INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

IJRCM

CONTENTS

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

http://ijrcm.org.in/

iv

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the areas of Computer Science & Applications; Commerce; Business; Finance; Marketing; Human Resource Management; General Management; Banking; Economics; Tourism Administration & Management; Education; Law; Library & Information Science; Defence & Strategic Studies; Electronic Science; Corporate Governance; Industrial Relations; and emerging paradigms in allied subjects like Accounting; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Rural Economics; Co-operation; Demography: Development Planning; Development Studies; Applied Economics; Development Economics; Business Economics; Monetary Policy; Public Policy Economics; Real Estate; Regional Economics; Political Science; Continuing Education; Labour Welfare; Philosophy; Psychology; Sociology; Tax Accounting; Advertising & Promotion Management; Management Information Systems (MIS); Business Law; Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labour Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; International Relations; Human Rights & Duties; Public Administration; Population Studies; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism & Hospitality; Transportation Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design and emerging paradigms in allied subjects.

Anybody can submit the **soft copy** of unpublished novel; original; empirical and high quality **research work/manuscript** *anytime* in *M.S. Word format* after preparing the same as per our **GUIDELINES FOR SUBMISSION**; at our email address i.e. infoijrcm@gmail.com or online by clicking the link **online submission** as given on our website (*FOR ONLINE SUBMISSION, CLICK HERE*).

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1.   **COVERING LETTER FOR SUBMISSION:**

                                                                                         DATED: _____

        THE EDITOR
        IJRCM

        Subject: **SUBMISSION OF MANUSCRIPT IN THE AREA OF**   .

        (e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

        DEAR SIR/MADAM

        Please find my submission of manuscript entitled '_____' for possible publication in your journals.

        I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

        I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

        Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

        NAME OF CORRESPONDING AUTHOR:
        Designation:
        Affiliation with full address, contact numbers & Pin Code:
        Residential address with Pin Code:
        Mobile Number (s):
        Landline Number (s):
        E-mail Address:
        Alternate E-mail Address:

        NOTES:

        a)   The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
        b)   The sender is required to mentionthe following in the **SUBJECT COLUMN** of the mail:
             New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/ Engineering/Mathematics/other, please specify)
        c)   There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
        d)   The total size of the file containing the manuscript is required to be below **500 KB**.
        e)   Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
        f)   The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2.   **MANUSCRIPT TITLE**: The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3.   **AUTHOR NAME (S) & AFFILIATIONS**: The author (s) **full name**, **designation**, **affiliation** (s), **address**, **mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4.   **ABSTRACT**: Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5.   **KEYWORDS**: Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

6.   **MANUSCRIPT**: Manuscript must be in **_BRITISH ENGLISH_** prepared on a standard A4 size **_PORTRAIT SETTING PAPER_**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.

7.   **HEADINGS**: All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

8.   **SUB-HEADINGS**: All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.

9.   **MAIN TEXT**: The main text should follow the following sequence:

INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10.   **FIGURES &TABLES**: These should be simple, crystal clear, centered, separately numbered &self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

11.   **EQUATIONS**:These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.

12.   **REFERENCES**: The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:

- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.
- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
- Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
- The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
- For titles in a language other than English, provide an English translation in parentheses.
- The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

