



NEED FOR DIGITAL PEDAGOGY IN COMMERCE HIGHER EDUCATION IN RATNAGIRI DISTRICT OF MAHARASHTRA STATE – TEACHERS PERSPECTIVE

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ABSTRACT

Ratnagiri is a coastal district belonging to Konkan region of Maharashtra state, situated on the western coast of India. It has north-south length of about 180 kms and average east-west extension of about 64 kms. Sahyadri hills surround it in the east beyond which there are Satara, Sangli and Kolhapur districts, Raigad district in the north, the Arabian Sea in the west and Sindhudurg district in the south. The district comprises of 9 tehsils/talukas. Presently there are 21 UG level Commerce colleges in the district. In the recent past, student enrollment for Commerce faculty has increased drastically. But the commerce education is not yet developed to suit the business needs here and globally too. It lacks practical approach to the business environment. ICT integration needs to be enhanced in various aspects specifically administration, teaching-learning process as well as research and evaluation.

KEYWORDS : Commerce (includes Management here), ICT (Information Communication Technology), Industry and Ratnagiri, Skill Development.

INTRODUCTION:

There are 21 senior commerce colleges in Ratnagiri district. Some of these colleges are about more than 20 years old. Due to inherited poor financial condition and ignorance about educational importance by parents, students here still face the problem to seek education. Commerce education is getting established slowly but has not achieved the major objectives on higher education such as satisfied employability, growth and industrial development.

Brining about a fast evolution of technology in daily life, as well as of educational life style, the Information Age has allowed rapid global communications and networking to shape modern society.

The study aims at understanding teaching-learning process in commerce education from the angle of the head of the departments and commerce educators, their perspectives and vision too. The researcher feels that their views can throw light upon important problems and issues of commerce education which can be further studied by others to come up with suggestions and solutions.

CONCEPTUAL BACKGROUND:

Commerce is the activity of buying and selling of goods and services between two or more individuals or organizations and/or combination thereof. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country or internationally. Thus, commerce is a system or an environment that affects the business prospects of economies.

Commerce Education here includes education delivered in UG colleges of Ratnagiri District. Commerce Graduates here refers not necessarily as B.Com. but all the degree education under Commerce and Management Faculty too.

Management is the key to achieve the objectives individually and/or organizationally with commitment, dedication and team spirit.

Industry is an economic activity concerned with the processing of raw materials and manufacture of goods in factories to produce semi-finished and finished goods.

Information Communication Technology is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various

services and applications to convert data i.e. facts and figures into required information.

E-Commerce in brief is commercial transactions conducted electronically on the Internet. In comprehensive manner it comprises of three aspects E-Market, Electronic Data Interchange (EDI) and Internet Commerce. It is a newly introduced specialization in Commerce faculty by some universities in Maharashtra to equip the Commerce students with latest technology in their field.

Skill development is the process of identifying your skill gaps and developing and honing these skills. It is important because your skills determine your ability to execute your plans with success.

Digital technology is a base two process. Digitized information is recorded in binary code of combinations of the digits 0 and 1, also called bits, which represent words and images. It enables immense amounts of information to be compressed on small storage devices that can be easily preserved, retrieved and transmitted. Digitization also quickens data transmission speeds. Digital technology has transformed how people communication, learn and work. Awareness and preparedness for dealing with various types of digital threats like viruses, frauds, scams, fake calls and messages, etc. is a must to bring consonance with the present digital scenario.

LITERATURE REVIEW:

Ratnagiri District Gazetteer (2006) is helps to understand the history, development, facts and figures of Commerce and Industry in Ratnagiri district of Maharashtra State. It focuses on various aspects of higher education in Commerce.

Some of the articles published by the Commerce teachers in University News describing need for digital pedagogy.

OBJECTIVES OF THE RESEARCH STUDY:

The said research study was carried out with following objectives in view:-

1. To study the views of commerce teachers about need for digital pedagogy in Commerce higher education in Ratnagiri district of Maharashtra.

GEOGRAPHICAL AREA OF THE RESEARCH STUDY:

The geographical area of the research study consists of all 9 tehsils/talukas of Ratnagiri district of Maharashtra state.

HYPOTHESIS:

The main hypothesis of the said research paper is as follows:

H 1 Digital pedagogy is hardly practiced in Commerce higher education in Ratnagiri district of Maharashtra State.

RESEARCH METHODOLOGY:

With the above objectives kept in mind the instructed Questionnaire cum Interview Method was adopted through a draft questionnaire discussed and filled by the Head of the Departments (HoDs) and Commerce teachers of the senior commerce colleges. In all, 29 teachers including HoDs from 15 colleges in all 9 Tehsils / Talukas of Ratnagiri district were contacted and communicated personally by the researcher. Its composition was as follows –

Table 1: Sample Size of the Survey

Sr. No.	Name of Tehsil/Taluka	No. of Commerce Teachers
1	Khed	04
2	Mandangad	02
3	Dapoli	04
4	Chiplun	02
5	Sangameshwar	03
6	Lanja	02
7	Rajapur	02
8	Ratnagiri	06
9	Guhagar	04
Total		29

Source: Primary Data

The Secondary Data was collected from the publications of colleges and reports of Mumbai University with reference to Commerce Colleges.

