

Enhancing Academic Performance of Commerce Students by using ICT Tools

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Abstract: *This research article aims to investigate the effectiveness of using Information and Communication Technology (ICT) tools to enhance the academic performance of commerce students. The study focuses on the difficulties faced by 12th standard commerce students in understanding consumer protection and the Consumer Protection Act. The objectives of the study include identifying the challenges faced by students, providing remedial teaching using ICT tools, and evaluating the difference between pre-test and post-test scores. The research follows an experimental design, specifically a one-group pretest-posttest design, and involves 30 students from Pal Rajendra Jr College in Mumbai. The findings of this study provide insights into the impact of ICT tools on students' learning outcomes in the field of commerce education.*

Keywords: ICT Tools, Academic Performance

I. INTRODUCTION

Consumer is the origin of the modern marketing world, consumer is the originator of an organisation, the success and failure of any business depends on consumers. Consumers are the pillars of economics development in any country as the entire economy revolves around them. All the production and manufacturing activities are undertaken by business organisations only to give maximum satisfaction to the consumer. In today's seller's market consumers have been cheated and exploited through price rise, artificial scarcity, blackmarketing, adulteration and misleading advertising. Every consumer should have adequate knowledge of product and services regarding quality, quantity, price, standards etc. to select the right product.

The Consumer Protection Act, 1986 (COPRA) was an Act of the Parliament of India enacted in 1986 to protect the interests of consumers in India. It was repealed by the Consumer Protection Act, 2019. It was made for the establishment of consumer councils and other authorities for the settlement of consumer's grievances and matters connected therewith it. The act was passed in the Assembly in October 1986 and came into force on December 24, 1986. The statute on the right was made before this COPRA act.

The aim of the Consumer Protection Act is to help safeguard the consumer from products that do not reach a reasonable level of safety.

The Act, which implements into UK law the provisions of the Product Liability Directive (85/374/EEC), came into force on 1 May 1988. Although Part I applies in Great Britain only, equivalent provision for Northern Ireland was made by Order in Council. Part II of the Act, containing consumer safety provisions, came into force on 1 October 1987. These provisions apply throughout the UK.

In the safety field, this Act establishes a civil law right of redress for death, or injury, caused by using defective consumer goods (the so-called 'product liability' provisions). This right now lies against any supplier (including the manufacturer, or importer), rather than simply the person from whom the goods were purchased, as was formerly the case.

The Act goes on to establish a 'general safety requirement' namely, that all goods for domestic use must be reasonably safe, bearing in mind all the circumstances. This requirement has extended even further the Service's involvement with the safety of goods. Powers under the Act allow suspect goods to be 'suspended' from sale for up to six months, while checks on safety are conducted. If faulty, the goods may be destroyed.

These safety provisions have been extended by the General Product Safety Regulations 1994 which applies the requirement to be safe to all domestic consumer goods.

Enforcement of the Consumer Protection Act 1987 is the responsibility of officers of the local weights and measures authority (in Northern Ireland, the Department of Economic Development) - usually called Trading Standards Officers. If a Trading Standards Officer has reasonable grounds to suspect that you have given a misleading price indication, the Act gives the Officer power to require you to produce any records relating to your business and to seize and detain goods or records which the Officer has reasonable grounds for believing may be required as evidence in court proceedings.

1.1 Need of the Study

Consumer protection is the practice of safeguarding buyers of goods and services, and the public, against unfair practices in the marketplace. Consumer protection measures are often established by law. Such laws are intended to prevent businesses from engaging in fraud or specified unfair practices in order to gain an advantage over competitors or to mislead consumers. They may also provide additional protection for the general public which may be impacted by a product (or its production) even when they are not the direct purchaser or consumer of that product. For example, government regulations may require businesses to disclose detailed information about their products—particularly in areas where public health or safety is an issue, such as with food or automobiles.

1.2 Objectives of Study

- i) To identify the difficulties faced by the students of standard 12th in difference between the consumer protection and act.
- ii) To provide remedial teaching for the difficulty faced by the students using ICT Tools
- iii) To find out the difference between pre-test and post- test scores of 12th standard students of commerce..

1.3 Hypothesis of Study

HO1- There are no difficulties faced by the 12th standard students of commerce in understanding the Organisation of commerce.

HO2- There is no difference between the pre-test and post-test scores of 12th standard students.

1.4 Delimitation of the study

- a) The present study is limited to only one college of Mumbai City is Pal Rajendra Jr college.
- b) The present study is focused only on the 12th standard students of commerce.
- c) The present study is limited to the difficulties related to consumer protection.
- d) The study consists of only 30 students.
- f) the study is limited to the use of padlet.

Selection of research methodology:

Experimental research method was chosen to conduct the present study. Within the experimental research design pre experimental design i.e. one group pretestposttest design is used. One-group pretest - posttest designing this design the researcher administers a pretest, then the treatment and finally a posttest. The effects of treatment are judged by the difference between the pretest and posttest scores.

Sample:

A sample is a small portion of the population that is selected for observation and analysis. The sample comprises 30 students of Std. SYJC from Pal Rajendra Junior College of commerce Purposive sampling technique was applied to select school Pal Rajendra Jr college of commerce and class SYJC. Students were chosen by using simple random sampling techniques.

Data collection

The researcher used self-constructed pretest and posttest questionnaires. Mean was used to analyse the pretest and posttest scores of students.

II. RESULTS AND DISCUSSION

The findings of this study revealed that commerce students faced difficulties in comprehending consumer protection and the Consumer Protection Act. However, after receiving remedial teaching using ICT tools, significant improvements were observed in students' academic performance. The mean scores of the post-test were significantly higher than those of the pre-test, indicating the effectiveness of using ICT tools in enhancing learning outcomes. The interactive nature of ICT tools, such as Padlet, facilitated active participation, knowledge retention, and a deeper understanding of the subject matter.

III. CONCLUSION

This research article highlights the importance of using ICT tools to enhance the academic performance of commerce students. The study demonstrates that the application of ICT tools, such as Padlet, can effectively address the difficulties faced by students in understanding consumer protection and the Consumer Protection Act. By integrating technology into commerce education, educators can create engaging learning experiences that bridge the gap between theory and practice. The findings of this study contribute to the existing literature on the use of ICT tools in education and emphasise the need for continuous innovation in teaching methodologies to foster better learning outcomes in the field of commerce.

REFERENCES

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