A STUDY ON ACTIVE LEARNING AND REWARDING LEARNER PARTICIPATION: RURAL INDIAN CONTEXT

MALLIKA A SHETTY
LECTURER
DEPARTMENT OF COMMERCE & MANAGEMENT
SAINT MARY'S SYRIAN COLLEGE
BRAHMAVAR

ABSTRACT

The past decade has seen an explosion of interest among college faculty in the teaching methods variously grouped under the terms 'active learning' and 'cooperative learning'. However, even with this interest, there remains much misunderstanding and mistrust of the pedagogical "movement" behind the words. The majority of all college faculties still teach their classes in the traditional lecture mode. Some of the criticism and hesitation seems to originate from the idea that techniques of active and cooperative learning are genuine alternatives to, rather than enhancements of professors' lectures. This paper explains how 'active learning' and 'cooperative learning' techniques can be used to supplement rather than replace lectures. This paper does not advocate complete abandonment of lecturing as researcher herself is a lecturer. The lecture method is a very efficient way to present information, but use of the lecture as the only mode of instruction presents problems to both the instructor and the students. There is a large amount of research attesting to the benefits of active learning and cooperative learning .The researcher used a questionnaire method. The questionnaire was distributed to 200 final year students of the undergraduate degree courses of Commerce and Management.

KEYWORDS

Active learning, Cooperative learning, Lecture method, Instructions, Students

THEORETICAL BACKGROUND

I hear and I forget, I see and I remember, I do and I understand.

Asian proverb

"Active learning" is, in short, anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems. The term "cooperative learning" covers the subset of active learning activities which students do as groups of three or more, rather than alone or in pairs. Generally, cooperative learning techniques employ more formally structured groups of students assigned with complex tasks, such as multiple-step exercises, research projects, or presentations. Cooperative learning is to be distinguished from another, now well-defined term of art, "collaborative learning", which refers to those classroom strategies which have the instructor and the students placed on an equal footing working together, for example, in designing assignments, choosing texts and presenting material to the class.

COLLABORATIVE LEARNING

Recent research suggests that individuals in small groups learn better than they do on their own or in isolation. In light of the research on active learning, this is not surprising, as a small group initiates collaborative learning and its resulting activities: students generate questions, discuss and arrive at conclusions, turn thought into written or oral language, etc.

COOPERATIVE GROUP ASSIGNMENTS

This is one more method of active teaching...it includes the following:

Assigning formal cooperative tasks: One form of active learning deserves special attention because it overtly places the learners as workers, demands that each process beliefs and construct expression with co-workers, and forces the achievement of a group goal. That interdependence affects three broad and interrelated outcomes: effort exerted to achieve, quality of relationships among participants and psychosocial adjustment. Ninety years of research and 600 studies show cooperative learning results in more high-level reasoning, more frequent generation of new ideas and solutions and greater transfer of what is learned within one situation to another. Cooperative learning groups embrace five key elements: positive interdependence, individual accountability, group processing, social skills, and face-to-face interaction. Typically three to five learners are placed in heterogeneous groups. All cooperative designs have specific objectives, performance criteria and reward systems. In order for them to be successful, teachers must expect to spend time building cooperative skills and enforcing group self-assessment of them.

Team member teaching: Knowledge outcomes: like a jigsaw puzzle, each member of the team is assigned a portion of the whole. Ultimately responsible for knowing all, each group member teaches the others about their piece. Learners need explicit preparation in how to effectively communicate information to others.

Student teams- achievement divisions: Knowledge outcomes: Learners study the material in heterogeneous groups as above, but instead of taking a test, learners play academic games to show their individual mastery of the subject matter. At a weekly tournament, learners are matched with comparably performing learners from other teams. Assignments to the tournament tables change weekly according to a system that maintains the equality of the competition.

Performance judging design: Skill outcomes: Here learners first study how to develop and apply appropriate criteria for judging performance on a skill, such as writing an essay, giving a speech, or constructing a tool chest. They test their cooperatively developed criteria on a product produced anonymously by someone else. Then the learners are assigned the task of creating their own product for other members of the team to review.

Clarifying attitudes design: Attitude outcomes: the teacher prepares an attitude questionnaire, usually a multiple-choice inventory. Each learner selects from the range of alternatives those that most accurately represent his or her views. Next, teams meet to reach agreement on one of the alternatives which represents the soundest action in a particular circumstance. They examine the differences between previous attitudes and discuss together how each may want to be consistent with the agreed-on description of the soundest attitude.