For the present research study, the data pertaining to the above objectives was collected and the literature was reviewed on the topic concerned. The literature was collected by visiting online libraries and websites. Some Government websites were also visited for getting office record and statistical data.

NNED FOR DIGITAL PEDAGOGY IN RATNAGIRI DISTRICT OF MAHARASHTRA STATE – TEACHERS PERSPECTIVE:

The National Curriculum Framework (NCF) – 2005 states that judicious use of technology (Multimedia & ICT) can increase the reach of educational programs, facilitate management of the system, as well as help address specific learning needs as requirements of young learners, teacher training, facilitate classroom learning, and be used for advocacy. Possibilities of teaching and learning at varied paces, self-learning, dual modes of study could all benefit from the use of technology, particularly ICT.

Pedagogic Principles:

The entire commerce education ought to have scientific bases. Every educational input must be based on scientific principles. There are various principles of teaching. While teaching every teacher should move from:

- a) Concrete to Abstract
- b) Simple to Complex
- c) Easy to Difficult
- d) Whole to Parts
- e) Induction to Deduction
- f) Progressive Differentiation to Integrative Reconciliation
- g) Impersonal to Personal
- h) Differentiated to Differential
- i) Building Blocks to Structure

- j) Learning Styles to Teaching Styles

Basic Model of Communication:

Every teacher while teaching should employ Lasswell's basic model of communication as follows:

- a) Who – Sender Analysis
- b) Says what – Message analysis
- c) To whom – Audience analysis
- d) Through which channel – Medium analysis
- e) With what effect – Communication analysis

Important Features of Communication:

- a) We cannot re-mail without communication.
- b) Communication is irreversible.
- c) It is circular.
- d) It is helical.
- e) It is endless.

The basic organizational principle flowing through this model of communication is that any communication is a function of the correspondence amongst sender, message, medium and the receiver.

Guidelines for Digital Pedagogy:

According to the discussion with the commerce teachers following guidelines need to be followed for Digital Pedagogy since they are not found together with the right mix in the Commerce colleges here:

1. Medium is Message – The message should be mediagenic. There should be medium compatibility. The messages or content should be judiciously distributed against various media.

2. Spatial & Temporal Contiguity of Message Forms – Various message forms should be in the geographic proximity. Visual and corresponding audio, picture and its commentary should run together. There should not be temporal or spatial gaps.

3. Media Language Proficiency – Every medium has its own language. The teachers, scripter, presenters ought to have proficiency in terms of size of the message, intonation, modulation, lip-sync, pitch and volume and the speed of delivery.

4. Message Credibility & Media Fidelity – It is necessary to establish the testimony of the message – text and/or visual prior to it is mediated. It should be factual i.e. error free. There should be no message dilution, distortion or loss when it is mediated. Media should have very high fidelity. These days we have WiFi (Wireless Fidelity) and HiFi (High Fidelity). Any medium should cross validate any message before it is carried and delivered.

5. Balanced View Composition – The entire view composition needs to be configured very carefully. The relative position of various subjects and objects, their relative colors, hue saturation, reflection, background, foreground matter a lot. The view composition must be plot compatible.

6. Message Irreversibility – Electronic messages or content travel with lightning speed. We need to exercise psychomotor control. The testimony of the message needs to be fully established before sending them. A soft touch sends a message far and wide destined. To rectify an erratic message post-communication is a figment of imagination.

7. Projection Time Determination – Screen time of a message varies from culture to culture. Some are fast viewers, whereas, others are slow viewers. The on-screen time needs to be decided very judiciously.

8. Well Aligned Correspondence – There is a need to do thorough analysis of the sender, message, medium and the receiver. All these should be absolutely matching. The message should be mediagenic as well as receiver genic.

9. Quality Infrastructure – The quality of the digital products ought to be established very carefully, right from germination through incubation, creation, construction and connection. Any digital product demands fully scientific bases, which need to be observed very analytically.

10. Compatible Format – The format of the program should be reality compatible. We need to decide the most compatible format amicably, such as, talk, documentary, drama, feature, narration, experimentation, etc. very carefully.

11. Innovative and Interesting – Techno or digital pedagogy must be innovative and intriguing. Everyone likes to meet pioneers. It demands constructivist and connectionist approaches. Hence it is necessary for any teacher to always research and renew, explore and expose as well as innovate and create.

CONCLUSION:

There is a rapid evolution of Technology Pedagogy Content Knowledge. Digital technology has its own ethos and culture which need to be developed. Commerce colleges in Ratnagiri district are facing the problem of ICT integration and maintenance. There are problems of management and maintenance – preventive, corrective, adaptive and perfective. Returns on investment are very rare.

There is an immediate need to observe techno pedagogy, rather than producing the programs arbitrarily. There is need to modernize technology available here. Techno pedagogic skills should find expression at the operational level. Teachers need to need to be techno savvy rather than mere info savvy. Technology is well woven in almost all walks of life. But education is relatively technologically backward here. Every teacher should put in efforts to be techno savvy, because it is education alone which can deploy and integrate ICT or technology faithfully with a service motive.

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