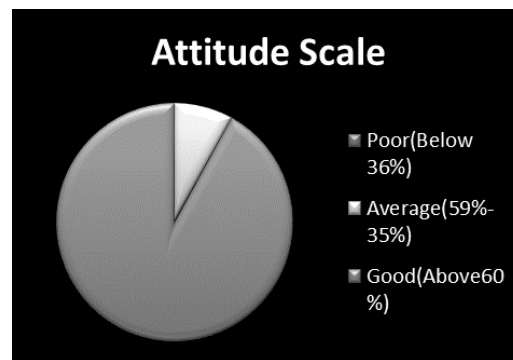


Fig. 1. Analysis of attitude scores of the experimental group students towards case study method

From Table 3, the percentage of students having a Poor Attitude towards CASE STUDY method is 0%. The percentage of students having an Average Attitude towards CASE STUDY

method is 8%. The percentage of students having a Good Attitude towards CASE STUDY method is 92%. It shows that a maximum number of students have a Good Attitude towards CASE STUDY method. It means that teaching OCM by CASE STUDY methods is better appreciated and accepted by the students than using the Traditional method.

### 10. Findings

- Thus, both girls and boys showed similar achievement scores when taught by the Traditional method and case study method.
- It shows that a maximum number of students have a Good Attitude towards CASE STUDY method.
- It means that teaching OCM by CASE STUDY methods is better appreciated and accepted by the students than using the Traditional method.

Table 4  
Preparation of the lesson

Teachers activity	Students activity
<p>*Teaches provide students with case studies related to the licensing, joint venture and franchising topics. Teacher asks a student to read out the case study loudly in a class. After reading case studies in a class, the teacher asks students for individual silent reading. Teacher asks mentioned questions in a class;</p>	<p>Distribution of case study photocopies in a class. One student read out loudly in front of the class. Individual silent reading is done in a class by each student. Students provide appropriate answers to those question.</p>

### 11. Suggestions

Some of the majors which the researcher would like to suggest to the teacher and students by which their awareness about the method would be enriched or improve to the greater understanding.

#### A. Teacher

- Teacher need have to create an appropriate environment in a class. By providing the situation.

- The teacher should develop a sense of being proud as a commerce student.
- Advance planning for using this approach must be done by the teacher. The teacher should go through the content well in advance and collect the supportive material which will help the teacher to carry out the teaching-learning process smoothly.
- The teacher should mold hypothetical answers which are given by the student in a correct way.
- Frequent questions should ask by the teacher to avoid the monotonous atmosphere in a class.
- The teacher should motivate the student to gather knowledge of current affairs in their day to day life.

#### B. Students

- Students should read the newspaper daily.
- Students should ask questions to the teacher how to overcome from such situation.
- Students must listen to others patiently as and when others answering questions ask the teacher.

### 12. Conclusion

Students of class XI are about the age group of 16-18 years their quite old enough to understand the case study method appropriately as most of the time spent by students in the class, its teacher's responsibility to prove students with beyond classroom experience. Therefore it is very essential that there should be proper educational guidance for the growth and development of the student. The growth and development of the country are possible only when the generation is aware of the practical aspects of the business and the end of action research the researcher can only conclude that the topic which teacher had chosen give him her the resulting teacher looking for.

### References

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