REWARDING LEARNER PARTICIPATION

Support learner actions with effective, well-timed positives: All teaching moves learners into areas of risk and incompetence. So often the job of a teacher is to find nascent deftness when it is easier to notice the maladroit. The methods chosen to administer those positives, however, send messages about what is important to achieve. Are learners supposed to work toward external approval or their own performance? Are grades the true reward? Or are learners supposed to learn to enjoy the quest itself? Teachers answer these questions through the manner in which they support improvement.

The best rewards are not contrived but foster personal reflection and independence and actually work, that is, learners maintain new abilities or do better. Effective teachers support emerging initiative, cooperation and perseverance with well-timed positives in these forms:

Avoid praise: Praise, the expression of judgment, is less successful in rewarding learner performance than the techniques listed below. It tends to foster approval seeking rather than independence. Examples: "good question", "That's a nice weld."

Description: Describe objectively those aspects of learner performance which need support, avoiding a personal evaluation: "that's a topic we need to discuss", "That weld is even", etc. State a culturally accepted conclusion a group of dispassionate observers would concede: "that's a pertinent question", "That weld is just like the book".

Narration: Detail the action a learner takes immediately as it occurs. Narrations usually begin with "you…" example: "you're raising an issue that needs discussion", "You're obviously trying to fit the pieces together".

Self-talk: Talk about your own thoughts or prior personal experience. Example: "I have wondered that, too", "Questions like that have always intrigued me."

Nonverbal or vocal sounds: Smile, Wink, Thumbs up, Gestures of excitement and success. "Wow!", "indeed-do." whistles.

Personal feelings: Describe your emotional reactions as a participant learner, a member of the group, expressing deep, genuine, personal feeling. "What a joy for me to listen to this discussion!" "I get discouraged, too."

Intrinsically-phrased reward statements: Positive expressions about emerging learner performance and achievement highlight internal feelings of self-worth and self-satisfaction (without praise, which is an extrinsic judgment). Enjoyment – "that was fun!" "I get pleasure from that, too". Competence – "you did it!" "that is mastered!" Cleverness – "that was tricky", "creative". Growth – "you've taken a step forward", "Change has occurred!"

REVIEW OF LITERATURE

The lecture method is a relatively poor instructional approach for maintaining student attention (Blight, 2000). Research findings suggest that student concentration during lectures begins to decline after 10-15 minutes (Stuart & Rutherford, 1978). A summary of the different types of evidence offered to support this assertion is provided by Blight (2000). Recently, Wilson & Korn (2007) have both reviewed this literature and questioned this claim, (i.e. largely by raising legitimate methodological and interpretive questions about the early yet often cited studies done in this area). Their critique, however, does not challenge the consistent findings of recent research demonstrating that when compared to traditional 50-minute classroom lectures, interactive lectures produce superior educational outcomes. For example, over twenty years ago, empirical research comparing lecture methods versus discussion techniques was summarized in the report 'Teaching and Learning in the Classroom: A review of the Research Literature' prepared by the National Center for Research to improve post-secondary teaching and learning (Mckeachie, et al., 1987). The review concluded that, in those experiments involving measures of retention of information after the end of a course, measures of problem solving, thinking, attitude change or motivation for further learning, the results tend to show differences favoring discussion methods over lecture (p. 70). Hake (1998) reported the results of one study involving 62 introductory physics courses. Compared to traditional lecture-based instruction, instructional approaches that promoted interactive engagement produced dramatic student gains in conceptual and problem-solving test scores. Springer et al. (1998) similarly reported a large meta-analysis of studies examining small group learning in SMET courses (i.e., Science, Math, Engineering and Technology). Compared to traditional lecture-based instruction, various forms of small group learning produced higher achievement test scores, more positive student attitudes and higher levels of student persistence. Knight & Wood (2005), in an article titled 'teaching more by lecturing less', report the results of a study completed in a large, upper-division biology lecture course. When compared to students' performance when the course was taught using a traditional lecture format, students who were taught with (a) in-class activities in place of some lecture time, (b) collaborative work in student groups, (c) increased in-class formative assessment and (d) group discussion were observed to make significantly higher learning gains and better conceptual understanding.

Over the years, scholars, researchers and national reports have also discussed the importance of employing active learning instructional strategies to maximize student learning in the college or university classroom. Consider individually or collectively the following succinct observations and/or recommendations: Lectures alone are too often a useless expenditure of force. The lecturer pumps laboriously into sieves. The water may be wholesome; but it runs through. A mind must work to grow (Elliot, 1869). Faculty should make greater use of active modes of teaching and require that students take greater responsibility for their learning (study group on the conditions of excellence in American higher education, 1984).

RESEARCH METHODOLOGY

Both primary and secondary data have been used for the purpose of this study. All the 856 students of Saint Mary's Syrian College, Brahamvar constitute the population under study. However, the researcher has used a sample of 200 students under the simple random sampling method. The questionnaire was distributed to all the 200 final year students of the undergraduate degree courses of Commerce and Management. All the students responded to the questionnaire, the response rate being 100%. All final year students were selected for the research, as they will be in a mood of being the final year students and also the seniors-most students of the college. Personal interview was held with the faculty members with regard to the idea of implementing active learning in the class.

FINDINGS OF THE STUDY
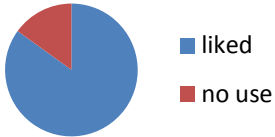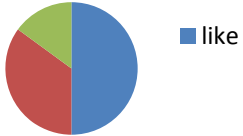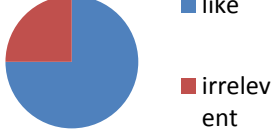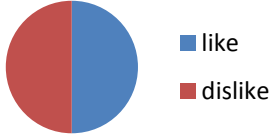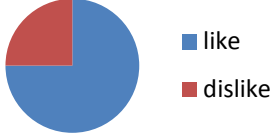
The researcher used two groups for her study i.e. final year B.Com. and final year BBM. The researcher has been teaching the subject of Financial Management, a practical oriented subject with theory in final year B.Com. class and she has been teaching the elective paper of Financial Management in final BBM, which is entirely different with a vast syllabus as compared to the paper of final year B.Com.

The active learning technique adopted for the first group was: News reading in the class by a group of five members each based on their roll numbers, seminars by five group members, group is based on their own choice. The active learning technique adopted for the second group was: seminars for a group of five each, where members are chosen on the basis of their roll numbers and a group of five members each of their choice was formed for solving the problems in old question papers, each member is allotted with the individual task of solving one question paper. Seminars for both the groups were on general management and commerce subjects. At the end of the semester, the person who read the news very clearly and honestly and the good seminar were awarded with chocolates, pens, etc. and the good group was awarded with positive appraisal in the last class.

After implementing this when we collected feedback about this method at the end of the Vth semester, 75% of the students reported that they liked this type of teaching- learning process.

STUDENTS' RESPONSE TOWARDS ACTIVE LEARNING (n = 200)

Activity	Students' response
News reading: 85% liked it (got general knowledge) 15% said, no use (hate to write and can't read)	Pie chart: liked, no use
Seminars: 50% liked it (are bold students) 35% disliked it (stage fear) 15% said, no use (not interested)	Pie chart: like
Practical's worked out by groups: 75% liked it (benefit of group learning) 25% said it's irrelevant (partiality)	Pie chart: like, irrelevent
Lecture method: 50% disliked it (boring, feeling sleepy) 50% liked it (with examples interesting)	Pie chart: like, dislike
Reward system: 75% liked it (motivates them) 25% partiality disliked it	Pie chart: like, dislike

The news reading by group and discussing the issue in the class for 15 minutes liked by most, it helped those who did not read news papers and it helped them to have a general awareness about the external environment and help them to improve their reading skill and familiarize with certain business jargons.

The group seminars helped them to develop their personality by eradicating stage fear. Getting students in groups, especially in large classes, was seen as a way to help them in socializing. Role-play was done by students in the case of case laws in Business Law class.

DISCUSSION

It is very difficult to impart active learning even though it has got advantages: a) It does suit the UG course because of the time constraint under the semester system; b) In undergraduate courses, the students expect everything from the teachers; c) Co-operative learning is only suitable to final year students whereas the first year students may not be knowing each other, and hence, resist the attempts to form groups and they form groups by themselves; d) It may disturb the classroom environment and disturb other classes, if classes are located close to each other; e) Highly distractive students take advantage of this activity; f) Suitable for courses with less number of students in a class; and g) Practical subjects like mathematics, statistics, etc. cannot be taught under this method.

Some common barriers to instructional change include: a) The powerful influence of educational tradition; b) Faculty self-perceptions and self-definition of roles; c) The discomfort and anxiety that change creates; d) The limited incentives for faculty to change; e) Certain specific obstacles are associated with the use of active learning including limited class time; a possible increase in preparation time; the potential difficulty of using active learning in large classes; and a lack of needed materials, equipment, or resources; f) Perhaps the single greatest barrier of all, however, is the fact that faculty members' efforts to employ active learning involve risk--the risks that students will not participate, use higher-order thinking, or learn sufficient content, that faculty members will feel a loss of control, lack necessary skills, or be criticized for teaching in unorthodox ways.

However, active learning can be used: a) As a substitute to the main subject; b) Such practices can be followed occasionally; c) Every chapter cannot be taught through active learning process; d) Student interest also matters a lot in this learning process.

CONCLUSION

The reform of instructional practice in higher education must begin with faculty members' efforts. An excellent first step is to select strategies promoting active learning that one can feel comfortable with. Such low-risk strategies are typically of short duration, structured and planned, focused on subject matter that is neither too abstract nor too controversial and familiar to both the faculty member and the students. Faculty developers can help stimulate and support faculty members' efforts to change by highlighting the instructional importance of active learning in the newsletters and publications they distribute. Further, the use of active learning should become both the subject matter of faculty development workshops and the instructional method used to facilitate such programs. And it is important that faculty developers recognize the need to provide follow-up to, and support for, faculty members' efforts to change. Academic administrators can help these initiatives by recognizing and rewarding excellent teaching in general and the adoption of instructional innovations in particular. Comprehensive programs to demonstrate this type of administrative commitment (Cochran 1989) should address institutional employment policies and practices, the allocation of adequate resources for instructional development, and the development of strategic administrative action plans. Equally important is the need for more rigorous research to provide a scientific foundation to guide future practices in the classroom. Currently, most published articles on active learning have been descriptive accounts rather than empirical investigations, many are out of date, either chronologically or methodologically, and a large number of important conceptual issues have never been explored. New qualitative and quantitative research should examine strategies that enhance students' learning from presentations; explore the impact of previously overlooked, yet educationally significant, characteristics of students, such as gender, different learning styles, or stage of intellectual development; and be disseminated in journals widely read by faculties.

REFERENCES

1. Bonwell, C.C. & Eison, J.A. (1991). Active learning; Creating excitement in the classroom. *ERIC Digest*.
2. Bransford, J., Brown, A., & Cocking, R. (Eds.) (1999). *How people learn: Brain, mind, experience, and school.* Washington, D.C.: National Research Council.
3. Cassell, J. (2002). "We have these rules inside": The effect of exercising voice in a children's online forum. In S.L. Calvert, A.B. Jordan, & R.R. Cocking (eds.). *Children in the digital age: Influences of electronic media on development.* Westport, CT: Praeger.
4. Chickering, Arthur W., and Zelda F. Gamson. March 1987. "Seven Principles for Good Practice." *AAHE Bulletin* 39: 3-7. ED 282 491. 6 pp. MF-01; PC-01.
5. Cochran, Leslie H. 1989. *Administrative Commitment to Teaching.* Cape Girardeau, Mo.: Step Up, Inc.
6. David W. Johnson, Roger T. Johnson and Karl A. Smith, "Cooperative Learning: Increasing College Faculty Instructional Productivity." *ASHE-ERIC Higher Education Report No.4*. Washington, D.C.: The George Washington University, School of Education and Human Development. 1991.
7. Dewey, J. (1938). *Experience and education*. New York: Touchstone.
8. Druin, A., Revelle, G., Bederson, B.B., Hourcade, J.P., Farver, A., Lee, J., & Campbell, D. (2003). A collaborative digital library for children: A descriptive study of children's collaborative behaviors and dialogues. *Journal of Computer-Assisted Learning, 19,* 239-248.
9. Ellerman, D.P. (1999). Global institutions: Transforming international development agencies into learning organizations. *The Academy of Management Executive, 13,* 25-35.
10. Grabinger, R.S. & Dunlap, J. C. (1994). Implementing rich environments for active learning: A case study. Paper presented at the Annual Conference of the Association for Communications and Technology, Nashville, TN.
11. Haack, K. (2008). UN studies and the curriculum as active learning tool. *International Studies Perspectives, 9,* 395-410.
12. *"Helping students learn in a learner-centered environment: a guide to facilitating learning in higher education* (Doyle, 2008)*,* offers many helpful suggestions and ideas.
13. Henderson, T. A. & Atencio, D. J., (2007). Integration of play, learning, and experience: What museums afford young visitors. *Early Childhood Education Journal, 35,* 245-251.
14. Heppner (2007), Stanley & porter (2002) and wiener (1987):- learn how to teach large classes•
15. House, D.J. (2008). Effects of classroom instructional strategies and self-beliefs on science achievement of elementary-school students in Japan: Results from the TIMSS 2003 assessment. *Education 129(2)*, 259-266.
16. Hyman, Ronald T. 1980. *Improving Discussion Leadership.* New York: Columbia Univ., Teachers College Press.
17. Lowman, Joseph. 1984. *Mastering the Techniques of Teaching.* San Francisco: Jossey-Bass.
18. McKeachie, Wilbert J., Paul R. Pintrich, Yi-Guang Lin, and David A.F. Smith. 1986. *Teaching and Learning in the College Classroom: A Review of the Research Literature.* Ann Arbor: Regents of The Univ. of Michigan. ED 314 999. 124 pp. MF-01; PC-05.
19. Meyer, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.
20. Penner, Jon G. 1984. *Why Many College Teachers Cannot Lecture.* Springfield, Ill.: Charles C. Thomas.
21. Ruhl, Kathy L., Charles A. Hughes, and Patrick J. Schloss. Winter 1987. "Using the Pause Procedure to Enhance Lecture Recall." *Teacher Education and Special Education* 10: 14-18.

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you tosupply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail**infoijrcm@gmail.com** for further improvements in the interest of research.

If youhave any queries please feel free to contact us on our E-mail **infoijrcm@gmail.com**.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-
Co-ordinator

DISCLAIMER

The information and opinions presented in the Journal reflect the views of the authors and not of the Journal or its Editorial Board or the Publishers/Editors. Publication does not constitute endorsement by the journal. Neither the Journal nor its publishers/Editors/Editorial Board nor anyone else involved in creating, producing or delivering the journal or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the journal, nor shall they be liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of information/material contained in the journal. The journal, nor its publishers/Editors/ Editorial Board, nor any other party involved in the preparation of material contained in the journal represents or warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or for the results obtained from the use of such material. Readers are encouraged to confirm the information contained herein with other sources. The responsibility of the contents and the opinions expressed in this journal is exclusively of the author (s) concerned.

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

http://ijrcm.org.in/

I